

Healthy Practices of NAAC Accredited Colleges of Education Affiliated to Sardar Patel University

**A Dissertation Submitted to the Sardar Patel
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fulfillment of the degree of**

Master of Education (M.Ed.)

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Certificate

Certified that the work incorporated in the dissertation entitled “Healthy Practices of NAAC Accredited Colleges of Education Affiliated to Sardar Patel University” submitted by Seema Bhagat Comprises the result of independent and original investigation carried out. The materials obtained (and used) from the other sources have been duly acknowledged in the dissertation.

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CHAPTER- 1

INTRODUCTION

1.1 Introduction

Education means knowledge refined, reshaped and then imparted in simple easy steps so as to enable the learner to absorb it, ruminate upon and digest. Education is very important for an individual's success in life. Education provides pupils with learning skills that prepare them physically, mentally and socially for the world of work in later life. Education is the foundation of society which brings economy wealth, social prosperity and political stability. Education is the major aspect of development of any society, if there is any deficit of educated people then society's progress will be affected.

It is said that quality of nation is judged by the quality of its citizens. Quality of citizenship depends directly on the system of education of the nation which in turn, is decided by the quality of teachers it has. In this regard the Kothari commission (1964-66) has rightly said, "A sound programme of professional education of teachers is essential for the qualitative improvement of education". The quality in higher education is the biggest need of the hour as our country is progressing towards becoming the educational hub of the world.

Education plays a vital role in developing an individual to his full potential by bringing out his latent talents and nurturing them. Words of the Bhartruhari highlight the importance of education as could be seen from the English translation given below:

"Education shapes a person. It is secretly hidden wealth. It bestows prestige, happiness and enjoyment. It teaches everything like a teacher. It helps abroad like a relative. Education is a 'Parmatma' and it brings honors and recognition. No amount of wealth can equal education in this world. A person without education is like an animal'.

The main purpose of education is to educate individuals within society, to prepare them for quality life. For this to happen, the colleges of education need to be quality conscious. Healthy practices in education are a commitment to using all knowledge and technology to ensure success. Healthy practices support the production, use and reuse of high quality, open educational resources through institutional policies which promote innovative pedagogical models and respect and empower learners as co- producers on their lifelong learning. Higher Education Institutions (HIEs) play an important role in the society, in fulfilling social, economic, educational and scientific values. HIEs are considered as “an agent of change”.

There is an increasing realization of importance for external assessment by specialized autonomous agencies. At the same time academics and educational institutions have many apprehensions and concerns about the quality and the process of assessment. There are various academic bodies like UGC, NAAC, NCTE, etc that aim at quality enhancement of colleges of education. In present research aims at studying the healthy practices of NAAC Accredited B.Ed. colleges. The research objectives and research questions are focused in the sections below.

1.2 Research Statement

To Study the Healthy Practices of NAAC Accredited Colleges of Education Affiliated to Sardar Patel University.

The terms that are used in the study are operationalised below.

1.3 Operationalisation of terms

The terms that are related to the study are explained below.

Healthy Practices – This refers to the innovative practices of the colleges, it includes practices that help the colleges perform better and enhance their quality.

NAAC Accredited Colleges of Education: This refers to all the colleges of education offering one year B.Ed. course affiliated to Sardar Patel University.

The objectives of the study are listed below.

1.4 Objectives of the Study

The objectives of the study were decided based on the criteria put forward by NAAC.

Accordingly the objectives are listed below.

1. To study the healthy practices of colleges of education related to Curricular Aspects.
2. To study the healthy practices of colleges of education related to Teaching-Learning and Evaluation
3. To study the healthy practices of colleges of education related to Research, Consultancy and Extension.
4. To study the healthy practices of colleges of education related to Infrastructure and Learning Resources.
5. To study the healthy practices of colleges of education related to Student Support and Progression.
6. To study the healthy practices of colleges of education related to Governance and Leadership.
7. To study the healthy practices of colleges of education related to Innovative Practices.

The broad questions that the researcher aimed at answering through the research are listed below.

1.5 Research Questions

1. How did the colleges of education evolve their healthy practices?
2. What are the different problems faced by the colleges of education to sustain the healthy practices?

1.6 Limitations of the Study

The study is limited to the B.Ed. Colleges affiliated to the Sardar Patel University and includes the responses of the IQAC coordinator and the study of NAAC Self Appraisal Reports of the College. The researcher could not interact with all the teacher educators and students due to time constraint.

1.7 Rationale of the Study

The destiny of the India lies in its classroom. This has been rightly said by the Education Commission Report 1964-66. This implies that teacher, who is the organizer and controller of the classroom, is mostly responsible for the India. As he moulds the children so the country will be molded. From this point of view, a lot of responsibility lies with the teacher to discharge his duty effectively. So the teacher properly equipped with necessary knowledge, skill and abilities to deal with children. It is in this context that education of teacher becomes most important in any country. This study is an opportunities to explore the vast creative practices being adopted by the colleges of education.

Total Quality Management (TQM) is a recent concept popular among management circles. Its application to education is well articulated by NACC in its Total Quality Management for Tertiary Education (2003). TQM considers quality primarily as that perceived by the customers of the service or product. In education it means the meeting of changing demand of students, employers, knowledge producers and society. Education is the continuous process of imparting knowledge, developing skills inculcating values and more importantly, promoting the overall personality development of human being. In this direction the investigator is keen to find the various healthy practices in colleges of education. There is no denying the fact that in every society quality of the life depends on the quality of education which in turn depends upon the quality of its teachers. Moreover, the investigator herself is the student of Master of Education (M.Ed. programme) and wants to study various innovative practices of colleges of education.

In addition, numerous colleges of education are getting themselves accredited and the UGC and NCTE have also made it compulsory. This poses a major question in the minds of academics and policy makers. The questions are “Does NAAC Accreditation help colleges of Education to perform better?”, “Is Self Appraisal Report a mere formality practice of the colleges or is a reflective tasks?

The researcher was keen to find the healthy practices, reflections and improvement of the colleges and IQAC coordinators.

So, the present study was conducted keeping the above aspects. The researcher has made attempts to describe the distinct features of the study.

1.8 Distinct Features of the Study

The study focuses on studying the NACC Self Appraisal Reports of all the colleges of education that have got themselves accredited and are affiliated to Sardar Patel University. The study of the reports itself was a voluminous and an intellectually stimulating task. This has made the researcher arrive at a set of healthy practices and also realize the intensity vis-à-vis effect / outcomes of the practices respectively.

The scheme of chapterization is presented below.

1.9 Scheme of Chapterization

This study contains 6 chapters. The details of the chapters are given below;

Chapter 1

The present chapter focuses on the overview of the study vis-a-vis its objectives and significance of the study.

Chapter 2

Chapter 2 focuses on conceptual framework and aims at explaining the concepts related to the study.

Chapter 3

This chapter presents the review of related literature and implications to the study.

Chapter 4

Chapter 4 aims at describing the research methodology and procedure followed for the present research.

Chapter 5

The data analysis and interpretation is included in the chapter and the researcher has made attempts to triangulate data and arrive at findings in the subsequent chapter.

Chapter 6

This chapter includes findings, discussion and conclusions of the present research work.

This is followed by bibliography and annexure.

CHAPTER 2

Conceptual Framework

2.1 Introduction

As it is said, one of the most important factors in educational development is the teacher. Involved with many aspects of the children development, teachers play a significant role in building up the future generation. The quality and efficiency of the development of teachers therefore, is an urgent task for educational development.

Quality has been the goal of an eternal quest through the corridors of human history. It has been the driving force for all human endeavors. Quality is the inspiration for transcendence from the mundane to the higher realms of life. It is the source of carving behind the unfolding human civilization through ages immemorial. Yet, it has successfully eluded the dragnet of definitions proving the inadequacy of human intelligence. Quality starts at you. You recognize it. But you cannot define it. Any length of description of the anatomical details of a fragrant and beautiful flower- its petals, color, shape, size, fragrance, softness, all put together- falls short of conveying its beauty fully. It is perceived and recognized. It is best left to the admirer to perceive and appreciate. For, quality lies in the perception of the consumer. What is 'great' for one may not be good enough for another!

The Chandyogyan Upanishad called upon quality in all actions. In the Geeta, Lord Krishna told Arjuna, 'Yogaha Karmasunkaushalam', or that quality at work itself is Sadhana or the way to unite with God. Ancient Indian Universities such as Takshashila in the Bhrahmanic period and Nalanda in the Buddhist were known only for excellence (Das, 1986). The purpose of education has accordingly been defined.

Defining quality in education is a massive challenge since it deals with the most sensitive creation on the earth- the human beings. Industrial products are finished goods- take them or leave them. Nothing can be done once they are finished. Service is here and now. You can look for better quality only next time. Education has no such finished product, nor even the graduates.

They are on the way 'to be'. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from 'womb to tomb'. Human beings continue to learn, and evolve 'to be'. Education facilitates this very evolution of the individual. No wonder then that the concept of quality in education has attracted scholarly attention in India as well as in the west.

The following section focuses on the Need of Quality Education.

2.2 Quality Education and its Need

“A quality education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labor exploitation and disease, and given them the knowledge, skills, and confidence to rich their full potential”.

- By Audrey Hepburn

As the world economy is undergoing the transition, the significance of the developing nations is raising as the major growth drivers. As these economies embark on the growth path, there are several challenges on socio-economic front acting as potential growth disrupters. Education is one such key issue being faced by all the emerging countries including India. Although the Indian Government is making considerable budgetary allocations for the educations expenditure, the quality of education still remains one of the major concerns. Millions of graduates produced by the education system do not fulfill the industry purpose, bearing the cost to the economy in terms of lack of employable people. While the country is home to a considerable number of engineering, medical and management schools, the industry by and large suffers from the ‘talent crunch’. The need for self development at vocational level has been felt to meet the employment generation requirement of the country. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India.

Although the right to education has been reaffirmed on many occasions since the Universal Declaration of Human Rights was proclaimed in 1948, many international instruments are silent about the qualitative dimensions of learning. Most recently ‘the United Nations’ Millennium Declaration, adopted in 2000, stats that “all children will be able to complete a full course of

primary schooling by 2015” but makes no specific reference to its quality. Achieving universal participations, however, depends fundamentally upon the quality of education available. How well pupils are thought and how much they learn have a crucial impact on frequency and duration of school attendance. Parents make adjustment about school quality when investing in their children’s education. People in all countries expect schooling to help children develop creatively and emotionally and acquire the skills, values and attitudes necessary for them to lead productive lives and become responsible citizens. The World Declaration on Education for All (1990) and the Dakar Framework for Action (2000) – the two most recent United Nations conference declarations focusing on education- recognize quality as a prime condition for achieving Education for All.

The Dakar Framework of affirms that quality is ‘at the heart of education’. Goal 2 commits nations to providing primary education ‘of good quality’. Goal 6 includes commitments to improving ‘all aspects of the quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeric and essential life skills’.

India needs multi-dimensional and broad-based quality education to maintain its leadership in the 21st century. Therefore India should show the concern over the quality in education as the quantity and quality with other countries. India needs to emphasis on quality education and following key issues:

1. Low Enrolment at Higher Education
2. High Dropout at School Education
3. Poor quality of Education both at School as well as Higher Education level.
4. Low employability
5. Regulatory Framework in Higher Education
6. Quality and Quantity of Human Resource in Educational sector.

Having described the importance of quality education vis-à-vis various commissions, policies and reports; the following sections devotes itself to the concept of NAAC.

2.3 National Assessment and Accreditation Council (NAAC)

NAAC is the abbreviation for National Assessment and Accreditation Council. It is a National Level body that works towards quality enhancement.

It is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India.

The system of higher education in India has expanded rapidly during the last fifty years. In spite of the built-in regulatory mechanisms that ensure satisfactory levels of quality in the functioning of higher education institutions, there have been criticisms that the country has permitted the mushrooming of institutions of higher education with fancy programme and substandard facilities and consequent dilution of standards. To address the issues of deterioration in quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) that spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior academicians from a cross-section of the system of higher education are represented. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician in the area of relevance to the NAAC. The Director of the NAAC is its academic and administrative head, and is the member-secretary of both the GC and EC. The NAAC also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities. It also receives assistance from a large number of external resource persons from across the country - who are not full time staff of the NAAC.

The vision of the NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance

initiatives. The mission statements of the NAAC aim at translating the NAAC's vision into reality, defining the following key tasks of the organisation:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality-related research studies, consultancy and training programme.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

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

NAAC accredits colleges and universities – higher education bodies on a standard scale. This process of accreditation makes the institutions do a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of themselves and thereby improve.

The process and focus of NAAC accreditation is described below.

2.4 NAAC Accreditation

For the assessment of a unit, the NAAC follows a three-stage process which is a combination of self-study and peer review. The three stages are:

- The preparation and submission of a self-study report by the unit of assessment.
- The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
- The final decision by the Executive Committee of the NAAC.

The self-study report to be validated by peers is the backbone of the whole exercise. Manuals have been developed to suit different units of higher education, with detailed guidelines on the preparation of the self-study report and the other aspects of assessment and accreditation.

Thus NAAC has been set up to help all participating institutions assess their performance vis-a-vis set parameters. The accreditation process helps the institutions in the following ways.

- Helps the institution to know its strengths, weaknesses and opportunities through an informed review process.
- To identify internal areas of planning and resource allocation. Enhances collegiality on the campus.
- Outcome provides funding agencies objective data for performance funding. Initiates institutions into innovative and modern methods of pedagogy.
- Gives institutions a new sense of direction and identity.
- Provides society with reliable information on quality of education offered.
- Employers have access to information on the quality of education offered to potential recruits’.
- Promotes intra and inter-institutional interactions.

NAAC's process of assessment is towards holistic, systematic, objective, data-based, transparent and shared experience for institutional improvement. NAAC has formulated a three stage process for assessment and accreditation as given in table below.

Table 1: NAAC Accreditation Process

1.	The First-Step: ‘Institutional Eligibility for Quality Assessment (IEQA): In the first step of Assessment and Accreditation, “Institutional Eligibility for Quality Assessment” (IEQA) is required to be obtained by an applicant institution at the beginning, while it is still in the planning stage for assessment. The benefits of this step for an applicant institution are: ☐ To get recognized as eligible to apply for the second step comprehensive Assessment and Accreditation process;
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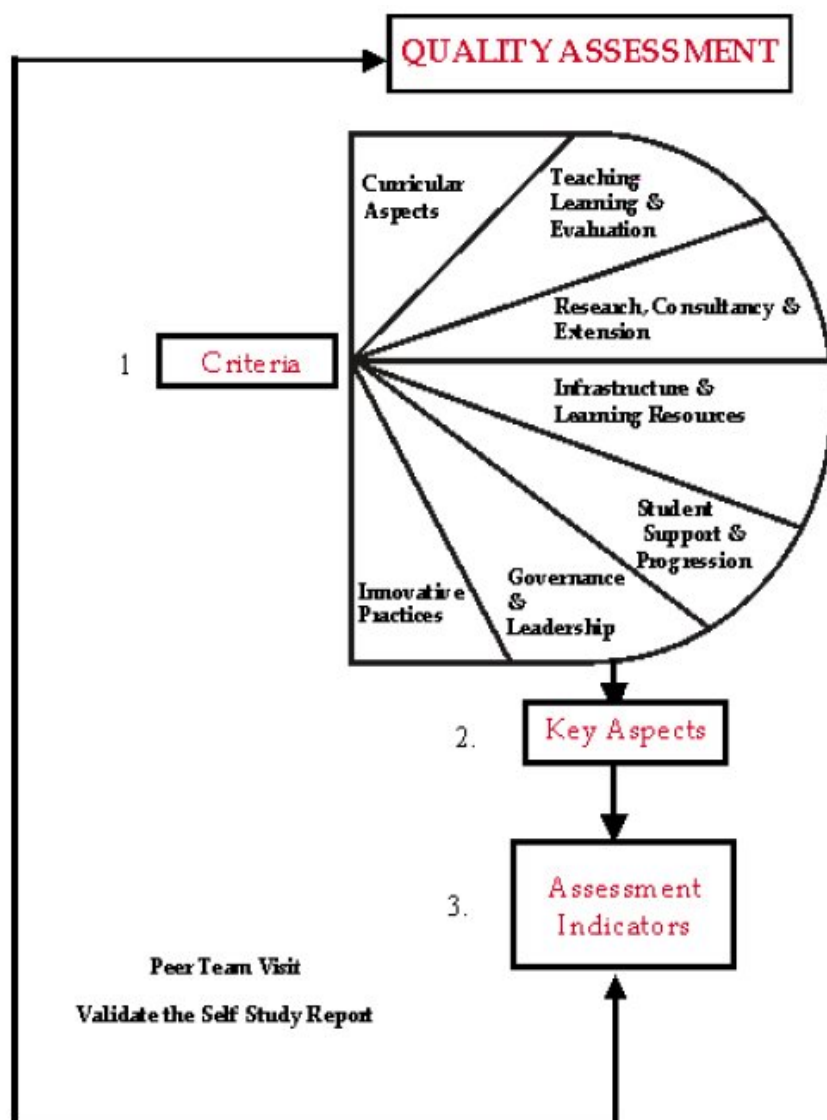
	☐ To get feedback from NAAC if it does not qualify in the first step, about specific improvements to be made for reaching the required quality level ☐ To receive assistance and suitable mentoring from NAAC in the latter case, for enabling it to qualify for IEQA in due course of time.
2.	Preparation of the Self-Study Report by the institution, its submission to NAAC and in-house analysis of the report by NAAC.
3.	Peer Team Visit to the institution for validation of the Self-Study Report followed by presentation of a comprehensive assessment report to the institution.
4.	Grading, Certification and Accreditation based on the evaluation report by the peer team.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures. They are Curricular Aspects, Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance and Leadership and Innovative practices. Refer Figure 1

As per the assessment the grading of the institution is done.

The figure 2 presents the range of NAAC criteria for assessment.

Figure 1 : NAAC Criteria for Assessment



NAAC for Quality and Excellence in Higher Education

The table 2 mentions the key aspects and the aspect wise weightages under each criterion specified by NAAC.

TABLE 2: Criteria and Weightage

The Key Aspects and the Key Aspect-wise differential Weightages under each Criterion are also specified in this New Methodology as detailed in the following Table:

Criteria	Key Aspects	University	Autonomous College	Affiliated/ Constituent College
		Weightages		
1. Curricular Aspects	1.1 Curricular design and development	90	50	10
	1.2 Academic flexibility	30	20	15
	1.3 Feedback on curriculum	10	10	10
	1.4 Curriculum update	10	10	05
	1.5 Best practices in curricular aspects	10	10	10
	Total	150	100	50
2. Teaching-Learning and Evaluation	2.1 Admission process and student profile	20	30	30
	2.2 Catering to diverse needs	20	35	45
	2.3 Teaching-learning process	90	170	270
	2.4 Teacher quality	60	65	65
	2.5 Evaluation process and Reforms	50	40	30
	2.6 Best practices in teaching, learning and evaluation	10	10	10
	Total	250	350	450

3. Research, Consultancy and Extension	3.1 Promotion of research	40	30	15
	3.2 Research and publication output	90	50	25
	3.3 Consultancy	20	10	05
	3.4 Extension activities	30	40	40
	3.5 Collaborations	10	10	05
	3.6 Best practices in research, consultancy & extension	10	10	10
	Total	200	150	100
4. Infrastructure and Learning Resources	4.1 Physical facilities for learning	20	20	20
	4.2 Maintenance of infrastructure	10	10	10
	4.3 Library as a learning resource	35	35	35
	4.4 ICT as learning resources	15	15	15
	4.5 Other facilities	10	10	10
	4.6 Best practices in the development of Infrastructure and learning resources	10	10	10
	Total	100	100	100
5. Student Support and Progression	5. 1 Student progression	30	30	30
	5. 2 Student support	30	30	30
	5. 3 Student activities	30	30	30
	5. 4 Best practices in student support and progression	10	10	10
	Total	100	100	100

6. Governance and Leadership	6.1 Institutional vision and leadership	15	15	15
	6.2 Organizational arrangements	20	20	20
	6.3 Strategy development and deployment	30	30	30
	6.4 Human resource management	40	40	40
	6.5 Financial management and resource mobilization	35	35	35
	6.6 Best practices in governance and leadership	10	10	10
	Total	150	150	150
7. Innovative Practices	7.1 Internal quality assurance system	20	20	20
	7.2 Inclusive practices	15	15	15
	7.3 Stakeholder relationships	15	15	15
	Total	50	50	50
	TOTAL SCORE	1000	1000	1000

Hence NAAC plays a major role in improving the quality of education. After having assessed an institution's philosophy, processes and outcomes – the NAAC grades the institutions or departments.

The following grading system (available on the NAAC website) is used by the council.

Figure 2 Cumulative Grade Point Average

Cumulative Grade Point Average (Range)	Letter Grade	Performance Descriptor	Interpretation of the Descriptor
3.01 - 4.00	A	Very Good (Accredited)	High level of academic accomplishment as expected of an institution
2.01 - 3.00	B	Good (Accredited)	Level of academic accomplishment above the minimum level expected of an institution
1.51 - 2.00	C	Satisfactory (Accredited)	Minimum level of academic accomplishment expected of an institution
≤ 1.50	D	Unsatisfactory (Not Accredited)	Level of academic accomplishment below the minimum level expected of an institution.

2.5 Role of NAAC in Quality Enhancement

‘Assessment for quality assurance’ is widely known across the world since later part of 20th century. The movement may be called as the promotion of the ‘Quality Culture’ In India it has taken a concrete shape only in the last decay of the last century, with the establishment of the National Assessment and Accreditation Council (NAAC) in 1994 and a few other quality assessment organization in the public domain, for the assessment of higher education institutions and programmes. The NAAC with a vision ‘to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives’, has assessed and accredited a large number of Higher Education Institutions(HEIs) and has also undertaken a number of quality promotion activities. The NAAC

grading system has encouraged all the colleges to achieve the target of quality enhancement as per NAAC criteria. In India the institutional quality assessment system is quite popular. But many believe that in this the system of good departments and weaknesses of poorly performing units cannot be categorized. NAAC however recognizes that institutional and department/programme level assessments are not alternatives but are mutually complementary to each other. In fact, the instrument of assessment requires continuous fine-tuning. Appropriate measurement is necessary for improvement. It is rightly said that: “if u can’t measure it, you can’t understand it, you can’t understand it; if you Can’t understand it, you can’t control it; If you can’t control it, you Can’t improve it”. In quality measurement, we must constantly ask two questions: Are we measuring the right things and are we accurately measuring them? NAAC is continuously engaged in improving its instrument (Bhal 1998). Over the years the NAAC has been continuously updating its criteria of measurement which has resulted in the adoption of the Cumulative Grade Point Average(CGPA) with effect from 1st April 2007. This would definitely result in a more rigorous and reliable measurement of the institutional programme. Some of the reasons for institutions opting for NAAC assessment are:

- i. Recognition of their excellence/achievements
- ii. Self improvement by understanding their strength and limitations
- iii. Building the institutional image and attract students from far and wide
- iv. International recognition of the institution and assurance of their students in foreign universities
- v. Incentives from the Government and other funding agencies
- vi. Insistence of some of the state Governments
- vii. Pre-condition for gating autonomous university status and such other recognitions by the University Grant Commission(UGC) or permanent affiliations by concerned universities (Bhal, 1998)

The accredited institutions have devoted its emphasis on qualitative achievement in teaching and learning. The section below deals with quality assurance, assessment and accreditation in higher education.

2.6 Quality Assurance, Assessment and Accreditation in Higher Education

Assessment process involves identification of strengths and weaknesses. As an outcome of accreditation process, institutions are helped to enhance the potential strength factors, rectify and deficiencies through appropriate interventions e.g. Capacity building exercises in all the quality parameters by lessoning with the public and private sector through policy measures and other developmental initiatives. Wherever autonomy prevails for academic and administrative freedom, institutions score high in all the parameters. It facilitates the tapping of talents and resources of many. Decentralization and participative approaches are the other factors contributing to the quality performance. W. Edwards Deming (1986) is regarded as father of quality movement. He stressed that the responsibility for quality remains with top management. He emphasized on prevention rather than cure as the key to quality.

Joseph Juran (1989) defined quality as fitness for purpose. He identified three steps for quality improvement.

- i. Structural annual improvement plans
- ii. Training for the whole organization
- iii. Quality directed leadership.

He emphasizes that poor quality is the result of the failure of the management

Crosby (1984) focuses on the senior management. He has given two popular statements – “quality is free” and “zero defects” according to him quality does not originate in the workers. It originates in the quality department.

Higher education institutions can learn a great deal from the ideas of Deming, Juran and Crosby.

Some of the important points about quality movement are:

- i. Leadership and commitment of top management plays a significant role in quality movement
- ii. Creating an environment for learning and staff development is crucial to do task every time
- iii. Adopt new philosophies and technologies that can improve the quality
- iv. Encourage teamwork and participatory management
- v. Develop a communication strategy to report progress and result
- vi. Recognize the efforts of staff without creating the competitive environment
- vii. Put appropriate systems and processes in place as per the needs of the stakeholders

viii. Encourage quality circles and culture quality(Mishra,2006)

The University Grant Commission (UGC) with its statutory power is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for “determination and maintenance of standards of teaching, examinations and research in universities”. To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly and indirectly. In order improve quality, it has established national research facilities, and Academic staff colleges to re-orient teachers and provide refresher courses in subject areas. The UGC also conduct the National Eligibility Test (NET) for setting high standards of teaching. The UGC established national accreditation council (NAAC) at Bangalore as a registered autonomous body on 16th September, 1994 under the society’s registration act of 1860. The main objectives of NAAC as envisaged in the memorandum of association are to

- i. Grade institutions of higher education and their programmes
- ii. Stimulate the academic environment and quality of teaching and research in these institutions
- iii. Help institutions realize their academic objectives
- iv. Promote necessary changes, innovations, and reforms in all aspects of the institutions working for the above purpose and
- v. Encourage innovations, self-evaluation and accountability in higher education (Mishra, 2006)

Though top management formulates policies and priorities, assurance of quality in higher education depend on all the constituents. As such quality assurance becomes a continuous activity in educational institutions. Accreditation as monitoring of external quality is found in all types of higher education systems, though quality assurance is not one time activity only for accreditation purpose (Harvey, 1998). Many experts on quality assessment and assurance favored self evaluation as a first step for ensuring quality enhancement. The NAAC has devised the system of submission of Self Study Report (SSR) as part of assessment and accreditation of colleges and universities. Frazer (1992) emphasized that the SSR should be self critical and reflective.

The following section focuses on teacher education systems.

2.7 Teacher Education and NAAC (Why Teacher Education Institutions should go for NAAC Accreditation?)

“No system of education, no syllabus, no methodology, no text book can raise above the level of its teachers. If a country wants to have quality education it must have quality teachers.”

By V.S.Mathews

To that it may be added, to have quality teachers, quality teacher education is the need of the hour. Education is inevitable for the healthy human life and as a major tool for socio-economic national development and for individual socio-economic empowerment and poverty reduction. The teacher is at the centre in education. The quality of teacher education programme is crucial for preparing the teachers to perform.

The World Bank, UNESCO, UGC and NAAC are taking care of quality in education at National as well as Global level. The NAAC set out to develop quality indicators for teacher education and an Expert Group set out to select indicators to cover the seven key areas. Critically examination on quality of teacher education is increasing quality awareness which results in quality improvement in secondary education. This provides opportunity to evaluate teacher education institutions itself comprehensively in terms of all necessary dimensions. This process of accreditation help the institutions do a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of themselves so that they can make further improvement and thus will help in the all round development of the individual as the education aims.

It is therefore, “a people driven process. It involves change in people’s attitude primarily. In addition, it deals with process orientation and continuous improvement of the process. It strives for empowerment and autonomy of the people involved in using processes of production. It asks people to continuously look for new ways to adapt to the changing environment. It is a continuous improvement plan with an effort to bring out the best for the institution” (NAAC, 2003).

The main goal of colleges of education is to prepare teachers with competencies and skills, but commissions and committees from time to time have pointed out the defects of teacher education programmes. All agree that teacher training programme have failed to develop desirable teaching

skills in prospective teachers. The teacher training programme has no impact on classroom teaching; consequent upon the lack of efficiency and desirable skills in the teachers, the quality of instruction is deteriorating year after year. So there is a strong need to assess the teacher education programme in such a way that it equips the prospective teacher with required competencies. The quality of education must be measured by the extent to which it reflects the aims and objectives. The healthy practices are essentially indicators of quality. The section below focuses on the same.

2.8 Meaning of Healthy Practices

Best practices are generally accepted, informally standardized techniques, methods or processes that have proven themselves overtime to accomplish given tasks. Following are some best practices recorded by NAAC and other quality assessment bodies like International Accreditation Organization.

Bridge programme

Support system

Problem of Travelling

Orientation to the New Comers

Ladies Forum

Motivate the students

Teachers Evaluation by students

Excellent Student teachers

Excellent Material resources

Develop the Spirit of Self Study

Need to change in practice teaching

Introduction of Tutorial System

Examination system

Using modern sources of information

There are numerous other healthy practices and these vary from college to college. Every institution has its strengths and these strengths are the positive building blocks of the work culture of any institution. Such features may get inbuilt into the system and becomes an implicit

part of the system. Such healthy practices are studied in the present research. Moreover, the weaknesses of the colleges are also converted into strengths through a positive healthy practices based working environment. **Building and institutionalizing a healthy practice is a very slow, conscious and effort taking process.**

Researcher has made attempts to identify such practices vis-à-vis the criteria of NAAC.

The following chapter focuses on Review of Related Literature.

CHAPTER-3

Review of Related Literature

3.1 Introduction

A survey of the related literature is a crucial aspect of the planning of any study. For any investigation in any field of knowledge extensive use of the library & a thorough investigation of related literature and references' are essential.

Thus the review of related literature as well as research implies the reading surveying and evaluating of the written form of literature related to the problem area, which is available in libraries from many other sources. John W. Best states, "The research for referential material is a time-consuming but fruitful phase of the graduate programme. A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising or disappointing and what problems remain to be solved". The review of related literature enables an investigator in such a manner as she can discover what has already not been investigated and evaluated.

3.2 Importance of Review

Cater & Bour, have also pointed out the significance & importance of review of related literature as follows.

The review of related literature helps the investigator/researcher to understand the ideas, concepts, principles, theories, explanations, & hypothesis related to problem. It provides a comparative data useful in interpretation of findings of the problem. It helps the investigator to get general instructions & guidance for his work.

In addition, Muimon writes: "the survey of related literature is a crucial aspect of planning of the study". Some of the studies are mentioned below. Search for related literature is an important work, which calls for a deep insight and clear perspective of research field. We can assimilate through the following points the importance of surveying of related literature:

- Having a vision of the totality of the field to be investigated.

- Surveying theories, explanation and hypothesis important in formulating the research design.
- Finding data for writing, making comparisons and interpretations.

This chapter begins with quality of education, healthy practices, and the role of NAAC in the colleges of education. All these reviews are placed in separate sections in the present chapter. Later, it deals with the process and importance of accreditation in the field of education.

3.3 Reviews related to Quality Education

Ranganathan, R. and Rao, L. (2011) Reformation of Higher Education in India: Quality concerns.

Higher Education in India: Historical Background; The Western system of higher education has been progressing every year since the establishment of formal universities at Calcutta, Bombay and Madras in the year 1857. India's higher education system is the third largest in the world, after china and the United States. The main governing body at tertiary level is the University Grants Commission (India), which enforces its standard, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grant Commission. He mentioned the Committees and Commissions on Higher Education Reforms:

- Radhakrishnan Commission Report(1949)
- Kothari Commission Report(1964-1966)
- National Policy on Education (1968)
- National Policy Education (1986)
- POA: Programme of Action on National Policy on Education (1986)
- Acharya Ramamurthy Report (1986)
- Report of the CABE Committee on Policy (1992)
- Programme of Action (1992)
- Knowledge Commission (2005)

- Yash Committee (2008)

Writers focused on role of Higher Education in our National Life and factors affecting the quality of university. They said that the quality of higher education is based on four foundations Relevance, Accountability, Efficiency of the system and Equity.

Rao, K. (2011) Need for Quality Assessment of Higher Education Institutions.

In India the process of Assessment of higher education institutions is mostly in public domain. From 1990s, a number of autonomous assessment agencies were established by different national bodies at national level. The UGC has established, in 1994, National Assessment and Accreditation Council (NAAC) for assessment and accreditation of universities and colleges. All these agencies broadly follow the integrated criteria based assessment systems. The criteria for assessment include teaching-learning, research, extension, student support services, admissions, student evaluation and governance aspects. The institutional grades are given based on criteria weightings. The assessment is mainly designed to promote quality improvement and institutional accountability. Many State governments have made assessment by NAAC/NBA/ DEC as an essential requirement.

Bihari, P. (1997) Tracing the Origin of Students Quality Control Circles. There is a striking similarity between two schools of thoughts of Kauro Ishikawa who said that “every person working in organization possess ingenuity and latent potential and he wants to contribute his best for her origination je serves” and prophet Abdul Baha who opined that “every child is potentially the light of the World”. Both have recognized the infinite potential, creativity and potential of human beings. The person who wrote their own history and made our life wonderful with comforts, amenities, safety and enable us to enjoy the bliss of nature and God were the light of this world. They unleashed their enormous latent creativity and ingenuity and transformed into intangible reality. Most of them have had even universities and engineering college degrees, but were capable of channelizing their thoughts and energies in a constructive way. One thing they had in common: creativity which they activated from its own dormant state. Understanding the child psychology and knowing mechanism of unleashing their latent potential and creativity is the need of imparting value based humane and quality education which develops in the child a love for knowledge and courage and confidence.

Naik, B. (2011) states that Western schools now believe that colleges without centers of excellence on campus or technological research and innovation, entrepreneurship development, patent and IPR technology transfer, venture capital, Hi- Tech start ups, spin-off technologies and spin -off New Technology Based firms are incomplete, and nonviable in modern sense. If India dreams to be a developed nation in near future, the present technical education system needs to be strengthened in respect of above stated centers. They have to integrate in college and enable to provide “Technology Push” and matching with “Market Pull”. They have to redesign their systems to generate new knowledge and new technology ahead of others. The present departmental store approach of distributing knowledge generated elsewhere in the world is unfit for the purpose. They will have to install systems as “well spring” of knowledge.

Jeelani, S. (2011) mentions The National Knowledge Commission (NKC) recommended to 1500 Universities nationwide for massive expansion of opportunities of student in higher education, so that it would enable India to attain a gross enrolment ratio of at least 15 percent by 2015. It is just as important to raise the average quality of higher education in every sphere, at the same time it is essential to correct institutions that are exemplars of excellence at par with the best in the world. Knowledge commission also stated that, that is reform existing public universities undergraduates colleges necessary to overall the entire regulatory structure governing every possible source of financing investment in need of pro- active strategies to enhancement of quality in higher education, to create new instauration in the form of National Universities that would become a role models as centers of academic excellence.

Mehta, D. (2010) An urgent need for student evaluation in higher education.

The National Knowledge Commission (2007) also remarked that evaluation of courses and teachers by students as well as per evaluation of teacher should be encouraged. Evaluation of teachers and curriculum do not accurate regularly, which is very essential for effective teaching learning process. We still do not have any accurate way of knowing whether practicing teachers are really adequate for their jobs. Now a day’s teachers are dangerously overloaded, their traditional functions of instruction, socialization, evaluation and classroom management are not

regarded sufficient to make them effective. They are facing a flux in the educational scenario, which contains innumerable situation call for effective teachers, as improvement in education and institutes rest on the shoulders of teachers.

Sharda, U. (2011) Quality Improvement through Autonomy in B.Ed Colleges for Sustainable Development describes the quest for quality is the source of an institution enduring strength. Quality as enhancement emphasizes continuous improvement. Quality has become the key word in the present globule due to the third wave change, globalization, industrialization and liberalization. Sustainable development is a process by which the social and economically deprived classis can attain remarkable and required level of basic health, nutritional status, educational achievement, access to resources and increase in per capita income the concept of autonomous was defined in clear terms by the Education Commission 1964-66; It states ‘where there is an outstanding college within a large university which was shown the capacity to improve itself, markedly consideration should be given to granting it an autonomous status. The quality of education, to the large extent, depends upon the teacher educational programme’.

Geeslin, L. (1997) talks of Managing Totality. The author mentions the following.

Whatever goals we set to test scores, healthiness, university acceptance or job placement to these goals are accomplished by the people. Any system, any particular approach to success is like a tool, a lever to make the work easier. But the ultimate responsibility for success will always rest on the shoulders of the people involved. It is good to have high quality infrastructure and intelligent course design using the best books and materials. But these are inert materials that must be brought to life by over own attention. A true and deep understanding is the highest goal of education today. With ability to understand the basics of a field any new situation in that field is not going to be an incomprehensible surprise. If a student is getting through school just by memorizing facts and formulate, that student is eventually going to find himself “surprised” again and again. Knowledge of techniques and technologies is important. But without deep understanding you will find time and again that the new concepts and true creative thinking elude you, and that mare memorization details is not adequate for the task of the real world. Deeper understanding is then a high goal but we would add even more to this vision of the goal to experience. Up until now we have been considering intellectual understanding. This is

the corner stone of academic. But keeping in mind the importance to think ever more broadly as we consider question of quality, we must look at the deeper foundation of learning and the deeper truths of education.

Chakraborty, S. (1997) indicates the following in the article.

Quality is the ability of the product/service to satisfy both stated as well as implied needs of users of such product/service. User knows best what the requirements are, hence it is the users who judges quality on the basis of use experiences. Thus, when it comes to quality, user not only acts as the judge but also as jury as well as the executioner. In today's competitive environment quality has prove to be a valued differentiator which is what attracts many organizations towards quality building activities. To have quality as the operating philosophy there should be environment that encourages all employees to pursue never-ending improvement in the quality and productivity of product and services, all through the organizations, the supplier basis, and dealer organizations. The objective should be to do away the problems that come on the way of the user to realize the full value promised in a product-service and opposed to limiting organizational efforts only to the tasks of lessening a problem impact. One must always remember that by getting rid of what you don't want you may necessarily get what you want. So when you want quality- gats involved in the understanding of user's use-chain in totality and see how you can make the use experience not just satisfying but truly exciting and delightful.

Joseph, B. (2012) NAAC: A Quality Regulator in Higher Learning and Quality in Higher Education states about quality. It mentions the following aspects about quality.

Quality signifies a self-transcending category. It represents a continuous quest for perfection in an infinite pursuit of excellence. Today we need in a higher education. What is quality in higher education? same may consider quality education as the development of human potential through a continues supportive process which stimulated and empower individuals to acquire all the knowledge , skill and understanding which they require for the life time and apply them with confidence , creativity and environmental. It constitutes the ability to think logically and analytically to make an honorable living to realize one's potential for self development through educational ire a discriminatory capability to appreciate and concern for ecology, equality,

civility, harmony and cultural pluralism (Berlia 2008). Good infrastructure alone does not foster good education. Though it is also one of the important factors for good quality of education. For a holistic approach to education, human capital and its development becomes far more critical. Today there is cry for good faculty thought-out the globe. Tomorrow's leaders need today is leaders in education institutions. Now there is a need to training teachers frequently so that they are able to update the knowledge to impart to present generation. We need to training teacher frequently so that they are able to update the knowledge to impart to present generation. We need to establish minimum standards of quality for academics. The parameters need to be objective and subjective covering the teaching- learning process, value, innovation amongst other. The accreditation agencies have a very significant role to maintain the quality in higher in education. We need to build consensus on quality benchmarking on a global basis.

Sustaining Quality

India is today one of the fastest developing nation of the world with annual growth rate above nine per cent. In order to sustain that rate of growth, there is need to increase the number of institution and also the quality of higher education in India. In order to improve the quality in higher education, the government of Maharashtra has decide that teachers and principal will be graded with points on behavioral aspect, attendance teaching, administration, management and even cleanliness. This would be the key performance indicators for principal and teachers. According to the quality education would be improved.

Akhtar, S. (2012) wrote on Quality in Higher Education at Par with International Standard. In this article author said that Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward. The quality n higher education is the biggest need of the hour as our country is progressing towards becoming the educational hub of the world. For a nation to economically sustained progress, it must continuously replace its aging and perhaps obsolete with highly skilled, trained and knowledgeable workers, engineers, doctors and technicians. There are many examples of the great nations suffering from shortage of skilled manpower. In spite of producing more professionals, we lack the quality and skills required in handling the job. The quality in higher

education can be improved by formalizing a set of standard processes developing and using well accepted learning resources, encouraging teachers to learn tools and methodologies, using sound evaluation schemes, continuous feedback evaluation and providing reach and healthy environment. The evaluation process needs to be flexible modifiable so that it can cater many eventualities associated with students.

Mukhopadhyay, M. (2005) States about Total Quality Management in Education. He mentions that according to the Oxford English Dictionary, the notion of quality includes all the attributes of a thing, except those of relation and quantity. The British Standards Institution (BSI) (1991), defines quality in functional terms as the totality of features and characteristics of the of a product or service that bear upon its ability to satisfy the stated or implied needs. Navaratnam (1997), makes it specific by defining quality in terms of functional utility of a product. Oakland (1988), after detailed analysis, concluded and defined quality as ‘the degree of fitness for purpose and function’. Quality is thus a positive and dynamic idea achievable by design with meaningful investment; and not a negative idea of absence of defects (Crawford & Shutler, 1999).

Education is a goal oriented. Accordingly, quality of education has been seen with reference to the following goals:

- Excellence in education(Peters & Waterman,1982)
- Value addition in education(Feigebaum, 1983)
- Fitness of educational outcome and experience for use(Juran& Gryna, 1988)
- Conformance of education output to planned goals, specifications and requirements(Crosby, 1997; Gilmore, 1994)
- Defect avoidance in education process(Crosby, 1997)
- Meeting or exceeding customers’ expectations of education(Parasuraman et al., 1985)

For Seymour (1992), meeting or exceeding customer needs, continuous improvement, and leadership, human resource development in the system, fear reduction, recognition and reward, team work, measurement and systematic problem solving are the quality principles in higher education. The quality of education is determined by the kind of humans it produces. In education where shaping of the person take place, quality is more holistic concept. Drawing from the educations, inputs and processes that ensure development of culture, emancipation and self

actualization of all aspects of human potential indicate quality education. There is the inner world in human life; quality in education includes processes that nurture the seeds of inner development.

Sally, B., Race P. and Smith, B. (2004) wrote on 500 Tips for Quality Enhancement in Universities and Colleges. This book is about quality enhancement, and it is important at the outset to distinguish between this concept and another term which is closely related; quality assurance. At a conference at quality enhancement in 1996 David Melville, former vice-chancellor of Middlesex University, proposed that ‘the only legitimate product of the quality assurance process is quality enhancement’. With teaching quality assessments (as well as assessment of quality of research) being used in further and higher education’s in the UK and several other parts of the world, there have grown close links in people’s minds between quality assurance procedure and funding decisions affecting colleges and universities. While it is essential for institutional survival to fare well in quality assessment, in the long term it is even more important for the quality enhancement product to be realized and reflected in the quality of process of teaching, learning and assessment in colleges and universities.

The keys to effective change include empowering individual members of staff to affect quality enhancement initiatives in their own work, in the context of a collaborative culture. Educational institutions need to be not only places where learning experiences are facilitated for students, but learning organizations in their own right, learning together how best to optimize simultaneously the educational experience for students, and the work experience for staff. This is best achieved when there is an atmosphere of trust, which in turn is more likely to grow when everyone has a shared view of the nature of the quality enhancement. Professor Mantz York has made useful distinctions between quality enhancements, as follows:

Quality Assurance= accountability	Quality Enhancement= improvement
Reflects external interests and requirements	Reflects internal interests and values
Depends on inspection	Centers on evaluation
Involves extrinsic motivation	Involves intrinsic motivation
In subject to external control	Involves empowerments
Focuses on information	Centers on learning

Quality enhancement is not just an issue to be addressed by the senior management of the educational institutions. Quality is everyone's business. It is therefore important to engage as wide a cross-section of the staff who works in institutions in proactive analysis of the factors affecting the quality of work they engage in.

Dhankhar, M. (2010) gives/ states five suggestions to improve Quality in Education

This article aims at to interpret how different factors affect in education. A lot of discussion is going on regarding reforms in educations system in general and higher education in particular. The state education boards are doing good job by conducting central examination of state; we should improve the quality of Evaluation process in such a manner that the examination fear is reduced to a large extent. to achieve the objective of quality in higher education there are few suggestions listed below:

Joint Syllabus Designing Committee (JSDC)

The state governments should form JSDC to design the course contents of subjects in such a manner that the subject is covered in uniform way in 5 years. The syllabus of all the subjects of all universities in a state up to UG level be same and if possible there should be uniform syllabus at national level for UG classes. The JSDC must consist of teachers of higher reputation from universities, colleges and schools.

The author states his views on Quality Books as indicated below.

Today most of the books which are being taught in our schools and colleges are not authored by competent teachers and in same case very cheap books are recommended to the students. To do away with these evil the universities can choose competent teachers who can write quality books of their subjects and each university or if possible state government can print these books. These will reduce the cost and increase the quality of course contents.

The views of the author on Teaching Training institutes (TTI) are stated below.

The training must include the social concept, concerned subject matter and knowledge about ordinance and scheme of examination as well as the purpose of the evaluation of students. The author further states that it must be compulsory for every student to earn a certain number of credits to pass a course and in addition to this there should be some optional credits based on the

interest/choice of a student which a student can earn from other disciplines. The CBCS has more flexibility and a meritorious student can earn more credits than others in a subject of his/her choice.

Bajpai, A. and Pani, S. (2011) Reforms and Innovations in Higher Education: Breaking New Grounds. This special issue of the University News on 'Reforms and Innovations in Higher Education: A March Towards World Class Standards' is aimed at Creating Culture of Innovation and Initiating a Movement of Reforms in Indian Higher Education System. Reforms and Innovations are two buzz words often heard these days in almost all areas seeking development nonetheless, higher education system also. Reform is voluntary effort to bring in changes in a system with an intention to improve it in a desired direction so as to make it relevant and useful to the stake holders of the system and contribute to socio economic development. Innovations on the other hand are the conversion of new knowledge in to new product and services to create value and increasing productivity. In simple term innovation is nothing but introducing something new that make the system better than earlier. Innovations are the application of intellectual acumen of the people involved in innovation whereas Reforms are implementation of the innovations. Reform is the top-down based on external processes and Innovation is a bottom-up approach based on internal processes. But both the terms are collectively used because the ultimate outcome of both the processes is same i.e. to bring changes in the system. Therefore they go together. It is high time that Indian Higher Education System prepares a vision statement for reform and innovations after clearly assessing and demarcating the country's need. The process of Reform and Innovations is best initiated ones an overall vision statement gates formulated. The goal is to help Indian Higher Education Systems payback to the county by producing highly skilled and mature intellectuals. After all we the knowledge worker are the steering-holders of this knowledge era.

Behera, B. (2010) Perception of Student Teachers toward Quality Culture

In this article, writer focuses on the dimensions of the quality. Realizing the present situation of the teaching community, NPE (1986) has suggested variety of steps to improve the status of teachers with effective teacher accountability. The quality of teacher education largely depends

upon the effectiveness of the teacher education institutions which in turn is judged by its infrastructure, faculty, input, process, product, community interaction etc.

Conceptualization on Quality is presented in the article. A definition of quality has two dimensions. **First**, it is concerned with the conformance to the requirements of the customers. **Second**, it deals with the excellence of educational delivery. It is with the excellence in modes of teaching, organizing activities and experiences that effective learning takes place. Broadly quality can be considered to be:

- Meeting individual and societal needs now and later.
- Providing depth of learning that helps the learners to move forward in to a future when new knowledge, skills and competencies will be called for.

Quality may be the totality of features that bear on its ability to satisfy the needs. Three independent strands explain this.

- ‘Efficiency’ in meeting the sets of goals
- ‘Relevance’ to human needs ‘now & future’
- ‘Generic’ in giving rises to the expectations of new ideas, the pursuit of excellence, and encouragement of creativity.

The following section deals with studies related to healthy practices.

3.4 Reviews Related to Healthy Practices

Geetanjali, K., Nagabhushan, E. & Rao, A. (2011) states that Best Practices in Higher Education as follows.

Education suffers basically from the gap between its content and the living experience of its pupils, between the system of values that it preaches and the goal set up by the society between its ancient curricula and the modernity of science. Link education to life, associate it with concrete goals, establishes a close relationship between society and economy, invent or rediscover an education system that fits its surroundings – surely this is where the solution must be sought.

India has the distinction of being the second largest education system in the world next to china. The phenomenal growth in the number of educational institutions as well as students, which occurred during the last three decades, resulted in deterioration of quality of education in general

and higher education in particular. The contributing factors for this situation are many. Some of the measures which would contribute to enhancement of quality include;

- ❖ Recruitment of quality faculty and administrative leaders.
- ❖ Quality infrastructural facilities.
- ❖ Ensuing professional ethics and good role models by teachers and administrators.
- ❖ Sensation and inculcating human values, rights and duties etc. among other students and other constituents of educational campuses.

To fulfill the ever growing demands, we have to adopt suitable educational reforms with renewed budgetary trust. Accreditation is the oldest and best known seal of collegiate quality in many countries. It is based mostly on dual notions of fostering and providing improvement and quality assurance respectively. It is consider as corner stone of self-regulation to achieve better performance. Although accreditation evaluation is not institutional audit but it should ensure that institutions, particularly rune by public money, do meet certain minimum quality standards and win public credibility while performing their roles.

The section below presents reviews related to NAAC.

3.5 Review related to NAAC

Belavatagi, M. and Kolur, V. (2010) Re-accreditation of Higher Education Institutions: New Avenues state about NAAC. The author mentions his views by stating the following aspects.

Although the accreditation process by NAAC has great potential to lead to continuous quality enhancement, many HEI's go back to usual routines after accreditation. The Chinese philosopher 'Confucius' stated that the goal of education is to produce men of quality who combine competence with virtue. Thus quality is 'multidimensional' and through higher education it strives to develop human resources of global standards. The IQAC being promoted by NAAC has the task of building on the benefits of self study process. The main goal of IQAC is to make the internal quality checks robust and functioning. It role lies in its capacity to collect, organize and analyze institutional data more meaningfully (NAAC: 2004). It is expected that the results of IQAC will be useful to assure stakeholders connected with higher education.

Kurhade, M. (2011) wrote an article Universities in Need of Resurgence. The author states that, “This reminds me of a lecture given by Mrs. Margaret Thatcher, Ex-Barites Prime Minister, in one of the conferences on “Quality Control”. She got up to speak and started by narrating her own experience, when she was young. “Whenever the vegetables we sold were good the customers came back. When the vegetables were bad, vegetables came back and the customers went away to other shop that is equality control”. How true! In today’s world however, the role of Indian universities has been substantially bypassed. It is expected that the universities should survive on their merit alone and not on rules and controls in the market that would be healthy for higher education as well. The really bad universities will die a natural death under those conditions as no student would want to go there. Therefore the basic question arises as how to bring about quality education? Although, it is true that ‘Quality’ cannot be practiced by the month, it is essence of a university. The key to the understanding of the psychology of university education could be found in the change at the emotional, intellectual and spiritual plane. So we need value-bearing environment to sustain the batter culture at the university level. This means a transition from an old system of university education to modern based one which can lead us toward global level.”

Kilkarni, D., Nanware, J. and Mane, D. (2011) In the light of the LPG polices of GATS mentions the following.

India is a major exporter of trained man power to the develop countries like USA, France and Germany. We also benefits with a few lectures and expert services occasionally delivered by foreign experts in our reputed institutions .Developments at global level warrant skill improvements of students on par with their counterparts elsewhere. With the globalization and liberalization of economic activities, need to develop skilled human resources of higher caliber are imperative. Consequently, the demand for internationally acceptable standards in higher Education in the Indian continent is evident. Therefore a process of accreditation is a must to promote institution to achieve core competencies to face global requirements successfully. This suggests that the HEI’s should be innovative, creative, and entrepreneurial in their approach to ensure skill development and competencies among students.

Joseph, B. (2012) NAAC: A Quality Regulator in Higher Learning mentions the NAAC (National Assessment and Accreditation Council) was established by the UGC in September 1994. It was the national policy on education of 1986 that recommended the plan of action. NAAC was established as an autonomous body by University Grant commission after many years of national consultations. Today NAAC is an autonomous body assigned to assess the quality of education of education in various universities and colleges in India. This institution lays down norms of quality and standards for assessing the performance of citadel of higher learning. The objectives of NAAC are;

- To grade institution of higher learning and their programmers.
- To stimulate the academic the enrolment and quality of teaching and research.
- To help the instructions to realize their academic objective.
- To promote necessary change-innovations and reforms.
- To encourage self evaluation and accountability in higher learning.

Today quality in higher learning has become the very important factor in the world. All higher education institution in India is to be assessed by NAAC periodically. An effort is made to make Indian education institution are also to be assessed by national board of accreditation which is similar to NAAC.

Since then NAAC has been instilling a momentum of quality consciousness among higher educational institution and has been trying to improve the quality. NAAC has two tire system of quality assurance firstly, though performance evaluation by way of assessment accomplished through a process base on self study and peer review report. Assessment ensure that a self critical community , academicians, students support , staff and manager are striving and contributing towards continued quality enhancement.

Due to initiative taken by UGC, institution of higher learning has come to realize the benefits of NAAC. Now there is a race for quality maintenance in higher learning. Recently methodology has been prepared to assess the quality of higher education in education institutions. The NAAC has designed new instrument for assessing the institution of learning. It has formulated seven assessment criteria though 36 criterion- wise key aspects. Each key aspect of a criterion is further differentiated into number of assessment indicators, which can used as guideline/ probe by the peer team members. The key aspect quality profiles are aggregated for arriving at the creation – wise quality and the cumulative institution profile. The assessment instrument has been fine –

tuned for greater objectivity and validity. For more effective assessment the following processes has been initiated.

A) Changing the grading pattern from the earlier 9 point scale to the new 3 latter grades, viz., “A, B, and C” for accredited institution and D for those which are not accredited.

B) Shifting the institutional overall scoring pattern form the earlier percentage to the cumulative grade point average (CGPA) system on a 4 point scale.

The new instrument has been designed to bring into operation the seven assessment criteria into criterion-wise key aspects. Each key aspect is further differentiated into assessment indicator to be used as guidelines / probes by assessors capture the micro level quality pointers.

Vikas, O. (2011) wrote on Innovations-centric Teaching and learning processes in Technical Education. In this article, author comments on grading system of NAAC. The present system is linear with Cumulative Grade Point Average (CGPA) over a scale of 0-4. Grade “A” is awarded on scoring in the range of 3.01-4.00, grade “B” for the range of 2.01-3.0, “C” grade for score in the range of 1.51-2.00, and “D” for the score 1.50 or below. This linear grading system needs to be reviewed in the light of the following observations:

(I) Law of diminishing returns- to improve next one unit, much more additional efforts is required over those done for previous one unit. Higher grade would demand proportionately larger efforts. It would be asymptotic non-linear function.

(II) Many indicators correspond to absolute numbers. Universities with large number of students and faculty will score higher. These may rather be relative in terms of percentage of the recommended number of faculty based on number of students.

(III) There is need to assess the students’ teaching aptitude develop during the program as well as the students’ ability to effectively interact with the neighborhood and provide technology based easy to use affordable solutions in local language. A mini project with these objectives would be desirable.

(IV) Pass percentage is considered for ranking the institutions. But the excellence ranking should be the percentage of the students who crossed the threshold of 75 percent.

NAAC Benchmark Document under Revision

The draft model for developing quality benchmarks being proposed by NAAC contains the following Salient points.

- ❖ About 40 indicators are proposed touching all seven criteria and 36 key aspects used by NAAC for assessment. These may be reduced to 30+. Indicators include aspects related to inclusive concept of quality like access and equity.
- ❖ The indicators are designed in such a way that replies can be measured on a scale and percentile can be obtained.
- ❖ Universities scoring 95% and would be considered suitable to highest CGPA range of 3.67 to 4.00; score of 90% would correspond to CGPA of 3.34 to 3.66 and score of 85% and above would correspond to 3.01 to 3.33 CGPA.
- ❖ Indicators range from ‘student drop out %’ to “number of post docs and international awards’.

Tareen, J. (2011) Higher Education Needs Structural Changes during XII Plan states

The assessment of quality of a good institution begins with its tangible like the ambience, appearance, quality of physical facilities, library facilities, support system, students amenities and the like., this is followed by the reliability of the institutions, relevance and the disciplined error-free timely delivery of the programs, and finally the flexibility of learning, mobility of students and quality of teachers and the inflow of international faculty and students. Networking with national laboratories and industry, establishment of national educational resource portal, “one window information” should be the priority. To provide sophisticated research and analytical facilities, inter University centers exclusively for University and college teachers will boost the quality of research publication. Stricter laws for plagiarism and Research Ethics committees should be mandatory in every University.

Berlia, S. (2011) in Reforms and Innovations in Higher Education: Access with Equity and Excellence states the following.

The University Education Report has set goal for development of higher education in the country. While articulating these goals Radhakrishnan Commission on University Education, 1948-49 put it in following words:

“The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values”.

The national policy on Higher Education of 1986 translates this vision of Radhakrishnan and Kothari commission in five principles goals for Higher Education which include Greater Access, Equal access, Quality and Excellence, relevance and promotion of social Values.

Naidu, K. and Ahmed, S. (2011) in *Quality Concerns in Higher Education* mentions the main objective of the paper is to highlight the Quality concerns in higher education and initiatives taken by the University Grants Commission (UGC) not only to maintain but also enhance the Quality of Higher Education. It is a powerful tool to build knowledge-based society. It is considered as one of the most important instruments for the development of any country. Access to the global economy will depend more on the quality and skilled productivity and skilled human resource. Higher Education System has to ensure that the skills, understanding and output of the graduates and researchers they produce are equal to the best in the world. Future economic development will be knowledge and skill intensive. Therefore, Higher Education System of the country is required to respond these emerging challenges. Quality of Higher Education is directly linked with the development of the country and hence it has special significance and needs special attention. In order to survive in the world of competition, the Universities and the colleges in the country shall have to focus attention on Quality education. Quality is the keyword and an essence for the success and survival of an institution. The quantitative expansion of Higher Education cannot be at the cost of quality. Quality assurance is not the destination but a journey to continuously improve and exhibit excellence.

3.6 Implications of the Study

Thus from the present section it is evident that quality and quality education was a major concern of educators and policymakers in the past and even today efforts are being made in this direction. The present section has helped the researcher understand and conceptualize the concept of

quality education. Moreover, NAAC is considered to be a body working towards quality and excellence and supports institutions to do so.

After reviewing the related literature from the field, it can be conclude that

- ❖ Quality education is the need of the hour.
- ❖ All the colleges of education should go for Assessment and accreditation, there by improve the education.
- ❖ NAAC playing the crucial role in sustaining the quality of colleges of education.
- ❖ Researcher becomes familiar with the process of NAAC accreditation.
- ❖ Researcher becomes aware with the innovative practices going in the colleges of education.
- ❖ Researcher realizes the increasing importance of teacher education.

The subsequent chapter focuses on Research Method and procedure.

CHAPTER-4

Methodology of Investigation

4.1 Introduction

Research is a process of collecting, analyzing and interpreting information to answer questions. Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally applicable. A Sound methodology with effective procedure is vital for conducting the investigation for any research, leading the researcher to achieve her goal. In any research work planning is necessary. The essential step of dissertation is planning. Research work needs to be well planned keeping in mind the sample, methods, tools and procedure.

For the present study, the investigator tried for planning and procedure and took care as much as possible. The methods, tools, population and sample are discussed in this chapter.

4.2 Research Design

The research design of the present study is a survey. The study is descriptive in nature. The focus is on studying the NAAC reports of the colleges and interacting with the IQAC coordinators to get data about the healthy practices of the colleges accredited by NACC.

The details of research are mentioned below.

4.3 Research type

This study is of descriptive qualitative survey type. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw a valid general conclusion.

The study includes both qualitative and quantitative data. The percentage analysis is used to strengthen the qualitative indicators of the study.

The population and sample of the study are mentioned below.

4.4 Population

A population refers to any collection specified group of human beings or of non- human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals a population may be either finite, containing a finite number of individuals members or units or it may be infinite with infinite number of members. Population is that group about which the researcher is interested in gaining information and drawing conclusions.

The population of the present study consists of all the Colleges of Education in Gujarat.

4.5 Sample

The process of sampling makes it possible to draw valid inferences or generalizations. On the basis of the careful observation or manipulation of variable within a relatively small proportion of the population called the sample. A sample consists of a small collection from a large aggregate about which we wish to have information. The sample is examined and the facts about it are collected. Based on these facts an attempt is made to draw correct inferences about the aggregate or population. It is a sample that we observe, but it is the population which we seek to know.

The sample of the present study consists of NAAC accredited Colleges of Education affiliated to Sardar Patel University. The IQAC Coordinators and NAAC Self Appraisal Reports of the colleges constituted the sample. The names of the colleges are mentioned below.

Table 3

Sr. No	Name of the Colleges
1	Waymade Colleges of Education, V.V.Nagar
2	H.M. Patel Institute of English Training and Research, V.V.Nagar
3	M.B. Patel College of Education, V.V.Nagar
4	I.J.Patel College of Education, Mogri
5	N.H. Patel College of Education, Anand
6	Anand College of Education, Anand
7	Anand Education College, Anand

4.6 Tools

For the present study the researcher collected data using Questionnaire and Information Schedule. The details of the same are presented below.

Questionnaire

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational, etc; topic(s) sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. The respondents read the questions, interpret what is expected and then write down the answers themselves. Good and Hatt (1952) state that in general the word ‘questionnaire’ refers to a device for securing answers to a series of questions by using a form which the respondent fills in himself. The questionnaire procedure normally comes into use where one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see them personally. Purposes of questionnaire are twofold: (1) to collect information from the respondents who are scattered in a vast area, (2) to achieve success in collecting reliable and dependable data.

The researcher prepared a questionnaire for the IQAC coordinators in order to understand their experiences vis-à-vis NAAC and related to the Healthy Practices at the colleges respectively.

A list of questions was prepared by the researcher along with the guide and then the tool was validated by three experts.

Information Schedule

The investigator used an information schedule to collect data from the NAAC Self Appraisal Reports. The researcher studied the reports personally in the library of the colleges after seeking permission from the principal of the college. The tool helped the researcher collect data about all the healthy practices vis-à-vis the criteria given by NAAC.

The table below gives a clear perspective of the tool, sources of data and nature of data obtained through the tool.

Table 4

Table	Sources of the Data	Purpose
Questionnaire	IQAC Coordinator	To know the views of IQAC coordinator regarding NAAC process. To know the Challenges faced by the IQAC coordinator in preparing report To know the different healthy practices evolved by the colleges of education.
Information Schedule	NAAC Self Appraisal Report of Colleges	To study the healthy practices of colleges of education.

Development of Tool

Questionnaire and information schedule were prepared by the researcher. Necessary modifications were made on the basis of the suggestions given by the Guide and experts. The following steps were followed in construction of the questionnaire and Information Schedule.

- The researcher had informal discussion with guide and a few researchers in the field of education who had experience of using these tools in his/her dissertation. The researcher also got some ideas from the past dissertation done in this area.
- The tool was constructed by the researcher along with the guide.
- On the basis of the suggestions obtained from the experts, the final draft of Questionnaire and Information Schedule were finalized and the same was used to collect data.

4.7 Data Collection

This phase involved collection of data. The data was collected personally by the researcher from the NAAC accredited colleges of education and from the IQAC coordinator of the NAAC accredited colleges of education.

The objective of the study was made clear to the respondents. The investigator then ensured that the respondents responded on each item and in the cases where responses were incomplete; the concerned respondents were asked to provide the missing information. The following steps were taken while administering the Questionnaire and information Schedule.

Stage-1

The investigator studied the books, articles, souvenir to strengthen the research work.

Stage-2

On 8th December 2011, permission was taken and a brief introduction of self was given by the researcher to the principals of colleges as well as IQAC coordinators of colleges of education.

Stage-3

On 9th and 10th December, researcher studied the NAAC report of Waymade College of Education and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 11th and 12th December, researcher studied the NAAC report of Anand Education College and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 13th and 14th December, researcher studied the NAAC report of Anand College of Education and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 16th and 17th December, researcher studied the NAAC report of N.H. Patel College of Education and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 18th and 19th December, researcher studied the NAAC report of M .B. Patel College of Education and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 20th and 21st December, researcher studied the NAAC report of H. M. Patel Institute of English Research and Training and gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

On 22nd and 23rd December, researcher studied the NAAC report of college of education, Mogri. And gave questionnaire to the IQAC coordinator and asked them to respond the questionnaire.

The researcherr studied the NACC reports of all the colleges of education affiliated to Sardar Patel University and filled in information schedule.

Stage-4

Between 15th and 27th December the researcher collected data from IQAC coordinators of all the NAAC accredited colleges of education affiliated to Sardar Patel University.

4.8 Data Analysis Techniques

In the present study researcher has used the **content analysis & percentage analysis** to analyze the data.

Content analysis is concerned with the classification, organization and comparison of the content of document or communication. Content analysis is a research technique for the objective, systematic and quantitative description of the content of communication. Content analysis can be a powerful tool for determining authorship.

Percentage analysis in the present study, the responses to the questionnaire items received from the respondents were classified, tabulated and analyzed.

CHAPTER-5

Data Analysis, Interpretation & Discussion

5.1 Introduction

The present chapter focuses on the data analysis and interpretation. The data is analyzed using content analysis and percentage analysis technique.

Content analysis enables researchers to sift through large volumes of data with relative ease in a systematic fashion (GAO, 1996). It can be a useful technique for allowing us to discover and describe the focus of individual, group, institutional, or social attention (Weber, 1990). It also allows inferences to be made which can then be corroborated using other methods of data collection. Content analysis can be a powerful tool for determining authorship. Content analysis is also useful for examining trends and patterns in documents. When used properly, content analysis is a powerful data reduction technique. Its major benefit comes from the fact that it is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. It has the attractive features of being unobtrusive, and being useful in dealing with large volumes of data.

Content analysis consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other materials which can be either spoken or printed. Content analysis is a qualitative analysis technique concerning the general concepts, sub concepts and message of existing document. Content analysis measures pervasiveness and that is sometimes an index of the intensity of the force. The analysis of the content is a central activity whenever one is concerned with the study of the nature of the verbal materials, survey, case study or documental studies.

The following section presents data analysis and interpretation related to the study.

5.2 Data Analysis and Interpretation

In the present the present chapter the analyses and interpretation of the data collected through Information Schedule and Questionnaire is presented.

The present section deals with the data analysis and interpretation of the data gathered using the questionnaire and information schedule from the teacher educators and NAAC reports respectively. The researcher studied the NAAC reports vis-à-vis information schedule. The

researcher has presented the data analysis and interpretation of the data collected through the tools- criterion wise in separate subsections. Each sub section includes the criterion wise table and descriptive analysis and interpretation of each criterion. The details of the same are presented below.

5.2.1 Analysis and Interpretation of Data Collected through Questionnaire

Data was collected from all the seven IQAC coordinators using a questionnaire Appendix-I. The collected was analyzed using content analysis and percentage analysis. The detailed description of analyzed data is presented in table 1 below.

Analysis of Collected Data through Questionnaire

Table-5

Que No.	Particulars	Responses (Multiple responses)	Percentage
1)	When was your college accredited?	2006-07	42.85%
		2008-09	42.85%
		2010-11	14.28%
2)	What was grade and grade point?	B – 2.72	14.28%
		B – 2.48	14.28%
		B – 2.45	14.28%
		B - 2.66	14.28%
		B – 2.16	14.28%
		B – 2.83	14.28%
		B ++	14.28%
3)	Please describe your experience of understanding the NAAC process?	Great learning experience	28.57%
		Realize importance of document	28.57%
		Learnt to balance academic activities & co-curricular activities	28.57%
		Increasing importance of computers	28.57%
		Colleges developed its infrastructure	14.28%

		Programs were implemented systematically	14.28%
		IQAC got a direction to work for college's progress through the committee report	14.28%
		New ideas created in institution	14.28%
		Good team work	28.57%
		Stress in NAAC process	14.28%
		Work deliberately	14.28%
		Time consuming process	14.28%
		Demand lot of paper work	14.28%
		N AAC process helped us to understand the essence of quality education	14.28%
		Set performance levels cum evaluators for the institution	14.28%
4)	How many teachers have completed Ph.D in your college?	4	57.14%
		1	14.28%
		14	14.28%
		8	14.28%
5)	What are the major areas that the IQAC is working on?	Teaching learning process	28.57%
		Placement cell	28.57%
		Research	28.57%
		Faculty development	42.85%
		Extension activities	42.85%
		Publications	14.28%
		Alumni Activities	14.28%
		Feedback Mechanisms	14.28%
		Maximum utilization of computers	14.28%
		Development of language laboratory	14.28%
		Theory teaching	14.28%
		Organizing co –curricular activities	42.85%
		Conducting workshops	14.28%
		M.Ed course and Ph.D work	14.28%
		Focus on consultancy services	14.28%
		Focus on collaboration with NGO	14.28%
		Doing social work	42.85%
		Systematic governance	14.28%
		Focus on Evaluation Programme	14.28%
		Focus on quality improvement in present lectures	14.28%
		Organizing and attending seminar	14.28%
		Library enrichment	14.28%
		Organizing lectures of expert lectures	14.28%
		Building institution links	14.28%
		Student support programmes	14.28%

		Continuous professional development programmes	14.28%
6	What are healthy practices of your college or institution?	Home room activity	14.28%
		Community development	28.57%
		Social institution	14.28%
		Ph.D guide association	14.28%
		Student welfare funds	14.28%
		National or state level seminar organized	28.57%
		Adopt primary and secondary school evaluation	14.28%
		Criticism lesson	14.28%
		Book review presentation	28.57%
		Old student association	14.28%
		Paper presentation of staff and students	14.28%
		Preparation of scrap book	14.28%
		Providing facility to mother(student teacher)	14.28%
		Subject corners	14.28%
		Guidance and counseling	14.28%
		Training programme for students and staff	14.28%
		Community feedback	14.28%
		Feedback through email	14.28%
		Feedback from school principals and mentors of school	14.28%
		Highlight computer portfolio for B.Ed students	14.28%
		Use of blocks for virtual interaction	14.28%
		Using internet and poetry submission	14.28%
		CIDTT programme	14.28%
		Cambridge international diploma for teachers and trainees in Gujarat state	14.28%
		Self access center	14.28%
		Institute negotiating with London chamber of commerce and industry	14.28%
		M.A ELT(started course without government help)	14.28%
		ICT	14.28%
		Faculty development	14.28%
		Participatory teaching learning process	14.28%

From the above table, it is evident that 42.85% colleges of education were accredited in the academic year 2006-07 and 2008-09 respectively and 14.28% colleges were accredited in the year 2010-2011.

The grade and grade point of colleges of education are mentioned in the table-1 above. However it must be noted that all the colleges had a B grade.

The IQAC coordinators described their experiences vis-à-vis the NAAC process.

28.57% IQAC coordinators said that it was a great learning experience and they learned to balance academic activities and co curricular activities. They also expressed that NAAC accreditation demanded good team work. The coordinators mentioned that they realized the importance of documenting files and also realized the increased importance of computers and technology in communication and building the intuitional links.

14.28% coordinators said that colleges developed and upgraded its infrastructure. The process also aided in implementing new ideas and programmes at the institution. The process of accreditation also provided insights into the work culture of the colleges and for further development of the colleges. The coordinators expressed that the NAAC process was stressful and demanded conscious and deliberate work. It was a time consuming process and demanded lot of paper work. It also enhanced their understanding the essence of quality education and set performance levels cum evaluators for the institutions.

The major areas the IQAC worked after the NAAC accreditation process were indicated by the coordinators. The coordinator expressed the areas of IQAC as follows.

28.57% focused on teaching learning process, placement cell and research activities, 42.85% focused on faculty development, extension activities, co curricular activities & social work, 14.28% stressed on publication , Alumni association, feedback mechanisms, maximum utilization of computers, laboratory, theory teaching, workshop, M.Ed course, Ph.D works, consultancy, collaboration with NGO, governance, evaluation programme, quality improvement in present lectures, knowledge by seminars-study, library enrichment, lectures of experts, institution links, student support, continuous professional development.

The IQAC coordinators mentioned a range of healthy practices of colleges of education.

14.28% colleges stressed on home room activity(guidance and counseling sessions), society institution links, P.hD guide association, student welfare funds, adopt primary & secondary school, upgrade evaluation processes, criticism lesson, old students' association, continuous staff development, providing facilities to mother (student teacher), subject corners, guidance & counseling, training programme for students & staff, community feedback, feedback through email, feedback from school principals & mentors of schools, highlight computer portfolio for B.Ed students, use of blocks for virtual interaction, using internet & poetry submission, Cambridge International Diploma for teachers & trainees in Gujarat state, self assess centre, institute negotiating with Landon chamber of commerce & industry, M.A ELT, ICT, faculty development and participatory teaching learning process.

Thus, above data analysis reveals that a range of activities were listed by the NAAC coordinators as healthy practices. All these activities were related to teaching learning and evaluation process, faculty development, feedback mechanisms within and outside the institutions.

From the data analysis it can be concluded that all the B.Ed colleges had B grade ranging from 2.16 to 2.83. Therefore all the colleges have scope to plan and upgrade their practices at the college.

Moreover, most the colleges identified their diplomas, guidance programmes and regular activities as the healthy practices. According to NAAC healthy practices is a unique effort of the college that aims at enhancing the work culture of the institution and becomes an implicit part of the institution across the criterions(for example action researchers). However, all the best practices mentioned by the coordinators are indicators of their performance at the colleges and are a part of the best practices at the college.

The NAAC process was judged as fruitful by all the coordinators and was also identified as a tool to provide valuable insights in to the know-how-why of the institutions.

The following sections deals with data analysis and interpretation through Information Schedule.

5.2.2 Analysis and Interpretation of Data Collected through Information Schedule for Criterion - I Curriculum Design and Developments

Table-6

Sr.No.	Particulars	Responses (Multiple responses)	Percentage
1	Vision of the institution	Value oriented teacher	42.85%
		Excellence and quality	57.14%
		Empowerment of nation	71.42%
2	Mission of the institution	Innovative Teaching	71.42%
		Promote research and action	14.28%
		Inculcate heritage, culture and values	100%
		Competitive , Self reliant individuals	85.71%
		Knowledge based society	14.28%
3	Objectives of the institution	Promote creative critical thinking	71.42%
		Bring attitudinal changes	57.14%
		Develop global concern	100%

		Self development	85.71%
		To become Nobel agency	28.57%
		Positive attitude toward teaching	71.42%
		To create body of research in field of ELT	85.71%
		To synergize with government and non government	14.28%
		Value based society	28.57%
		To prepare women student teacher for social work	14.28%
4	Major values of the institution	Value based society	71.42%
		Knowledge generation	14.28%
		Interdisciplinary learning	28.57%
		Open book examination	14.28%
		Gender sensitivity	14.28%
		Study of word literature	14.28%
		Innovative pedagogic practices	14.28%
		Holistic education	28.57%
		Global communication	28.57%
		Scientific attitude	14.28%
5	Type of B.Ed course offered	B.Ed Gujarati	71.42%
		B.Ed English	14.28%
		B.Ed Advanced	14.28%
6	Description of the course		
	(A)core papers	Education in Emerging Indian society	100%
		Development of Learner and Teaching Learning process, Educational Evaluation and Statistics	100%
		Elements of Educational Management and Recent Trends in Education	100%
		Psychological foundations of education	14.28%
		Technology and other soft skills	14.28%
	(B)Electives	Information and Communication for Education	14.28%
		Career Information and Career Guidance	71.42%
		Educational Technology	14.20%
		Computer Education	85.71%
		Measurement and Evaluation	71.42%
		Literature in Classroom	14.28%

		Elementary education	14.28%
		Inclusive education	14.28%
		Models of teaching	14.28%
		Introduction to educational research	14.28%
	(C)Foundation	Advanced School administration and management	14.28%
		Population education	28.57%
		Environment Education	
		Teaching Reading	14.28%
		Life Skill	14.28%
		English for Specific Purpose	14.28%
		Practical Phonetics	14.28%
		Teaching writing	14.28%
		Functional Sanskrit	14.28%
	(D)Methods	Gujarati	85.71%
		English	85.71%
		Mathematics	85.71%
		Economics	85.71%
		Hindi	71.42%
		Science	100%
		History	25.57%
		Geography	28.57%
		Commerce	85.71%
		Social science	42.85%
		Sanskrit	14.28%
		Social studies	14.28%
		Environment	14.28%
7	Provision for academic flexibility	Submission of work assignment	57.14%
		Micro teaching	57.14%
		Block teaching	42.85%
		Internship	100%
		Demonstration	85.71%
		Curricular activities	42.85%
		Co-curricular activities	42.85%
		Project work	14.28%
		Guidance and Counseling	14.28%
		Sanskrit sambhasan	14.28%
		ICT skill	14.28%
8	Scope for ICT integration	Curricular planning	85.71%
		Execution of ICT in teaching	28.57%
		Computerized lesson	28.57%
		Administration	14.28%
		Evaluation	14.28%

		Preparing teaching material	42.85%
		Preparation of terminal examination	14.28%
		Practice teaching	28.57%
		Blok teaching	14.28%
		Internship	14.28%
9	Scope for(a) Value education	Contribution of educational thinkers	42.85%
		Human universal values	71.42%
	Scope for(b)Environmental education	Challenges, promises and environmental issues	85.71%
	Scope for(c) ICT use	ICT Education	85.71%
	Scope for(d)Life skills	Life skill	28.57%
10	Provision for varied learning experience for students	Curricular activities	100%
		Co-curricular activities	100%
		Seminar	42.85%
		Student council	28.57%
		Open book examination	14.28%
		Community outreach programme	14.28%
		Peer observation	28.57%
		Evaluation	42.85%
		Exhibition	28.57%
11	Other value added additional course offered	Communication skills	71.42%
		Community orientation	71.42%
		Workshop	28.57%
		Computer education	100%
		Life skill	71.42%
		Social responsibility	71.42%
12	Inclusive practices/ provisions of the college	Interdisciplinary	100%
		Multidisciplinary	100%
		Inclusive education	100%
		Practice teaching	100%
		School experience	100%
		Work experience	100%
		Home room activity	14.28%
		Counseling service	14.28%
		Extra classes for drilling	14.28%

		ICT skill	42.85%
13	Provision for feedback and its uses	Review meetings	14.28%
		Academic peer offer their comments	85.71%
		Meeting with student council	100%
		Fed back received from teacher, parents, principal, parents, alumni and employer	100%
14	Up gradation/ revision of the syllabus	Teacher in Emerging India	14.28%
		Computer education	71.42%
		TQM is introduced	14.28%
		Learner styles	14.28%
		Separate foundation and elective course	14.28%
		Choice base credit system	14.28%
		Psychology	14.28%
		ICT for Education	14.28%
15	Innovative practices in curricular aspects	Computer education	71.42%
		Bulletin board	28.57%
		Group discussion	28.57%
		Special seminar for method masters of training college	14.28%
		National seminar on curriculum	14.28%
		Communities feed back	14.28%
		Practice teaching	14.28%
		Guidance and counseling	14.28%
		Co-curricular activities	28.57%
		Seminar	42.85%
		Criticism lesson	14.28%
		Teachers recruitment	14.28%
		Examination without supervision	14.28%
		Scrap book preparation	14.28%
		TOSS	14.28%
		Digital lesson	14.28%
		USBEX B.Ed Advanced	14.28%
		CBCS syllabus	14.28%

All the Colleges of Education had their vision, mission, goals and objectives. 42.85% of the institutions focused on preparing value oriented teachers.

57.14% said that their vision was excellence, quality and large percentage of 71.42% expressed that their vision was to empower the nation.

Hence, it can be conclude that the vision of all the colleges towards excellence, quality, empowerment and values.

The mission of institutions for 71.42% was innovative teaching learning process. Only 14.28% colleges focused on research based activities. All the colleges focused on development of students, national development as the mission of the institution.

Further 71.42%colleges focused on developing thinking skills of the students and towards development positive attitude towards teaching profession. The other objectives were related to individual development, values and developing teachers with global perspectives.

The major values of the institutions were value based society 71.42%, knowledge generation 14.28%, interdisciplinary learning 28.57%, open book examination 14.28%, gender sensitivity 14.28%, study of world literature 14.28%, innovative pedagogic practices14.28%, holistic education 28.57%, global communication 28.57%, scientific attitude 14.28%.

The type of B.Ed. courses offered at the Sardar Patel University were found to be B.Ed Gujarati 71.42%, B.Ed English 14.28%, B.Ed Advanced 14.28%

All the courses of B.Ed colleges have papers related to philosophy, psychology, school management as the core papers. However, the names of the paper and the contents vary to some extent. In the B.Ed Advanced course core papers on technology, soft skills and method are included.

From the NAAC report it was evident that the colleges offered range of electives and foundation papers as indicated in the table-2 above. A range method of teaching subjects links English, Mathematics, Hindi etc. are offered at the colleges. This is also indicated in table-2.

The colleges provided provision for academic flexibility. The study of NACC report of all the colleges revealed that 57.14 % colleges provided flexibility for assignment submission in terms

of choosing topics, areas and project work. 14.28 % colleges provided additional input in the form of courses in guidance and counseling, Sanskrit sambhashan course and ICT.

All the colleges are used ICT in some way or the other. 85.71% colleges used it for curriculum planning. 28.57% colleges used it for submission of computerized lesson and for teaching sessions. 14.28% used it for administrative work, evaluation process and for the final examination. 28.57% colleges used technology during educational exhibitions.

71.42% colleges offered courses on communication skills, community orientation and life skills. However under the umbrella of community orientation a few activities related to community work is conducted. Only 28.57% colleges conducted workshops.

It was noted that all the colleges offered inclusive practices and provisions in the form of interdisciplinary and multidisciplinary courses, inclusive education and school experience. 14.28% colleges has homeroom activity, counseling service and extra classes for drill.

There was scope for provision for feedback in all the colleges through regular staff meetings, parents' teachers meetings, alumni meetings and student counseling meetings. Only 14.28% colleges conducted review meeting.

14.28% colleges upgraded their course and included a variety of concepts in each paper (that is the B.Ed Advanced course) 71.42% colleges included computer education as a special field.

The innovative practices in curriculum aspects are listed in the NACC report of all colleges. 71.42% colleges listed computer education as an innovative practice. Only 14.28% colleges listed seminars, community/ stakeholder feedback, practice teaching feedback, criticism lesson, open book examination, examination without supervision, digital lesson submission as innovative practices.

Thus the above data analysis is evident that there are three types of B.Ed courses offered at the Sardar Patel University. Moreover, all the colleges organized activities for students vis-a-vis

teaching learning process at different levels. A small number college's approximately 28% focused on workshops, digital lessons and extensive use of technology in the form of exhibitions and lessons.

71.42% colleges included computer education as a special field and taught computers. However, only 28% use it in digital lesson.

The following section adheres to the process of teaching, learning, and evaluation as presented in the NAAC reports.

5.2.3 Analysis and Interpretation of Data Collected through Information Schedule for Criterion- II Teaching Learning and Evaluation

Table-7

Sr. No	Particulars	Responses (Multiple responses)	Percentage
1	Diversity of students	SC	100%
		ST	100%
		SEBC	100%
		PH	100%
		EX-army	100%
2	Attempts mode to create an overall learning environment	Curricular activities	100%
		Co curricular activities	100%
		Orientation program	28.57%
		Submission	42.85%
		problem solving	28.57%
		Activities During proxy period	14.28%
		Regular feedback	14.28%
		Discussion	28.57%
		Seminar	14.28%
		Symposium	14.28%
		Community work	14.28%
3	Attempts made to address	Field Experience	14.28%

	divers needs of the learners		
		High achievers adopt	14.28%
		Low achievers adopt	71.42%
		Creative learners are assigned additional	28.57%
		Activities	100%
		Value education	14.28%
		National Integration	14.28%
		Technology aided learning teaching	42.85%
4	Scope provision for academic growth needs of teacher education	Assembly	100%
		Submission	57.14%
		Seminar	28.57%
		Workshop	28.57%
		Preparation of plan	100%
		Practice teaching	100%
		Peer teaching	42.85%
		Computer oriented course	42.85%
5	Teaching learning approach used by teacher educators	Use of ICT in teaching	100%
		Group discussion	100%
		Grammar translation method	14.28%
		Direct Method	14.28%
		Structural Method	14.28%
		Experimental Method	14.28%
		Project Method	42.85%
		Constructive approach	14.28%
		Meta cognitive	14.28%
		PBL,TBL,CAL learning package	14.28%
		Peer tutoring session	28.57%
		Role play	71.42%
		Demonstration	28.57%
		Use transparencies	14.28%
		Use of worksheet	14.28%
		Project work	14.28%
		Lecture Method	14.28%
		Learner center approach	14.28%
6	Attempt to	Submission	71.42%

	make teaching-learning student centered		
		Group work	100%
		Micro Teaching	14.28%
		Tutorial	14.28%
		Practical work	14.28%
		Project work	85.71%
		Debate	85.71%
		Peer feedback session	28.57%
		Role play	28.57%
		Report writing	14.28%
		Quiz	28.57%
		Simulation	28.57%
		Narrating stories	14.28%
		Peer teaching	28.57%
		Seminar	42.85%
		Group presentation	28.57%
		Demonstration	85.71%
7	Description of practice teaching face	Micro teaching	100%
		Stray lesson	100%
		Block teaching	100%
		Internship	100%
		Unique planning	14.28%
		Annual lesson	14.28%
		Off campus	28.57%
		Bridge lesson	14.28%
		Creative lesson	28.57%
		Stage teaching	14.28%
		Unit plan	14.28%
8	Detail; of students assessment/ evaluation process	External exam	100%
		Internal Exam	100%
		Submission	100%
		Practice teaching	100%
		Open book exam	14.28%
		Grade system	14.28%
		Viva	14.28%

9	Innovative practice in teaching-learning	Mentorship	14.28%
		Team Teaching	14.28%
		Criticism lesson	14.28%
		Feedback mechanism	14.28%
		Computer education	100%
		Use of OBEX	14.28%
		Continues comprehension	14.28%
		Assessment system	14.28%
		Communication classes	14.28%
		Paper presentation	14.28%

All the colleges had students from SC, ST, SEBC, PH and X-ARMY.

All the colleges made attempts to create learning environment through curricular activities and co-curricular activities. Only 14.28% colleges had regular feedback sessions, community work, seminars and symposiums.

Attempts were made by 71.42% colleges to address diverse needs of learners by adopting low achievers or working with low achievers in groups. Only 14.28% colleges worked with high achievers. The other ways of addressing diverse needs of learners were through variety of activities in technology, value inculcation etc.

Scope for provision of academic growth was provided through assembly activities, lesson plan submission and practice teaching phase in all the B.Ed colleges. Only 42.85% colleges made extra attempt to promote academic growth through peer teaching, Intel course and 28.57% through workshops and seminars.

The teaching learning approaches that used in all colleges were group discussion and ICT. Very few colleges as indicated in table above used project method, constructive method, Meta cognitive method and role play etc. All the colleges made a range of attempts to make teaching learning student centre.

Attempt to make teaching learning student centered were made mainly through 71.41% assignment submission, 100% group work and micro teaching. Tutorials, practical work, report writing, narrating stories, 85.71% project work, debate and demonstration, 28.57% peer feedback session, role play, quiz, simulation, peer teaching, group presentation, 42.85% seminar.

The practice teaching phase of the colleges of education were 100% micro teaching, stray lesson, block teaching, internship, annual lesson, off campus, 28.57% creative lesson & only 14.28% bridge lesson, stage teaching, unit plan, template, INTEL lesson based plan.

The evaluation process of colleges stresses upon external exam, internal exam, assignment submission 100%. Only 14.28% colleges took open book examination. The innovative practice in teaching learning are listed in NAAC report of all the colleges- 100% colleges focused on computer education, 14.28% mentorship, team teaching, criticism lesson, feedback mechanism, use of OBEX, continuous comprehension assessment system and communication classes.

5.2.4 Analysis and Interpretation of Data Collected through Information Schedule for Criterion- III Research Consultancy and Extension

Table-8

Sr.No	Particulars	Response (Multiple responses)	Percentage
1	Description of the research conducted at the institution	Action Research	71.42%
		Doctoral Research	57.14%
		Minor Research	28.57%
		Formal Research	28.57%
2	Description or research done at college	Minor Research	14.28%
		Doctoral Research	57.14%
	(a)consultancy areas of the college	Spoken English	28.57%
		Guidance	28.57%

		Competition	42.85%
		Syllabus	14.28%
		Teaching	14.28%
		Material preparation	28.57%
		Edition and translation	14.28%
		ICT in classroom	14.28%
		Teacher enhancement programme	14.28%
		Language laboratory	14.28%
		Training programme	28.57%
		Teaching methodology	28.57%
		Language participatory	14.28%
		Communication skill	14.28%
		Personality development	14.28%
	(b)Extension activities	Primary school	71.42%
		Secondary school	71.42%
		General public	28.57%
		Offer service to NGO	14.28%
		State government scheme	14.28%
		Networking with CIEFL	14.28%
		Workshop on ELT material	14.28%
		Member of visiting team	14.28%
		Textbook reviewer	28.57%
		IGNOU and B.A.O.U	14.28%
		Jagrut Mahila Sangthan	14.28%
		Lions club	14.28%
		Jacee club	14.28%
		Rotary club	14.28%
		Sanskardeep programme	28.57%
		Nirmal Gujarat initiative	14.28%
		Community lectures	28.57%

The colleges of education conducted research activities. 71.24% colleges conducted action researches, 57.14% doctoral research and 28.57% minor research and formal research. 14.28% college stated that they focus on minor research projects. The consultancy areas of the colleges of education 28.57% spoken English, guidance, material preparation, training programme & teaching methodology by 28% colleges.

Only 14.28% offered consultancy services in syllabus and curriculum framing, teaching, addition & translation, ICT in classroom, teacher enhancement programme, language laboratory, language participatory, communication skills & personality development.

Extension activities of colleges were listed as following.

71.42% focused on primary school & secondary school, 28.57% community lectures, sanskar deep programme and text book reviewer. 14.28% offered their services to NGOs, state government scheme, networking with CIEFL, workshop on ELT material, member of visiting team, IGNOW & B.A.O.U, Jagrut mahila sangathan, lions club, jacee club, rotary club, nirmal Gujarat initiative.

Thus it is observed that a small number of college ranging from 14% to 29% were actively involved in consultancy services like curriculum development, evaluation projects etc. This indicates that the colleges of education at large have a lot to do in this direction. The following section focuses on the data related to infrastructure of the colleges.

5.2.5 Analysis and Interpretation of Data Collected through Information Schedule for Criterion-IV Infrastructure and Learning Resources

Table-9

Sr No	Particular	Responses(Multiple responses)	Percentage
1	Built up area	4394.54 sq.mts	14.28%
		1863.89 sq.mts	14.28%
		3427 sq.mts	14.28%
		447.1 sq.mts	14.28%
		5014.74 sq.mts	14.28%
		1195.16 sq.mts	14.28%
		3317 sq.mts	14.28%
2	Laboratories	Method	100%
		Psychology	100%
		Science	85.71%
		Computer	100%
		Educational Technology	100%
		Workshop for preparing TLM	100%
3	Facility of computer terminals	21 & 5 laptop	14.28%
		18	14.28%
		34	14.28%
		13	14.28%
		6	14.28%
		35	28.57%

4	Computer aided learning package	Lesson plan	42.85%
		Presentation	42.85%
		Internet connectivity	28.57%
		Classroom interaction	14.28%
		Preparation of teachings aids	14.28%
		Computer portfolio	14.28%
		Tutorial session	14.28%
		Submission	14.28%
5	Total Number of post sectioned(Teaching/nonteaching)	T-8	42.85%
		NT-10	42.85%
		T-11	14.28%
		T-12	14.28%
		NT-14	14.28%
		T-7	14.28%
		NT-2	14.28%
		NT-8	14.28%
		T-14	14.28%
		NT-7	14.28%
6	Total Number of post Vacant(Teaching/N on-Teaching)	T-1	28.57%
		NT-3	28.57%
		NT-4	28.57%
		T-5	14.28%
		NT-1	14.28%
7	Number of regular and permanent teachers open-reserved(gender wise)	Open lecturer female 3	42.85%
		Reserved lecturer male 3	42.85%
		Open lecturer male 7	14.28%
		Open lecturer female 1	14.28%
		Reserved lecturer male 2	28.57%
		Open Reader male 1	14.28%
		Open lecturer male 2	14.28%
		Reserved lecturer male 2	14.28%
		Reserved Lecturer female 1	42.85%
		Open professor female 1	14.28%

		Open Lecturer male 1	14.28%
		Open Lecturer female 5	14.28%
		Open Lecturer male 3	14.28%
		Open Lecturer female 2	14.28%
		Open Lecturer male 5	14.28%
		Open Lecturer female 4	14.28%
		Reserved Lecturer male 1	14.28%
		Reserved Lecturer female 4	14.28%
8	Number of part time/ad-hoc/temporary teachers	1	42.85%
		2	28.57%
		3	14.28%
9	Teacher Student ratio(programmed wise)	B.Ed 1:12	71.42%
		B.Ed 15:20	14.28%
		B.Ed 1:14	14.28%
10	Advisory committee for the library	Principal	100%
		Librarian	100%
		Faculty members	100%
		Student teachers	28.57%
	(a) working hours of library	8	42.85%
		6	14.28%
		7	42.85%
	(b)open access facility	Yes	100%
	(c) collection of various books	Text Book	100%
		Reference book	71.42%
		Content Book	57.14%
		Journal	100%
		Magazine	71.42%
11	Area of library	227.5 sq mts	14.28%
		87.14 sq mts	14.28%
		208.33 sq mts	14.28%
		69.49 sq mts	14.28%
		35.92 sq mts	14.28%
		145 sq mts	14.28%
		108.03 sq mts	14.28%
	Seating capacity of	25	28.57%

	the reading room		
		50	14.28%
		12	14.28%
		30	14.28%
		40	14.28%
		48	14.28%
12	Status of automation of library	Partially automated	85.71%
		Fully automated	14.28%
13	Facility provided in library	Circulation	100%
		Clipping	71.42%
		Reference	71.42%
		Book bank	85.71%
		Photocopy	85.71%
		User orientation	100%
		Inter library borrowing	71.42%
		ICTE facility	71.42%
		Information display	57.14%
		Notification	57.14%
		Bibliography	42.85%
		Compilation	42.85%
		Printer	57.14%
		Online access	57.14%
		Power back up	28.57%
14	Library budget	3 % of total budget	14.28%
		83% of total budget	14.28%
		Rs 4320	14.28%
		20% of total budget	14.28%
		25% of total budget%	14.28%
		As per necessity	14.28%
		N.T	14.28%
15	No. of books/journals/periodicals	Text book 667 - 68330	14.28%
		Textbook 50 1191	14.28%
		Text book 12-	14.28%
		Textbook 89	14.28%
		Textbook 136	14.28%
		Other books 18 - 4145	14.28%
		Other books 428	14.28%
		Other books 100 – 32093	14.28%
		General 396 126489	14.28%

		Journal 4/21	1050	14.28%
		Journal 08	1670	14.28%
		journal 22	3430	14.28%
		Journal 17		14.28%
		Journal 28	6640	14.28%
		Journal 16	12,414	14.28%

All the colleges have necessary infrastructure & learning resources related to built up area, laboratories, facility of computer terminals, computer aided learning package, total number of post sectioned & vacant, number of regular & permanent teacher, part time/adhoc/ temporary teachers, teacher student ratio & about library. The details of the criterion are given in table above.

The section below focuses on the criterion-5.

5.2.6 Analysis and Interpretation of Data Collected through Information Schedule for Criterion-V Student Support and Progression

Table-10

Sr.No	Particulars	Response (Multiple responses)				Percentage
1	Mentoring system	12/13				85.71
		15/16				14.28
2	Remedial Instructions	Revision in weak areas				42.85%
		Solving papers of previous years				57.14%
		Showing papers of high achievers				14.28%
		Paper writing				14.28%
		Counseling service				42.85%
		Mentoring service				14.28%
		Re-teaching for lesson				57.14%
		Script writing				42.85%
		Assignment task to low achievers				42.85%
		Zero periods				28.57%
3	Bridge Course	No				85.71%
		Yes				14.28%
4	Examination result of past three years		2005	2006	2007	
		First	42	15	18	
			17	18	19	
			24	44	37	

			52	47	48	
			22	26	31	
			17	16	17	
			52	53	36	
		Distinction	60	89	89	
			66	76	79	
			63	51	60	
			145	161	134	
			70	69	65	
			87	86	86	
			5	5	2	
		Exemplary	1	-	1	
			1	1	1	
			-	-	-	
			1	-	-	
			-	-	-	
			-	1	1	
			1	1	1	
5	No. of students who passed competitive exams	Net – 1				42.85%
		Slat – 1				28.57%
		Net – 2				14.28%
		Slat – 2				14.28%
6	Students received financial aid	Scholarship				14.28%
		Fee concession				85.71%
		Merit scholarship				14.28%
		Other				14.28%
7	Accommodation for faculty and non-teaching staff	Yes				85.71%
8	Hostel facilities for students	Yes				100%
9	Indoor and outdoor sport facilities	Yes				100%
10	Rest room for women	Yes				100%
11	Rest room for	Yes				100%
12	Transport facilities	Yes				85.71%
13	Cultural events	Inter collegiate				85.71%
14	Participation of students during past years – at university, state, regional, national and international sports	State				42.85%

		Inter collegiate	42.85%
		Inter university	14.28%
		Regional	28.57%
		National	14.28%
15	Alumni association	Yes	100%
16	Student association council	Yes	100%
17	Institution publication	Sannidhi	14.28%
		Wall magazine	14.28%
		Prashikhan Samyak	14.28%
		Samput	14.28%
		Root and wings	14.28%
18	Provision of students	Student council	85.71%
		Peer counseling	14.28%
19	Placement cell of the institution	Yes	42.85%
20	Guidance and counseling	Academic	85.71%
		Personal	57.14%
		Career	57.14%
		Professional development	42.85%
		Personality development	28.57%

85.71% of the colleges has Mentoring system wherein 12/13 group of students were allotted to a mentor teacher and 14.28% had group of 15/16 students allotted to a mentor teacher.

42.85% colleges provided remedial sessions, provision for improvement to student in weak areas, counseling service, script writing & assignment task to low achievers, 57.14% colleges conducted activities like solving papers of previous years & pre teaching for lesson. 14.28% showing papers of high achievers, paper writing, mentoring service, 28.57% have zero period session.

85.71% colleges do not focused on bridge course. Only 14.28% colleges of education focused on bridge course.

The result of examination of past three years of colleges of education mentioned in table above. Some of the students had cleared competitive exams like NET and SLET. The details of the same are indicated in the table above.

All the colleges provided scholarship to their students. 85.71% colleges provided fee concession, 14.28% colleges provided merit scholarship & other financial help.
85.71% teaching & non teaching staff received Accommodation facilities.

All the colleges provided hostel facilities, indoor outdoor sport facilities, rest room for women & man, 85.71% colleges provide transport facilities. All the colleges participate in inter collegiate events.

42.84% students of colleges participated at state level & inter collegiate, 28.57% regional, 14.28% inter university & national level competitions.

All the colleges had Alumni association & student association council.

The publications of the colleges of education included annual magazines namely Sannidhi Wall magazine, Prashiksan samyak, Samput & Root and Wings.

Some of the colleges also printed newsletters on a regular basis.

85.71% colleges had student council & 14.28% had peer counseling services.

42.85% colleges had placement cell facilities.

The guidance & counseling facilities provided by the colleges were academics 85.71%, personal & career counseling 57.14%, professional development 42.85%, personality development 28.57%.

The section below focuses on criterion-6.

5.2.7 Analysis and Interpretation of Data Collected through Information Schedule for Criterion-VI Governance and Leadership

Table-11

Sr No	Particulars	Response (Multiple responses)	Percentage
1	International quality assurance cell or other similar body	NAAC	100%
2	Frequency of meetings of academic and administrative	Governing Body	28.57%
		Staff council	14.28%
		IQAC - 3	28.57%
		Women cell – 1	14.28%
		Feedback comity – 2	14.28%
		IQAC – 2	14.28%
		Staff council – 20	28.57%
		Governing Body	14.28%
		Peer council – 2	14.28%
		IQAC – 1	14.28%
		Governing body – 12	14.28%
		Staff council 10	14.28%
		IQAC - 9	14.28%
		Governing Body – 10	14.28%
		Staff council – 15	14.28%
		IQAC – 15	14.28%
		Governing Body – 2	14.28%
		Staff council -1	14.28%
		IQAC – 1	14.28%
3	Welfare schemes at college	Medical assistance	71.42%
		Insurance	57.14%
		Loan facility	57.14%
4	No. of career development programs	1	
		7	
		3	
5	Furnished the details of past		

	three years				
	(a) Improvement program at college	7			14.28%
		6			14.28%
		4			14.28%
		6			14.28%
		1			14.28%
		3			14.28%
	(b) Professional development programs at college	2009	2010		14.28%
		1	7		
		1	4		
		2	2		
	(c) Seminar, workshop /symposia organized	1	2007		14.28%
		5	2007		
		6.3	2008		
		7.4	2006		
		8.4	2007		
		1	2007		
		7	2010		
		5	2007		
6)	Mechanism of two monitor academic activities & administrative activities of the college	Self appraisal			100%
		Faculties performance			100%
		Expert assessment of faculty performance			100%
7)	ICT/Technology supported activities/units at college	Administration			85.71%
		Finance			100%
		Student record			100%
		Career counseling			28.57%
		Production materials			14.28%
		Examination/evaluation /assessment			100%
		Teaching aids record			14.28%
		Aptitude test			14.28%
8)	Adopted mechanism for Internal academic audit	Charutar Vidhya mandal audit			42.85%

		Chartered Accountants audit	85.71%	100% college
		Government Audit	57.71%	
		Sardar patel Education trust	28.57%	
		Shree Ramkrishna Seva mandal	28.57%	
		Accountant generals office audit	28.57%	

s had IQAC i.e. International Quality Assurance Cell- NAAC. The welfare schemes of colleges were medical assistance (71.42%), insurance & loan facility (57.14%). All the colleges conducted activities like seminars, workshop/symposia and all the colleges emphasized on self-appraisal, faculty performance & expert assessment of faculty performance.

The colleges of education stress on ICT/technology supported activities, administration, finance, student record, examination/evaluation/assessment, career counseling, production materials, teaching aids record & aptitude test.

All the colleges had their respective internal audit systems.

5.2.8 Analysis and Interpretation of Data Collected through Information Schedule for Criterion-VII Innovative Practices of the Colleges

Table-12

The colleges listed the following activities as their innovative practices

Sr.No	Response (Multiple responses)	Percentage
1	ICT Education	57.14%
2	Bridge Course	14.28%
3	B.Ed advance	14.28%
4	Knowledge generation	14.28%
5	Interdisciplinary Learning	14.28%
6	Project Based Learning	14.28%
7	Community outreach programme	42.85%
8	Sanskrit Sambhasan Course	14.28%
9	Constructive, Techno-pedagogic approach	14.28%
10	Toss	14.28%
11	OBEX	14.28%
12	Digital lessons	14.28%
13	PBL learning	14.28%
14	TBC learning	14.28%
15	CAL learning	14.28%
16	Entrance test	14.28%

17	Week long orientation session	42.85%
18	Zero hour lecture	14.28%
19	Computer workshop for trainees	14.28%
20	Material production	14.28%
21	Power point presentation	14.28%
22	National Seminar on curriculum change	28.57%
23	Student welfare fund	14.28%
24	Guide for research work	14.28%
25	Script writing	14.28%
26	Activities	14.28%
27	Daily prayer talk	14.28%
28	Scrap book for English grammar	28.57%
29	Institute publish activities in news paper & university news	14.28%
30	Women development cell	14.28%
31	GSCR comity	14.28%
32	SRKSM editors	14.28%
33	Live telecast	28.57%
34	Placement cell	14.28%
35	Criticism	14.28%
36	Book review presentation & submission	14.28%
37	Subject corner	14.28%
38	Providing facilities to mothers	14.28%
39	Multidisciplinary	28.57%
40	In- Service programme	28.57%
41	Visiting Educational Excursion	28.57%
42	NSS Activities	28.57%
43	Unit of national scheme	28.57%
44	Sarv Dharm Mela	28.57%
45	Participatory transparent governance	14.28%

The colleges listed a range of innovative practices related to all academic aspects. Only 14.28% colleges indicated transparent and participatory governance of the college.

The subsequent chapter is based on the data analysis and interpretation. It discusses the important aspects of the data and also leads to conclusion and findings.

CHAPTER-6

Conclusion, Suggestions & Implications

6.1 Introduction

This chapter presents the overview and findings of the study. It also gives suggestions for to the colleges of education and NAAC vis-à-vis healthy practices, and further states implications.

6.2 Discussion

NAAC process was judged as a fruitful process by all the coordinators. The NAAC process aided in effective administration and academic processes. However, the aspects like time constrain, stressful work and paper work were some concern raised by the IQAC coordinators. All the colleges of education had B grade.

Most of the IQAC coordinators listed the college activities as healthy practices. This also surfaced the fact that the coordinators need clarity about the meaning of healthy practice. (Healthy practices are set or activities or an activity (with respect to criteria) that becomes an implicit part of the course and work culture and thereby enhances performance of the college.)

However the study indicated that overall 28.57% are focusing on improving teaching learning processes and research activities. 42.85% focuses on faculty development programmers, workshops, student support facilities etc (as showed in table 1 of section 5.2.1)

Thus this also implies that colleges of education at large need to pay attention to evaluation improvement programmers, consultancy work and institutional links to strengthen their academic exposure and expertise.

It is also worthy to note that all colleges of education has their vision, mission, goals and objectives focusing on preparing value oriented teachers. 57.14% colleges focused on quality and excellence in education and 71.42% towards empowerment process.

The courses at the colleges focused on developing thinking skills among individuals through exposure. 71.42% said they did this through teaching learning and only 14.28% said it was also done through research.

From the data gathered from the criteria research seems to take the lowest priority at the colleges of education. The researcher would like to point out that only 14.28% colleges focused on interdisciplinary teaching and approaches.

Most of the colleges had traditional examination systems. Only 14.28% opted for open book examination and viva voce. Moreover colleges of education had feedback mechanisms but only 14.28% conducted review meetings.

This also surfaced that colleges need to have reflective critical practices as a healthy practice. 71.42% colleges offered computer education as a special field. 100% colleges use ICT in teaching learning while only few colleges focus on digital lessons. 71.42% colleges focused on helping the low achievers and had different schemes and ways to do so. Some of them included home room sessions and tutorials whereas 28.57% colleges focused on a range of participatory teaching learning methodologies to aid learning process. The colleges of education did focus much on workshops and seminar organization only 28.57% colleges did so.

This indicates need to facilitate teacher education colleges –schools-society links-vis-à-vis academic aspects and information sharing.

Moreover only 14.28% colleges offered a range of consultancy services related to syllabus up gradation, curriculum framing, evaluating academic performances material production and translation work. This is an indicator of the academic exposure teacher education colleges have and also indicates lack of school-colleges-organizational-links.

Most of the colleges adhered to their own courses. Most of the colleges i.e. 71.42% had their publication in the form of annual magazine. 14.28% colleges also had additional activities like newsletter publications as a regular activity.

The experiences of the researcher were fruitful and the research endeavor proved to be learning experience for the researcher.

The researcher faced difficulties in going through the reports and also found them to be descriptive and voluminous. Moreover, it was a time consuming and effort staking task to collect the questionnaire from all the coordinators. The following section elicits the findings of the present research.

6.3 Findings

The findings of the present study are depicted below.

1. The IQAC coordinators judged NAAC to be a fruitful process but a time consuming process.
2. The NAAC Self Appraisal Reports were very descriptive in nature and reflected errors in grammar and spelling in most cases.
3. Most of the Colleges reflected their activities as healthy practices.
4. Most of the colleges and IQAC coordinators lacked understanding of the term 'healthy practice or best practices or progressive practices'.
5. The colleges by and large had numerous teaching learning activities and thereby used diverse ways of teaching and learning. Thus healthy practices were found significant in this area. Research, consultancies were found to be the neglected areas of work.
6. NAAC was considered to be an expensive process in terms of time and finance.
7. NAAC involves subjectivity in evaluation even though attempts are made to arrive at certain criteria for evaluation.

The following table depicts an overview of the objective wise findings of the research.

Table13: An Overview of the Objective wise Findings of the Research

Objectives	Findings
Objective 1 To study the healthy practices related to Curricular Aspects.	Most of the colleges adhered to their own courses. Very few colleges of education focused on 21 st C skills and teacher's vis-à-vis the syllabus and curriculum. The researcher did observe that except two colleges all the other had their courses offered as a piece meal approach to

	the curriculums. However, the NACC reports listed the healthy practices as following. • ICT Education • Bridge Course • Content enrichment programmed • Certificate course • ICT skills • Inclusive education Week long orientation session • Entrance test • Students are given practice in grammar, vocabulary, reading, writing • Zero hour Lecture
Objective 2 To study the healthy practices related to Teaching-Learning and Evaluation.	Colleges of education at large need to pay attention to evaluation improvement programmers. Colleges focused on helping the low achievers and had different schemes and ways to do so. Some colleges focused on a range of participatory teaching learning methodologies to aid learning process. The healthy practices listed by the colleges in this direction were mainly activities. However the practices listed were • IQAC monitors evaluates values, academics, co-curricular and entire curricular activities • Book review presentation and submission • Paper presentation of student and staff • Preparation of scrap-book elective wise • Subject corner
Objective 3 To study the healthy practices related to Research, Consultancy and	Fewer Colleges offered a range of consultancy services related to syllabus up gradation, curriculum framing, evaluating academic performances material production and translation work. This indicates lack of school-colleges-organizational-links. Just two colleges could indicate strong

Extension.	attempts for consultancy and extension services. However, the colleges listed the following healthy practices. • Every year one or two seminar organized • Guide for research work – proposal national/state level • Three member Ph.D guide and members of the state level Ph.D guide association • PhD thesis evaluation in senior staff • Good relation with NGO and social institution • Annual magazine and in-house newsletters • Feedback reflective practices • In-service programmed • Guest lecture • Visiting educational excursions
Objective 4 To study the healthy practices related to Infrastructure and Learning Resources.	Most of the colleges use ICT in teaching learning while only few colleges focus on digital lessons. Some of them included home room sessions and tutorials. All the colleges of education had the basic infrastructure needed. The healthy practices listed in the reports and as stated by IQAC are stated below. • Project based learning • Task based learning • Computer Assisted learning • Interdisciplinary learning • Students are made to recall, rewrite, retell, summaries, Paraphrase, evaluate, compare, contrast, to ask questions.
Objective 5	Most of the colleges had traditional examination systems.

To study the healthy practices related to Student Support and Progression.	Only single college opted for open book examination and viva voce for theory papers. Moreover colleges of education had feedback mechanisms but very few conducted review meetings. Varied ways to support students were found in all colleges. The healthy practices are listed below. • Orientation programme • Old students association • Placement cell • Providing facilities to mothers(student teacher) • Student welfare fund • Week long orientation session • Entrance test • Students are given practice in grammar, vocabulary, reading, writing • Zero hour Lecture • Scholarship
Objective 6 To study the healthy practices related to Governance and Leadership.	Most of the colleges had their publication in the form of annual magazine. Colleges also had additional activities like newsletter publications as a regular activity. It is worthy to note that all colleges of education has their vision, mission, goals and objectives focusing on preparing value oriented teachers. Very few colleges focused on quality and excellence in education and most of towards empowerment process. Healthy practices in this criterion were found to be as follows. • Telecast programme on Local news channel 'ABTAK' • Criticism • Community outreach programme • Teaching aids exhibition

	• Community living • Various research conducted at the colleges • NSS activities • Unit of National service Scheme
Objective 7 To study the healthy practices related to Innovative practices	The colleges by and large had numerous teaching learning activities and thereby used diverse ways of teaching and learning. Most of the colleges and IQAC coordinators lacked understanding of the term ‘healthy practice or best practices or progressive practices’. Most of the Colleges reflected their activities as healthy practices. However, the practices listed were as follows. • B.Ed Advanced • Knowledge generation • Interdisciplinary learning • Multidisciplinary learning • Project based learning • constructive techno pedagogic approach • Open book examination • Digital lessons • Annual magazine and in-house newsletters Unit of National service Scheme • Zero hour Lecture

The following section makes suggestions on the basis of the research experience and also suggests scope for future research.

6.4 Suggestions

The researcher would like to make the following suggestions.

1. The IQAC coordinators need to be trained in the process of monitoring quality at their institution along with the heads of the institutions.

2. A committee of IQAC coordinators can be made and a pool of resource persons can be built to discuss problems related to quality and to motivate the teams to work towards excellence.
3. NAAC peer team visit must be recorded and some ways to monitor the authenticity of the reports need to be arrived at.
4. Soft copy of the report may be submitted. This will reduce the cost of NAAC accreditation process.
5. NACC must build a pool of resources and mechanisms to guide the colleges towards excellence not just accredit them.
6. IQAC reports of the colleges are submitted to NACC the same may be forwards to UGC, NCTE so as to track the progress of the colleges and enable colleges to get funds for research and so on. This should be made a policy decision.
7. The peer team visit of the NAAC needs to be re worked, relooked at ! The element of subjectivity was raised by many coordinators. NAAC may include aspects like open house presentations during NAAC. This will support transparency in the system.
8. Action researches can be done at the College of Education.
9. Alternative ways of/modes of education could be tried out and integrated in the course.
10. Consultancy services need to be strengthened at Colleges of Education.
11. Bridge course can be offered at Colleges of education.

The present area of research has scope for investigation. The same research can be done with a larger sample. Moreover, critical analysis of the NACC procedures can be made and team visits studied. The reactions of society, teachers, students, management, etc can be studied vis-à-vis NAAC.

Implications of the Study and Conclusion

Through the study of the NAAC report of colleges of education, various kind of healthy practices come into focused. After this research many colleges would be able recognize the importance of healthy practices and their by strengthen their institution. There is an acute need to strengthen the healthy practices in colleges of education as well as conducting research on the healthy practices.

The study attempted to investigate different kind of healthy practices and the accreditation process of NAAC of colleges of education affiliated to Sardar Patel University. This study is an opportunity to explore the vast creative practices being adopted by the collages of education.

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ANNEXURE

List of Annexure

- **Questionnaire for IQAC coordinator**
- **Information Schedule Criterion wise**
- **Profile of the Colleges of Education**

ANNEXURE

Annexure-I

Questionnaire

Name of the college

Name of IQAC coordinator

Date and time

1. When was your college accredited?
2. What was the grade and grade point?
3. Please describe your experience of undergoing the NAAC process?
4. How many teachers have completed PhD in your college?
5. What are the major areas that the IQAC at your college is working on?
6. What are the healthy practices of your institution/ college?

Name and Signature of IQAC Coordinator

Annexure-II

Information Schedule

[A] Profile of Institution:

Sr.No	Particulars	Description
1	Name of institution	
2	Year of the establishment	
3	Website- URL	
4	Principal's name	
5	Name of the IQAC coordinator	
6	UGC recognition -2(f) 12(B)	Yes/No
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A) (B)
8	Courses offered at the Institution	
9	NCTE recognition	Yes/No
10	Awards and achievements of the Institutions	
11	Year of NAAC accreditation	

Annexure- III

[B] Criterion wise Details:

Criterion –I Curriculum Design and Developments

Sr.No	Particulars	Description
1	Vision of the Institution	
2	Mission of the Institution	
3	Objectives of the Institution	
4	Major values of the Institution	
5	Type of B.Ed Course offered	
6	Description of the Course	
	(A) Core papers	
	(B) Electives	
	(C) Foundation	
	(D) Methods	
7	Provision for academic flexibility	
8	Scope for ICT Integration	
9	Scope for (a) Value Education Scope for (b) Environmental Education Scope for (c) Life Skills	
10	Provision for varied learning experience for students	
11	Other value added additional courses offered	
12	Inclusive practices/Provisions of the college	
13	Provision for feedback and its uses.	
14	Up gradation/ Revision of the Syllabus	
15	Innovative practices in curricular Aspects	

Annexure- IV

Criteria- II Teaching Learning and Evaluation

Sr.No	-Particulars+	Description
1	Diversity of students	
2	Attempts made to create an overall learning environment	
3	Attempts made to address diverse needs of learners	
4	Scope / provision for academic growth needs of teacher education	
5	Teaching/ learning / instructional approach methods used by teacher educators	
6	Attempt to make teaching -learning students centered	
7	Description of practice teaching face	
8	Detail of students assessments / evaluation process	
9	Innovation practice in teaching – learning	

Annexure -V

Criteria- III Research consultancy and extension

Sr.No	Particulars	Description
1	Description of research conducted at the institution	
2	Description of	
	Research done at the college	
	Consultancy areas of college	
	Extension activities of college	

Annexure-VI

Criterion- IV Infrastructure and Learning Resource

Sr.No	Particulars	Description
1	Built –Up Area	
2	Laboratories	
3	Facility of Computer terminals	
4	Computer aided Learning package	
5	Total number of post sectioned (Teaching/non teaching)	
6	Total number of post Vacant (Teaching/non teaching)	
7	Number of regular and permanent teachers open-reserved (gender wise)	
8	Number of temporary /ad-hoc/part-time teachers	
	(a)Lecturer	
	(b) Reader	
	(c) Professor	
9	Teacher student ratio (programmed wise)	
10	Advisory committee for the Library	
	(a)Working hours of library	
	(b) Open access facility	
	© Collection of various books in library	
11	Area of Library	
	Seating capacity of the reading room	
12	Status of automation of library	
13	Facilities provided in the library	
14	Library Budget	
15	No. of books/Journal/Periodicals their cost	

Annexure-VII

Criterion-V Student Support and Programme

Sr.No	Particulars	Description
1	Mentoring system	
2	Remedial Instructions	
3	Bridge Course	
4	Examination result of past three years	
5	No. of students who passed competitive exams	
6	Students received financial aid.	
7	Accommodation for faculty –non teaching Staff	
8	Hostel facilities for students	
9	Indoor and outdoor sports facilities	
10	Rest room for women	
11	Rest room for men	
12	Transport facilities	
13	Cultural events	
14	Participation of students during past years –at university, state, regional. National and international sports	
15	Alumni association	Yes/No
16	Students association/council	Yes/No
17	Institution publication	
18	Provision of students	
19	Placement cell of the institution	
20	Guidance or counseling services	

Annexure-VIII

Criterion-VI Governance and leadership

Sr.No	Particulars	Description
1	International quality assurance cell or other similar body	
2	Frequency of meetings of academic and administrative bodies	
3	Welfare schemes at college	
4	No. of career development programs	
5	Furnished the details of past three years	
	(a)Improvement program at college	
	(b)professional development programs at college	
	(c)seminar, workshop/symposia organized	
6	Mechanisms to monitor academic activities and administrative activities of the college.	
7	ICT /Technology supported activities/ units at college	
11	Adopted mechanism for Internal academic audit	

Annexure-IX Information Schedule

Profile of Institution:

College: Waymade College of Education

Sr.No	Particulars	Description
1	Name of institution	Waymade College of Education, v.v.nagar
2	Year of the establishment	June 2004
3	Website- URL	www.waymadeedu.org.
4	Principal's name	Dr.Sulabha Natraj
5	Name of the IQAC coordinator	Ms.Shamsha Emanuel
6	UGC recognition -2(f) 12(B)	Yes/No yes
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)self financed (B)co-education
8	Courses offered at the Institution	B.Ed Advanced & M.Ed
9	NCTE recognition	Yes/No yes
10	Awards and achievements of the Institutions	• 15 Awards by Intel • Center of excellence in ICT
11	Year of NAAC accreditation	2010
12	Grade- grade point	B- 2.83

Annexure-X Information Schedule

Profile of Institution:

College: N.H.Patel College of Education

Sr.No	Particulars	Description
1	Name of institution	N.H.Patel College of Education
2	Year of the establishment	June 1971
3	Website- URL	Nhpatelcollegeof education@yahoo.co.in
4	Principal's name	Dr.D.U.Patel
5	Name of the IQAC coordinator	Dr.J.J.Rana
6	UGC recognition -2(f) 12(B)	Yes
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)
8	Courses offered at the Institution	B.Ed Gujarati
9	NCTE recognition	Yes
10	Awards and achievements of the Institutions	1 st in debate of sawrnim Gujarat,
11	Year of NAAC accreditation	2007
12	Grade-grade point	B-2.66

Annexure-XI Information Schedule

Profile of Institution:

College: Anand Education College

Sr.No	Particulars	Description
1	Name of institution	Anand Education College
2	Year of the establishment	July 1981
3	Website- URL	http://www.srksm.org/educationcollege.html
4	Principal's name	Dr. V.T. Bhamvari
5	Name of the IQAC coordinator	Dr. P.k. Yagnik
6	UGC recognition -2(f) 12(B)	Yes
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)
8	Courses offered at the Institution	B.Ed Gujarati
9	NCTE recognition	Yes
10	Awards and achievements of the Institutions	
11	Year of NAAC accreditation	March 2008
12	Grade-grade point	B-2.48

Annexure-XII Information Schedule

Profile of Institution:

College: H. M. PATEL INSTITUTE OF ENGLISH TRAINING AND RESEARCH

Sr.No	Particulars	Description
1	Name of institution	H. M. PATEL INSTITUTE OF ENGLISH TRAINING AND RESEARCH
2	Year of the establishment	June 1965
3	Website- URL	www.hmpenglish.com
4	Principal's name	Dr. Rajendrasinh Jadeja
5	Name of the IQAC coordinator	Dr. (Mrs) C. W. Corderio
6	UGC recognition -2(f) 12(B)	Yes
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)
8	Courses offered at the Institution	B.Ed English
9	NCTE recognition	Yes
10	Awards and achievements of the Institutions	(1) Dr. Sulbha Natraj- UNESCO Award for best Essay on literary Education. (2) Dr. R. Jadeja and Dr. R. Srinivas- Hari Om Ashram Award for best Research paper in English (3) Dr. R. Srinivas- Gaurav chinha from charuterr vidhya mandal (4) Dr. Atannu Bhattacharya - Gaurav chinha from charuterr vidhya mandal (5) Dr. R. Srinivas- Intel Award for Teacher Education (6) Dr. Atannu Bhattacharya- Intel

		Award for Teacher Education (7) Miss Alka Macwan- Intel Award for Teacher Education (8) Dr. R. Jadeja- UNO- IAEWP, Award for Excellence in Education and training
11	Year of NAAC accreditation	2006-07
12	Grade-grade point	B ++

Annexure-XIII Information Schedule

Profile of Institution:

College: Anand College of Education

Sr.No	Particulars	Description
1	Name of institution	Anand College of Education
2	Year of the establishment	November 2003
3	Website- URL	http://www.srksm.org./acendex.htm
4	Principal's name	Divyes M. Patel
5	Name of the IQAC coordinator	Abhipsaben G. Yagnik
6	UGC recognition -2(f) 12(B)	No
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)
8	Courses offered at the Institution	B.Ed Gujarati
9	NCTE recognition	Yes
10	Awards and achievements of the Institutions	-----
11	Year of NAAC accreditation	2008
12	Grade-grade point	B-2.45

Annexure-XIV Information Schedule

Profile of Institution:

College: M.B. Patel College of Education

Sr.No	Particulars	Description
1	Name of institution	M.B. Patel College of Education
2	Year of the establishment	April 1960
3	Website- URL	www.spuwn.edu
4	Principal's name	Dr. N.R. Patel
5	Name of the IQAC coordinator	Dr. A.K. shah
6	UGC recognition -2(f) 12(B)	Yes
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A) And constituent
8	Courses offered at the Institution	B.Ed Gujarati
9	NCTE recognition	Yes
10	Awards and achievements of the Institutions	
11	Year of NAAC accreditation	July 2008
12	Grade-grade point	B- 2.16

Annexure-XV Information Schedule

Profile of Institution:

College: I.J.Patel B.Ed College, Mogri

Sr.No	Particulars	Description
1	Name of institution	I.J. Patel B.Ed College,Mogri
2	Year of the establishment	July 2000
3	Website- URL	www.shriijp.com
4	Principal's name	Dr. Nusrat Kadri
5	Name of the IQAC coordinator	Dr. Dipti Chauhan
6	UGC recognition -2(f) 12(B)	No
7	Type of Institution (A)Self-finance/Grant- in-aid (B)By Gender	(A)
8	Courses offered at the Institution	B.Ed Gujarati
9	NCTE recognition	Yes/No
10	Awards and achievements of the Institutions	One faculty member (Dr.Dipti Chauhan) has got recognition as Ph.D.Guide in education and Five faculty members – (Dr . Nusrat Kadri, Dr. Dipti Trivedi , Mr. Paresh Acharya, Mr. Yagnesh Purohit ,and Ms.Daxa Khadayata) have got recognition of P.G. teacher. Mr. Dharmesh Patel got1 st prize and Dr. Dipti Trivedi 3 rd prize in essay competition.
11	Year of NAAC accreditation	2008-09
12	Grade-grade point	B- 2.72