

Awareness of NAAC Assessment among Teacher Educators

B. Anboucarassy, Dr. R. Soureche
*Assistant Professor,
Achariya College of Education, Puducherry-110, INDIA
E-mail id: rsoureche75@gmail.com

Abstract- A survey was conducted to elicit the level of awareness of teacher educators towards National Assessment and Accreditation Council assessment (NAAC). A questionnaire consists of 50 test items with 3 multiple choices was used as the tool for the study. The reliability was found to be 0.87 by test retest method. The sample consists of 300 teacher educators (includes both the gender) randomly selected from 18 different colleges of education situated in and around Puducherry region. The collected data were statistically analyzed using SPSS ver-16. The result reveals that the sample exhibit low level of awareness toward NAAC assessment. The awareness level exhibit significant difference with respect to different demographic variables used in the study.

Key: NAAC assessment, Teacher educator

I. Introduction

Quality of school education largely depends, on quality of teachers prepared in teacher education institutions. Teacher education in India has been criticized by the concerned constituencies for excessive quantitative expansion and poor quality. The Indian system of higher education has always reacted well to the challenges of the time. When the education system came under severe criticism about the quality of education, the Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC) took initiatives to restore the standards of Higher Education. Consequently, the National Policy on Education (1986) that laid special emphasis on upholding the quality of higher education in India noted certain policy initiatives. On the recommendations of the Programme of Action (1992) document that provided the guidelines for the implementation of the National Policy on Education (1986), in 1994, the UGC established the National Assessment and Accreditation Council (NAAC) as an autonomous body to assess and accredit institutions of higher education and its units thereof, with its headquarters at Bangalore.

The Teacher educators should have the knowledge of the National Assessment and Accreditation Council (NAAC) (1).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 UGC is the President of the GC of NAAC; the Chairperson of EC is an eminent academician in the area of relevance to NAAC. The Executive Officer of NAAC is the Director who is its academic and administrative head, and is the member-secretary of both 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. In addition, it receives assistance from a large number of external resource persons from across the country, who are not full time staff of NAAC.

II. Need for the Study

We are living in an important and epoch-making age, where we can see accelerated change. We can also say that we live in an age of unprecedented developments in information and communication technologies. Education is the third eye of a person and it shatters the illusion and removes the darkness. The discussion on the quality of education has created awakening among the general public. The activities and future plans of NAAC are guided by its vision and mission that have a focus on making quality assurance an integrated functioning of the higher education institutions. Its vision 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 knowledge about NAAC's activities and its role in enhancing the quality of education act as foundation for the teacher educators to update their concrete knowledge in educational management and administration dimension, which enhance their perceptual ability to utilize their cognitive absorption of the content in the practical utility aspect with respect to their work environment⁵. The updated acquired ability helps them to improve themselves in as well as the institution in accord to the standard norms and regulations, which is considered as the first step in educational quality enhancement⁶.

III. Objectives of The Study

The objectives of the study are

1. To find out the awareness level of teacher educators towards NAAC Assessment.
2. To find out the significant difference between in the awareness level of teacher educators towards NAAC Assessment with respect to gender, locality, marital status, years of experience and major subject taught.

IV. Hypotheses of The Study

- 1 The awareness level of teacher educators towards NAAC Assessment is high.
2. There is no significant difference in the awareness level of teacher educators towards NAAC Assessment with respect to Gender (Male/female); Locality (Urban/rural); Marital status (single/married); years of experience (Less than 5 years /more than five years) and major subject taught (Arts/Science)

V. Method & Tool Used

This study was descriptive by nature and survey method was used to collect data. A questionnaire was constructed addressing different dimensions of NAAC Assessment strategies and its scope and practical feasibility of implication of NAAC recommendation in the teacher education institutions. The tool items elicit the knowledge of the sample about different roles played by NAAC like developing resources materials and toolkits, grant projects, evaluation of educational systems and extension community linked research work. The test retest method was employed for pilot study with 50 teacher educators. The final version of the tool had 50 questions. Each test items has 3 options, the sample has to encircle their right response, and for every correct answer one mark was awarded. The reliability was found to be 0.87

VI. Sample for the Study

The sample consists of 300 teacher educators selected randomly from 18 different B. Ed colleges in and around Puducherry region. The sample includes both the gender. The sample consists of 150 male and 150 female teacher educators.

VII. Result and Discussion

The collected data was statistically analyzed using SPSS ver-16 package. The Descriptive and Differential analysis were employed for the analysis. The results were presented in the table 1 and 2.

Table 1. The overall level of awareness of teacher educators towards NAAC assessment

Group	N	Mean	SD
Teacher educators	300	19.06	6.45

The mean value is below 50% (19.06) hence the awareness level of teacher educators towards NAAC Assessment is low.

Table 2. Significant difference between in the awareness level of teacher educators towards NAAC Assessment with respect to different demographic variables.

Group	Sub-sample	N	Mean	SD	t- Value	Level of Significance
Gender	Female	150	21.12	6.78	5.05	0.01
	Male	150	26.87	12.20		

Locality	Urban	150	32.29	7.80	23.78	0.01
	Rural	150	15.71	3.47		
Years of experience	Less than 5 years	265	24.65	10.49	1.48	NS
	More than 5 years	35	22.06	8.45		
Marital status	Single	251	23.53	10.03	1.85	NS
	Married	49	26.41	11.13		
Major Subject taught	Arts	139	23.98	10.56	18.47	0.01
	Science	161	31.67	8.22		

Significant difference exists in the level of awareness of the sample towards NAAC assessment with respect to gender, locality and major subject taught. The years of experience and their marital status does not have an significant impact in their level of awareness towards NAAC assessment.

A. MAJOR FINDINGS

1. The awareness level of teacher educators towards NAAC Assessment is low.
2. Male teacher educators have high level of awareness towards NAAC Assessment than the female teacher educators.
3. Teacher educators residing in the urban area have high awareness level towards the NAAC Assessment than the rural resident teacher educators.
4. Science majored teacher educators have high level of awareness towards NAAC assessment than that of Arts subject teacher educators

B. EDUCATIONAL IMPLICATION

The overall awareness level about NAAC assessment among the teacher educators was low. The teachers are the working core force in uplifting the quality of any institution(4). Hence it is mandatory that each and every the teaching staffs must have clear cut knowledge regarding NAAC activities. For the same the following changes can be brought in teacher education programme

- Procure resource materials with respect to quality assurance scheme and agencies involved in the same for library usage, which can read by more staff members thereby they develop quality conscious of educational system.
- Conduct In-Service programmes such as conference, workshops and seminars at national and international levels related to different types of educational quality assurance system both from government and private sectors.
- Creating resource materials and Provide training in material development in quality assessment and assurance dimension, Orientation of Teacher Educators in implementation/use of available materials and resources helps to develop expertise in quality assurance.

VIII. Conclusion

The Teacher educators in our country are reflecting as living god. They are the trigger agent to elevate the quality of our educational system on par with global level. The teacher educators must enlightened with latest updated versions of teacher education in terms of novel teaching approach, methods, aids usage, school environment, student's psychology, peer-group co-operative work climate and different types of assessments. The knowledge in various aspect of assessment especially the NAAC assessment help them to set a crystal clear administration and management of the institution. The acquired knowledge helps to mould the student-teachers who in turn can build the future citizen who are conscious about the quality education. Hence it is possible to have quality education in our country, which is the cry of whole world.

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