

# Quality Management in Teacher Education in West Bengal

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## **Abstract**

Quality of education includes vast area regarding any institution. To assess the quality of teacher education institutions, various organisations, authors and researchers have identified different indicators or parameters. This article tries to find out quality of Teacher Education in West Bengal with respect to NAAC Accreditation. This paper aims to observe current status of NAAC Accreditation of teacher education institutes in West Bengal. It was found that only 13 Teacher Education Institutions have current NAAC accreditation status. This includes government, government-aided and private colleges. A list of teacher education institutions in West Bengal with discontinuation of NAAC accreditation is also prepared. The scenario is analysed in context with NEP 2020.

**Keywords:** Teacher Education Institution, NAAC accreditation, Quality, IQAC.

## **Introduction**

Education is a process of human enlightenment for the achievement of a better and higher quality of life. A sound, effective and quality system of education results in the enlargement of learner's potentialities, competencies and transformation of their interests, attitudes and values (Ali, 2012). Teacher is the foundation of all education. Both the nation and the person are given new shapes by education. The nation is built by its teachers. It is anticipated that teachers will be able to get the information and abilities needed to satisfy the requirements and demands of the students. Emphasising the role and importance of teachers, the Education Commission (1964) has rightly stated that, "Of all the factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant". The quality of school education depends on the quality of teachers, which in turn depends on the quality of Teacher Education Programmes. In this context, the training of teachers becomes crucial in any nation. The New Education Policy (1986) and its Programme of Action (PoA) emphasized the need for recognition and reward of excellence in performance of institutions and checking the growth of substandard institutions (MHRD, 1992). The policy suggested the establishment of a National Accreditation and Assessment Council (NAAC) to regulate quality in higher education in India. The UGC established NAAC in 1994 to serve the function of quality assurance in colleges and universities (NAAC, 2018).

## **Quality of teacher education**

According to Oxford English dictionary, (Yadav et al., 2011) the notion of 'quality' includes all the essential attributes of an individual or object indicating its value and acceptability to the other. In this

context the National Assessment and Accreditation Council (NAAC) states, “A Teacher Education Institution (TEI) has to continuously ensure its effectiveness through generating such processes as would provide for relevant continuous and modifications in its functioning. Every institution must develop its own internal procedures to consistently maintain quality in its operations and implement changes or adjustments whenever needed. But ‘Quality’ is a highly debatable theme. It is the goal of an eternal quest through the corridor of human history, the driving force for the entire human endeavour (Mukhopadhyay, 2014). According to Bureau of Indian Standards (1988, in Ali, 2012), Quality is not an act it is a habit. It is totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. Quality has various aspects which need to be integrated coherently and also to be implemented in order to achieve the expected goal (Singh, 2008). In order to assess the quality of teacher education institutions, various organisations, authors and researchers have identified different indicators or parameters.

### **Formation of iqac**

Since 2008, educational institutions starting forming Internal Quality Assurance Cell (IQAC) for maintaining quality as well as for the purpose of accreditation. According to ‘Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) by Accredited Institutions (For Affiliated/Constituent Colleges) (Revised on 26th September, 2019)’ published by NAAC, the primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

### **Accreditation process by NAAC**

The NAAC accreditation process in India is a rigorous process that takes place every 5 years. The NAAC accredits the institutions while NBA accredits the programs. The NAAC procedure for accreditation is rigorous, and it involves (a) nationally evolved criteria for assessment, (b) self-study report by the institution, (c) peer team visit, and (d) final decision by executive committee of NAAC to award a grade (NAAC, 2018).

The criteria-based assessment forms the backbone of Assessment & Accreditation process of NAAC. The seven criteria represent the core areas of functions and activities of an HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of HEIs are:

- Criterion 1: Curricular Aspects;
- Criterion 2: Teaching-Learning and Evaluation;
- Criterion 3: Research, Innovations and Extension;
- Criterion 4: Infrastructure and Learning Resources;
- Criterion 5: Student Support and Progression;
- Criterion 6: Governance, Leadership and Management;
- Criterion 7: Institutional Values and Best Practices.

The self-study report is expected to highlight the functioning of the institution with reference to these criteria (NAAC, 2018). Submission of a self-study report (SSR) by the institution is a mandatory condition

for applying for accreditation. In addition to the SSR, NAAC seeks third-party validation and verification in the process of data validation and verification (DVV). The DVV has brought in a process which enhanced the degree of objectivity in assessment by reducing possible subjectivity of the peer team visits. The third-party evaluation is, in general, done by highly trained persons and experts with the ability to judge critical parameters in a just and fair manner. The peer team visit comes to the institution after the SSR evaluation and assessment by the NAAC team are completed. The team interacts with the Head of the Institution, IQAC Coordinator, heads of all departments, faculty, members of the administration, non-teaching staffs, students, alumni and parents. Based on the on-site interactions, the visiting team prepares and presents a report to NAAC which is considered by the executive committee of the NAAC and an accreditation grade is awarded for the institution which remains valid for five years. Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC at the beginning of the Academic year.

## Objectives of the study

This research paper discusses about quality of Teacher Education in West Bengal with respect to NAAC Accreditation. This paper aims to observe current status of NAAC Accreditation of teacher education institutes in West Bengal.

## Delimitation

The present study is an attempt to give a comprehensive view of quality in Teacher Education Institutions from teacher educators' perspective of West Bengal with respect to NAAC accreditation status. The study is limited to Teacher Education Institutions of West Bengal only affiliated to Baba Saheb Ambedkar Education University and recognised by NCTE.

## Methodology

The researcher collected information regarding affiliation status from the official website of Baba Saheb Ambedkar Education University (BSAEU) and accreditation status of Teacher Education Colleges from NAAC portal and made a comparative study of the scenario of entire country and West Bengal.

## Result

**Table 1. NAAC accreditation status (Nationwide vs. WB)**

INDIA			WEST BENGAL		
Colleges	Universities	Total	Colleges	Universities	Total
8336	493	8829	482	19	501

**Table 2. NAAC accreditation status of Teacher Education Colleges (Nationwide vs. WB)**

Accredited Teacher Education Colleges	INDIA	WEST BENGAL
	415	13

**Table 3: Number of NAAC Accredited Teacher Education Institutions in West Bengal**

Accredited Teacher Education Colleges	CYCLE 1	CYCLE 2	CYCLE 3
	5	4	4

**Table 4: Distribution of NAAC Accredited Teacher Education Institutions in W.B.**

Total Teacher Education Colleges	Govt.		Govt. aided		Self- financed	
	NAAC Accredited College	Total	NAAC Accredited College	Total	NAAC Accredited College	Total
613	1	6	4	13	8	594

**Table 5: Distribution of NAAC grade of Teacher Education Institutions in W.B**

Accredited Teacher Education Colleges	A++	A+	A	B++	B+	B	C+	C
	-	-	1	2	4	3	-	3

**Table 6: Names of NAAC accredited Teacher Education Institutions in W.B**

Sl no.	Name of the institution	Type of institution	Accreditation cycle & Date	Grade(Score)
1.	Institute Of Education (P.G.) For Women, Chandernagore	Government	Cycle 1 on 16/01/2025	B++( 2.86)
2.	Debnarayan Shiksha Sansthan	Self-financed	Cycle 1 on 06/02/2025	B+ (2.6)
3.	Beta College Of Education	Self-financed	Cycle 1 on 20/12/2024	B (2.24)
4.	Vidyasagar Teachers Training College	Self-financed	Cycle 1 on 07/06/2022	B+ (2.55)
5.	Rishi Aurobindo Institute Of Teacher Education	Self-financed	Cycle 1 on 22/02/2022	B (2.07)
6.	Satyapriya Roy College Of Education	Government-Aided	Cycle 1 on 05/01/2013	B (2.84)
			Cycle 2 on 19/05/2023	B (2.02)
7.	Sponsored Teachers Training College	Government-Aided	Cycle 1 on 31/03/2007	C+ (60.90)
			Cycle 2 on 20/02/2025	B+ (2.64)
8.	Eastern Dooars B.Ed. Training College	Self-financed	Cycle 1 on 27/11/2017	B (2.30)
			Cycle 2 on 12/09/2024	C (1.87)
9.	Ananda Chandra Training College	Government-Aided	Cycle 1 on 23/01/2017	B++ (2.80)
			Cycle 2 on 13/12/2022	C (1.7)

10.	Balurghat B.Ed. College	Self-financed	Cycle 1 on 21/04/2012	B (2.21)
			Cycle 2 on 27/11/2017	B (2.50)
			Cycle 3 on 27/07/2024	B+ (2.7)
11.	Ramakrishna Mission Sikshanamandira	Self-financed	Cycle 1 on 31/03/2007	A (85.10)
			Cycle 2 on 03/03/2015	A (3.56)
			Cycle 3 on 23/08/2024	A (3.01)
Sl no.	Name of the institution	Type of institution	Accreditation cycle & Date	Grade(Score)
12.	Siliguri B.Ed. College	Government-Aided	Cycle 1 on 31/03/2007	B+ (76.40)
			Cycle 2 on 11/07/2016	B (2.45)
			Cycle 3 on 09/03/2024	B++ (2.85)
13.	Union Christian Training College	Self-financed	Cycle 1 on 15/06/2009	B (2.72)
			Cycle 2 on 16/09/2016	B+ (2.57)
			Cycle 3 on 23/11/2023	C (1.82)

**Table 7: List of NAAC Accredited (Discontinued) Teacher Education Institutions in W.B.**

SL . NO.	NAME OF THE INSTITUTION	TYPE OF INSTITUTION	ACCREDITATION CYCLE & DATE	GRADE (SCORE)
1.	Department of Education, University of Kalyani	University Department, Govt. aided	CYCLE 1 16/09/2008	B
2.	Department of Education, Yogoda Satsanga Palpara Mahavidyalaya	University Department; Self-financed	CYCLE 1 28/03/2008	B
3.	Department of Education, Acharya Jagadish Chandra Bose College	University Department, Govt. aided	CYCLE 1 29/01/2009	C
4.	Department of Education, St. Xavier's College	College Department,	CYCLE 1 21/03/2003	B+  B

		Govt. aided which turned autonomous in 2006	CYCLE 2 05/07/2012	
5.	Department of Teacher Education, Fakir Chand College	College Department, Govt. aided	CYCLE 1 05/05/2014	B
6.	Department of Teacher Education, Scottish Church College	College Department, Govt. aided	CYCLE 1 03/05/2004 CYCLE 2 21/02/2014	B B
7.	Department of Education, Loreto College	College Department, Govt. aided	CYCLE 1 29/04/2003 CYCLE 2 15/06/2009	B++ A
8.	Institute of Education for Women, Hastings House	Govt.	CYCLE 1 10/03/2012	B
9.	Gopal Chandra Memorial College of Education	Govt. Aided	CYCLE 1 04/11/2004 CYCLE 2 11/07/2016	B+ B
10.	Shimurali Sachinandan College of Education	Govt. Aided	CYCLE 1 11/07/2016	A
11.	Kolkata Teachers' Training College	Self-financed	CYCLE 1 16/09/2011 CYCLE 2 30/10/2017	B B
SL . NO.	NAME OF THE INSTITUTION	TYPE OF INSTITUTION	ACCREDITATION CYCLE & DATE	GRADE (SCORE)
12.	Education College	Self-financed	CYCLE 1 21/04/2012	B
13.	Subhas Chandra Basu B.Ed. Training College	Self-financed	CYCLE 1 08/07/2013	B
14.	Sammilani Teachers' Training College	Self-financed	CYCLE 1 05/05/2014	B
15.	Ramakrishna Mission Brahmananda College of Education	Self-financed	CYCLE 1 03/03/2015	B
16.	Institute of Education, Haldia	Self-financed	CYCLE 1 03/03/2015	B
17.	Deshapran College of Teachers' Education	Self-financed	CYCLE 1 01/05/2015	B

18.	Bagnan Teachers' Training College	Self-financed	CYCLE 1 01/05/2015	B
19.	Surendra Lal Das Teachers' Training College (B.Ed.)	Self-financed	CYCLE 1 25/06/2015	B
20.	Rajendra Academy for Teachers' Education	Self-financed	CYCLE 1 02/12/2016	B
21.	Pailan College of Education	Self-financed	CYCLE 1 12/09/2017	B+
22.	Eastern Dooars B.Ed. Training College	Self-financed	CYCLE 1 27/11/2017	B

## Result & discussion

The total number of NCTE recognised institutes providing teachers training (B.Ed.) under the affiliation of Baba Saheb Ambedkar Education University (BSAEU) in the state of West Bengal is huge. Out of 613 teacher training institutes (B.Ed.), there are 6 Government Institute, 13 Government- aided institutes and 594 self- financed institutes. Earlier there was a provision for separate accreditation of university or college department and between 2003- 2014, 7 teacher education departments went through the process of accreditation. However, 4 of them did not continue the status. Rest 3 colleges/university as whole successfully completed NAAC accreditation process and obtained grade. It was also found that there are 15 teacher education institutes who got accreditation once but failed to continue the status. Among those 15 institutes, one is government, 2 are government- aided and rest 12 are self- financed colleges. After Revised Accreditation Framework (RAF) was introduced by NAAC in 2017, the accreditation scenario of B.Ed. Colleges are discussed here. Recently, during 2023- 2024, department of Higher Education, Government of West Bengal, took several initiatives like appointing mentors to uplift higher education institutions including B. Ed. Colleges to proceed for NAAC evaluation. Now, as per information available in NAAC portal, only 13 B. Ed. colleges have been accredited by NAAC, 5 of which are in their 1st cycle, 4 in their 2nd cycle and rest of the 4 are in their 3rd cycle. Among the 13 accredited colleges, there is only 1 government college (16.67%; out of total 6 Government colleges), 4 Government- aided colleges (30.77%; out of 13 colleges) and 8 self- financed B. Ed colleges (0.013%; out of 594 colleges). It is well understood that the status of accreditation is very poor in the area of Teacher Education even after government initiatives.

## Conclusion

There are a large number of colleges who are facing various issues and challenges in higher education. Though the number of self- financed B.Ed. colleges has increased huge in last two decades, no new govt. or govt. aided B.Ed. colleges are established in current days. Most govt. and govt. aided B.Ed. colleges are years old and their infrastructural conditions are not up to the mark as required for NAAC accreditation. There is lack of fund of these colleges for developing or renovating the infrastructures. ICT facilities are also not up to the mark in several such colleges. In a detailed interview published in The Times of India in May, 2020, the director of NAAC expressed that the possibility of poor grades was the reason behind the non-participation of 22% of higher education institutions (HEIs) in the NAAC accreditation process. Following this, roughly 26% of institutions "did not apply" for it because they lacked permanent faculty, while another 5.5% did so because they lacked a permanent institution head. These can be true for teacher



education institutes as well. There is no process of quality maintenance in self-financed B.Ed. colleges. Though their infrastructure and faculty recruitment were done as per NCTE norms but there is no system to monitor if they are maintaining those or not. The Indian higher education system is rapidly changing through the implementation of National Education Policy (NEP 2020). Binary Accreditation (Either accredited or not accredited) and Maturity-Based Graded Accreditation (Level 1 to 5) have been proposed by NAAC which will be implemented very soon. The metrics for both Binary and Maturity-Based Graded Accreditation shall focus on Processes, Outcomes and Impact across different attributes of HEIs (instead of mere input-centric). The country's higher education system is anticipated to have sound and long-lasting effects due to the National Education Policy. The NEP 2020 in its report highlighted the loopholes that exist in Teacher Education. Several thousands of Teacher Education Institutions in India are not imparting adequate and qualitative training and education to the teacher. The existing Teacher Education Institution providing a two-year B.Ed. programme will also have to shift to a multidiscipline institution providing four-years integrated Teacher Education by 2030. All teacher education institutes need to act accordingly and develop/ maintain infrastructures and facilities and other qualities so that four-years integrated Teacher Education programme can be provided.

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