

**Quality Assurance Practices in NAAC Accredited and Non-Accredited
Teacher Training Colleges of Devi Ahilya Vishwavidyalaya, (D.A.V.V.)
A Comparative Study**

A Summary Submitted to Devi Ahilya Vishwavidhyalaya
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1.0.0 INTRODUCTION

The present study entitled “**Quality Assurance Practices in NAAC Accredited and Non-Accredited Teacher Training Colleges of Devi Ahilya Vishwavidyalaya, (D.A.V.V.) A Comparative Study**” was a qualitative study related to the quality assurance practices in Teacher Training Colleges. The quality of education we provide to our children depends on the quality of education of teachers, we have in our education system, which in turn depends on the quality of Teacher Education Programs. It is in this context that the education of teachers becomes most important in any country. The quality of teachers and teacher education programs, for a long, has drawn the attention of policymakers, curriculum designers, academia, and other stakeholders. In the field of teacher education, the major quality indicators namely – Curriculum design, Curriculum transaction, Evaluation System, Research and Development, Infrastructure and Learning Resources, Student support and progression, Organization and management, etc. The present study is an attempt to study the effectiveness of Quality Assurance Practices on the quality of Education. In the present study, the investigator tried to compare the Quality Assurance Practices in NAAC Accredited and Non-Accredited Teacher Training Colleges based on seven criteria of NAAC.

1.1.0 CONCEPTUAL FRAM WORK

1.1.1 QUALITY

Quality is never an accident, it is always the result of high intention, sincere effort, intelligent direction, and skillful execution, it represents the wise choice of many alternatives.” - **William A. Foster**

Quality is a perceptual conditional and somewhat subjective attribute and may be understood differently by different people. Quality is about making organizations perform for their stakeholders from improving services, systems, and processes to making sure that the whole organization is fit and effective.

1.1.2 QUALITY ASSURANCE PRACTICES

The phenomenon of ensuring quality is quality assurance. “Quality assurance is an all-embracing term referring to an ongoing, continuous process of evaluating, assessing, guaranteeing, maintaining and improving the quality of a higher education system, institutions or programs” (Vlasceanu, et al 2004). There are two types of quality assurance:

internal and external. Internal quality assurance ensures an instant union or a programmer's policies and mechanisms are in place to ensure that it is meeting its objectives and standards. External quality assurance refers to the actions of an external body different from the institution, which assesses its operation or that of its programs to determine whether it is meeting the agreed or predetermined standards.

1.1.3 BENEFITS OF QUALITY ASSURANCE PRACTICES

Quality assurance practices help save time and create a more efficient process to evaluate your Institute and its progress.

- Provides accountability.
- Supports ongoing development of Institutes, teaching and learning.
- Provides an Institute with a good source of external and internal accountability, allowing them to create a set of goals to work towards.
- Sparks improvement and innovation.
- Allows for adaptability.
- Creates opportunity for improvement.

1.1.4 FACTORS AFFECTING QUALITY ASSURANCE PRACTICES

INTERNAL FACTORS

- Leadership of decision-makers and realization of the importance of educational quality assurance and evaluation
- Qualification and Experience of decision-maker
- Evaluation of decision-maker
- Policy of management and practice
- Incorrect concept of quality assurance

EXTERNAL FACTORS

- Cooperation of stakeholders

- Support from the original affiliate, Bureau of Local Administrative, and private sector

1.1.5 National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) is an autonomous body funded by the University Grants Commission of the Government of India headquartered in Bangalore conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities, or other recognized institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for their conformance to the standards of quality in terms of their performance related to the educational processes and outcomes, curriculum, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well-being, and student services. NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in the quality of education", and the Program of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body.

1.1.6 TEACHER EDUCATION

Teacher education refers to the process of preparing individuals to become effective educators in various educational settings, such as elementary schools, high schools, colleges, and universities. It encompasses the theoretical knowledge, practical skills, and pedagogical approaches needed to teach students effectively. Teacher education programs typically include coursework in subjects such as educational psychology, curriculum development, instructional methods, classroom management, assessment, and diversity and inclusion. Teacher education programs can vary in length and structure depending on the country and the level of education being pursued. Teacher education encompasses teaching skills, pedagogical theory, and professional skills.

Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills

So we can say that **Teacher Education** or **Teacher Training** refers to programs, policies, procedures, and provisions designed to prospective teachers with

the knowledge, attitudes, behaviors, approaches, methodologies, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

1.2.0 RATIONAL OF THE STUDY

Teacher Education is a dynamic field that always needs Improvement and Innovations and in the age of quick changes innovation in education responds, to the growing demands of challenging scenarios. So far, balancing quality and quantity or ensuring quality amid the quantitative expansion has always remained a challenge in the field of the Indian higher education system and to meet this challenge each institution needs to decide on key performance indicators and benchmarks based on specific quality parameters and work on it consciously. That becomes a roadmap for all stockholders. Quality assurance practices in colleges are essential to ensure that institutions of higher education maintain high standards of education, provide a conducive learning environment, and meet the needs and expectations of their students and stakeholders. These practices involve a combination of policies, procedures, and processes that aim to monitor and improve the quality of education and services offered by colleges. Here are some common quality assurance practices in colleges:

- **Program Assessment and Evaluation:** Colleges regularly assess and evaluate the effectiveness of their academic programs. This includes reviewing curriculum, learning outcomes, and teaching methods to ensure they meet educational goals and industry standards.
- **Strategic Planning:** Developing and implementing a strategic plan that outlines the college's vision, mission, and goals is essential for maintaining quality.
- **Quality Assurance Committees:** Colleges may establish committees or offices dedicated to overseeing quality assurance processes and ensuring compliance with best practices.
- **Resource Allocation:** Ensuring that financial and human resources are allocated effectively to support the institution's mission and objectives is a critical aspect of quality assurance.
- **Faculty Evaluation:** Colleges conduct evaluations of faculty members to ensure they are qualified, competent, and effective in their teaching and research roles.

- **Student Assessment:** Assessment methods such as exams, assignments, and projects are used to measure student learning and progress. This data is used to improve teaching methods and curriculum.
- **Institutional Research:** Data analysis and research activities help colleges make data-informed decisions about improving programs and services.
- **Student Feedback:** Gathering feedback from students through surveys, focus groups, and other methods allows colleges to understand student needs and concerns and make necessary improvements.
- **Support Services:** Quality assurance practices also encompass evaluating support services like counseling, career services, library facilities, and accessibility services to ensure they meet student needs.
- **Peer Review:** External reviewers or peer evaluators from other institutions or organizations assess colleges to provide an objective perspective on their performance and quality.
- **Continuous Improvement:** Colleges engage in ongoing processes of self-assessment and improvement. They identify areas that need development and implement changes accordingly.
- **External Reviews:** Periodically, external organizations may conduct comprehensive reviews to validate the quality of the college's programs, faculty, and facilities.
- **Benchmarking:** Colleges often compare their performance and quality indicators with other institutions, both nationally and internationally, to identify areas for improvement.

Concerning these parameters, the National Policy on Education (**NPE-1986**) and the (**POA 1992**) Program of Action spell out strategic plans for the policies advocated the establishment of an independent national accreditation agency Known as the **National Assessment and Accreditation Council (NAAC)**. It is an organization that assesses and accredits institutions of higher education in India. We know, there is a need to revamp today's teacher education system in tune with the changing needs of society particularly the changing need for school education, and for the sake of these changing needs, the NAAC plays a very vital role in studying educational reforms and innovations with qualitative education in Teacher Training institution. Ensuring and studying these reforms and innovative practices in the Teacher Education system Several studies have been

carried out in the field of teacher education. They focused mainly on the aspects related to the philosophical and sociological background, student-teacher profile, pedagogy of the preservice and in-service courses, and infrastructure. The study regarding the quality of Teacher Education and the quality of Teacher Education Institutions is highly important in the field of educational research. After reviewing the related literature, it was found that there have been many research works conducted on quality and quality assurance practices in Teacher Education. Research conducted by various researchers is categorized into two categories - Studies related to Quality and Quality Assurance Practices in Education and Studies related to Assessment and Accreditation of Educational Institutions.

Under the category of Quality and Quality Assurance Practices **Kumaran (2002)** conducted a study on quality in higher education based on the perceptions of students and teachers of government and private colleges in Tamil Nadu. **Paul (2005)** observed that the accreditation process was an important parameter in assuring quality. **Goswami (2007)** conducted a study on assuring quality in Indian higher education. **Sharma (2008)** conducted a study on external quality assurance in higher education. **Kaur (2009)** tried to explore the measures to enhance the quality of teacher education programs. **Panigrahi (2010)** surveyed the evaluation of the quality of Self-financing Pre-Service Teacher Training Institutions in Haryana. **Joicy (2011)** surveyed student-teacher and teacher educators' perceptions of the realization of quality indices in secondary TEP. **George (2012)** emphasized the need of quality assurance in higher education in the context of globalization. **Balani (2013)** conducted a study on quality assurance of B.Ed colleges and to develop a model for quality assurance for the teacher education program. **Ganal (2014)** surveyed the Level of Quality Assurance of the TEP of State Universities of Region II. **Chakrabarti (2015)** conducted a research study on the evaluation of the Performance of Internal Quality Assurance Cells of selected NAAC Accredited General Degree Colleges affiliated with the University of Calcutta. **Darji (2015)** conducted a survey-type study on Innovative Practices in TEIs of Gujarat State. **Dubey & Ratnaparkhi (2016)** conducted a study on innovative educational practices in teacher education through a case study of a school of education of DAVV. **Barua (2017)** conducted a study on the quality of preparation and evaluation of teacher trainees in secondary teacher training programs in public and privately funded B.Ed institutions in North India. **Remmiya (2017)** conducted a study on the Quality assessment of teacher education in Kerala a comparison between aided and un-aided institutions. **Tahira, Rokhiyah, and Mutiara (2018)**

conducted a study on Comparative Study of Quality Assurance Practices in Open Distance Learning (ODL) Universities in Pakistan. **Dei (2019)** conducted a study on Assessing Quality Assurance Practices in Institutions of Higher Learning. **Giri (2019)** conducted a study on the Functioning of Internal Quality Assurance Cells concerning Quality Improvement Practices in NAAC Accredited Colleges of Odisha. **Thayamani, Fathima, and Mohan (2021)** conducted a case study on Quality Initiatives in Teacher Education programs.

Similarly, Under the category of assessment and accreditation of Educational Institutions, various researches have been conducted, which are as follows-

Katre and Pillai (2004) conducted a State-wise Analysis of the Accreditation Reports (NAAC) of Karnataka. **Pillai, Madhukar, and Srinivas (2004)** conducted an Analysis of the NAAC Quality Assessment of Higher Education in North-East states of India. **Pillai and Rama (2004)** analysed the Peer Team Reports (NAAC) on Institutional Accreditation of Higher Education Institutions in Haryana state. **Pradhan, Stella, and Patil (2004)** analysed NAAC accreditation reports of the Higher Education Institutions of Maharashtra state. **Sarkar, Aludiapillai, Varghese, and Bajaj (2004)** conducted an Analysis of NAAC Accredited Universities and colleges in Tamil Nadu state. **Sarkar, Rama, and Manjunath (2004)** conducted a study on state-wise analysis of Accreditation Reports (NAAC) of Institutions of West Bengal state. **Ummerkutty, Stella, and Shyamasundar (2004)** conducted an Analysis of NAAC-accredited universities and colleges in Kerala. **Katre, Pillai, and Hegde (2005)** conducted an analysis of the Accreditation Reports of HEIs of Punjab state. **Tripathi and Ponnudiraj (2005)** conducted an analysis of the Accreditation Reports of NAAC-accredited HEIs of Madhya Pradesh (MP) state. **Pillai and Katre (2007)** conducted an analysis of the Accreditation Reports of NAAC-accredited HEIs of Andhra Pradesh (AP) state. **Rama and Sisodia (2008)** conducted an Analysis of Peer Team Reports (NAAC) of Accredited Institutions of Rajasthan state in terms of Issues and Strategies for Quality Enhancement. **Chowdhury (2012)** studied the impact of NAAC's assessment and accreditation on some of the accredited colleges under Gauhati University. **Kaur and Sharma (2012)** conducted a survey on the Assessment and accreditation Criteria of NAAC for Colleges of Education in Punjab. **Chaudhari and Sharma (2014)** conducted a study on NAAC as an effective tool for the application of the management process for quality education. **Gagare (2014)** conducted a case study on NAAC. **Madhukar, Patel, and Mehta (2014)** conducted a study on the NAAC assessment and accreditation in Gujarat and prepared an analysis report. **Snyder (2015)** conducted

a case study on revising the Iowa Accreditation Process for community colleges in Iowa, United States. **Gupta (2016)** conducted A Qualitative Study on the Impact of NAAC On the Development of Higher Education In Assam. **Sharma (2019)** conducted an evaluative study of North Indian universities on the role of NAAC accreditation in quality improvement. **Kenganal (2020)** conducted a Study of the Colleges Status Before and After NAAC Assessment and Accreditation. **Aithal & Aithal (2021)** conducted A Comparative Study on the Research Performance of Indian Universities with NAAC A++ grade Accreditation. **Makwana, Subhash, and Vithal (2021)** conducted A study on NAAC accreditation of teacher education institutions in Gujarat. **Ravikumar, Samanta, and Rath (2021)** conducted a study on the Impact of NAAC Accreditation on Quality Improvement of Higher Education Institutions in India: A Case Study in the State of Karnataka.

The findings of the research show that Quality assurance practices in colleges are meant to maintain and enhance the quality of education and services provided. They not only benefit students but also contribute to the reputation and credibility of the institution in the academic and professional world. Colleges that prioritize quality assurance are better equipped to adapt to changing educational landscapes and address the evolving needs of their students. Quality assurance ensures that the services of the institutions exceed the expectations of stakeholders. Consistent delivery of high-quality services builds a positive reputation for the institutions. Quality assurance is not just about maintaining standards but also about striving for continuous improvement. By collecting and analyzing data on quality metrics, organizations can identify areas for enhancement and implement changes to optimize processes. Employees of the institute are more engaged and motivated when they are confident in the quality of their work. Quality assurance practices provide guidelines, training, and support to ensure that employees and employers can meet quality standards, leading to higher morale and satisfaction of the students. quality assurance practices are essential for ensuring the reliability, consistency, and excellence of services, ultimately contributing to the long-term success and sustainability of organizations. All these facts motivated the investigator to research the comparison between Quality Assurance Practices in NAAC-accredited and non-accredited teacher training colleges of D.A.V.V.

1.3.0 STATEMENT OF THE PROBLEM

Quality Assurance Practices in NAAC Accredited and Non-Accredited Teacher Training Colleges of Devi Ahilya Vishwavidyalaya, (D.A.V.V.) A Comparative Study

1.4.0 OPERATIONAL DEFINITIONS

- **Quality**

Quality is the fulfilment of expectations and the expression of human excellence. In the context of education, quality is a continuous process that ensures the delivery of standard facilities. These standard features ensure that every educational institution can provide high-quality content and outcomes.

- **Quality Assurance**

Quality Assurance (QA) refers to the systematic process of ensuring that a service meets specified requirements and standards. It is a set of activities designed to prevent defects, errors, and deviations from the intended quality. Quality assurance encompasses various practices and methodologies aimed at achieving and maintaining a high level of quality throughout the development of a Child.

- **Quality Assurance in Education**

Quality Assurance in education refers to systematic processes and practices that institutions use to ensure and enhance the quality and effectiveness of their educational programs, services, and outcomes. The goal is to meet or exceed established standards, foster continuous improvement, and provide students with a meaningful and valuable educational experience.

- **Quality Assurance Practice**

Quality Assurance practices encompass a set of systematic activities, processes, and methodologies aimed at ensuring that services or processes meet specified requirements and standards. The implementation of effective Quality assurance practices is essential for delivering high-quality outcomes and minimizing the risk of defects or errors.

- **Teacher Training Colleges**

A place where the Policies, Procedures, and provisions are designed to equip, prospective Teachers with the knowledge, attitudes, behavior, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

- **Accreditation**

Accreditation is a formal process through which educational institutions and programs are evaluated by external bodies to ensure that they meet pre-determined standards of quality.

- **The National Assessment and Accreditation Council (NAAC)**

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) in India. NAAC plays a pivotal role in promoting and ensuring quality in higher education in India through its accreditation processes, research initiatives, and capacity-building programs. Institutions that receive accreditation from NAAC are recognized for their commitment to providing quality education and contributing to the overall advancement of higher education in the country.

- **NAAC Accredited Teacher Training Colleges**

NAAC Accredited Colleges refer to the teacher training colleges of DAVV providing generous education which are assessed and graded by NAAC.

- **Reaction**

The reactions refer to the opinion of the stockholders about the NAAC.

1.5.0 OBJECTIVES

1. To compare the curricular aspects of NAAC accredited and non-accredited Teacher Training colleges.
2. To compare the Teaching Learning and evaluation process of NAAC-accredited and non-accredited Teacher Training colleges.
3. To compare the research consultancy and extension services of NAAC-accredited and non-accredited Teacher Training colleges.
4. To compare the infrastructure and learning resources of NAAC-accredited and non-accredited Teacher Training colleges.
5. To compare the student support and progression of NAAC-accredited and non-accredited Teacher Training colleges.
6. To compare the governance, leadership, and management of NAAC-accredited and non-accredited Teacher Training colleges.
7. To compare the innovative and Best Practices of NAAC-accredited and non-accredited Teacher Training colleges.
8. To study the reactions of stockholders towards the NAAC.

1.6.0 DELIMITATION

1. Only private Teacher Training colleges were included in the study.
2. Only DAVV-affiliated Teacher Training colleges were included in the study.
3. The Sample Comprised Ten NAAC-accredited and non-accredited private Teacher Training colleges of DAVV only.

1.7.0 SAMPLE

The present study was a Survey in nature and was conducted in ten teacher training colleges of DAVV. For the selection of the colleges, the researcher took up the list of the teacher training colleges affiliated with the DAVV, Indore. There was a total of 66 colleges under the DAVV of which there were nine NAAC-accredited and fifty-seven non-accredited colleges at present. The researcher had planned to select five accredited and ten non-accredited colleges as a sample, but due to the non-availability of data from non-accredited colleges, the researcher moved to a purposive sampling technique, the researcher selected those five non-accredited colleges as a sample that got data conveniently. To maintain the confidentiality of the collected data received from the selected colleges as a sample, their names have not been mentioned in the table by the researcher but they have been presented in the form of codes. For accredited colleges researcher mentioned code A with initials and their grades and for non-accredited colleges researcher code N with initials. The codes of selected Colleges as samples are presented in the following Table 3.1

Table 3.1 Distribution of sample based on type of college

S.N	Accredited College	Non-Accredited College
A	Aa with A+ Grade	Na
B	Ab with B Grade	Nb
C	Ac with B Grade	Nc
D	Ad with B Grade	Nd
E	Ae with C Grade	Ne

1.8.0 TOOLS

The Quality Assurance Practices in the Teacher Training Institutes were assessed in this study. For This, the selection of appropriate tools for the present study depended upon various considerations, such as objectives of the study, availability of suitable tools, personal competence of the researcher to administer, scoring and interpretation of results, and after all the nature of the proposed study. Taking these factors into consideration, the following tools given in Table 3.2 were used for data collection in the study.

Table 3.2 List of Tools

S.N	TOOL
1	A Check List Cum Interview Schedule
2	A Reaction Scale of NAAC for Stakeholders

1.8.1 Checklist Cum Interview Schedule

The checklist Cum Interview Schedule prepared by Researcher has been considering the divided questions in the Seven Criteria as standard in the Self Study Report Manual proposed by NAAC. The checklist cum interview schedule is mainly divided into two parts

Part I- Checklist (Introductory information)

Part II- Interview Schedule (Functioning Initiatives for Quality Assurance)

PART I- CHECKLIST

Introductory information about the colleges was included under the checklist.

The checklist was divided mainly into four parts- (i) Institution Profile (ii) Infrastructure Profile (iii) Staff Profile and (iv) Student Profile. The details of dimensions included in the checklist are presented in Table 3.3

Table 3.3 Dimensions included in the checklist

Institution Profile	Infrastructure Profile	Staff Profile	Student Profile
<ul style="list-style-type: none"> ➤ Basic Information ➤ Type of Institute ➤ Recognition/Approval By ➤ By Gender ➤ By Shift ➤ Minority Status ➤ Sources Of Funding ➤ Accreditation Status ➤ Courses offered 	<ul style="list-style-type: none"> ➤ Number of Rooms/Seminar Hall/Multipurpose Hall ➤ Laboratories ➤ Library Facilities ➤ Bus Facility ➤ Hostel Facility ➤ Canteen ➤ Sources Of Energy ➤ E-Governance Facility 	<ul style="list-style-type: none"> ➤ Number of Teaching /Non-Teaching Staff ➤ Qualification of Teaching Staff ➤ Number of Visiting Faculty ➤ Certification/Publication of Teaching /Non-Teaching Staff 	<ul style="list-style-type: none"> ➤ Percentage of Enrolled Students ➤ Course Wise Fee ➤ Scholarship Facility ➤ Scholarship/Free ship Facility provided by Institute /other Body ➤ Status of Experiential Learning ➤ Percentage of Passed Students ➤ Student Progression ➤ Placement Status

I. INSTITUTION PROFILE

This is the first aspect of the checklist. the researcher tried to collect introductory information about the institute through this. The researcher has included the following dimensions: Type of Institute, Recognition/Approval By, Gender, Shift, Minority Status, Sources of Funding, Accreditation Status, and Courses offered.

II. INFRASTRUCTURE PROFILE

In the second aspect, the researcher asked about the infrastructure facilities available in the institute. The researcher has included the following dimensions: Number of Rooms/Seminar Hall/Multipurpose Hall, Laboratories, Library Facilities, Bus Facility, Hostel Facility, Canteen, Sources of Energy, and E-Governance Facility.

III. STAFF PROFILE

The staff of the institute is an important part of determining the quality of any institution. in the third aspect researcher included teaching and non-teaching staff-related Information. The researcher has included the following dimensions for it: Number of Teaching /Non-Teaching Staff, Qualification of Teaching Staff, Number of Visiting Faculty, and Certification/Publication of Teaching /Non-Teaching Staff.

IV. STUDENT PROFILE

The quality of every educational institute is decided by the student enrolled percentage, student progression, and placement. so, the next and last aspect of the checklist decided by the researcher was the student profile. The researcher has included the following dimensions for it: Percentage of Enrolled Students, Course Wise Fee, Scholarship Facility, Scholarship/Free ship Facility provided by Institute /other Body, Status of Experiential Learning, Percentage of Passed Students, Student Progression, and Placement Status.

PART II- INTERVIEW SCHEDULE (Functioning Initiatives for Quality Assurance)

The second part of the tool is the interview schedule. The interview schedule has a total number of 30 open-ended questions that were created by the researcher to collect Functioning Initiatives for Quality Assurance-related information about the college. These questions were related to the objectives of the study. criteria-wise questions are given in the below table 3.4

Table 3.4 Criteria-wise Number of Questions

CRITERIA	TOTAL
Criterion I- Curricular Aspects.	05
Criterion II. Teaching-Learning and Evaluation.	04
Criterion III. Research, Consultancy, and Extension.	03
Criterion IV. Infrastructure and Learning Resources.	01
Criterion V. Student Support and Progression.	03
Criterion VI. Governance, Leadership and Management.	07
Criterion VII. Innovations and Best Practices.	07
Total	30

Criteria-wise questions details are given below-

Criterion I- Curricular Aspects

For this criterion, effective course delivery, Certificate add-on courses for capacity building, Faculties' participation in affiliating universities, feedback systems, and student-centric methods used for enhancing the learning experience were included.

Criterion II. Teaching-Learning and Evaluation

This criterion is based on the teaching-learning and evaluation process. For this, the use of ICT-enabled tools for the effective teaching-learning process, mentor-mentee system, internal assessment mechanism, and methods to evaluate the attainment of program and course outcomes related questions were included in this criterion.

Criterion III. Research, Consultancy, and Extension

The objective of this criterion is to promote Research, Consultancy, and Extension activities in institutions. For this research projects funded by government and non-government agencies done by the institute, collaborative or linkage activities done by the institute related information were included.

Criterion IV. Infrastructure and Learning Resources

For this criterion, Information Technology facilities available in the college campus-related information were included.

Criterion V. Student Support and Progression

For this criterion, skills enhancement initiatives, vocational guidance and career counseling, and student participation in co-curricular and extra-curricular activities-related information were included.

Criterion VI. Governance, Leadership and Management

For this criterion, vision, mission, and objectives, policies for the functioning of the institutional bodies, welfare measures, performance appraisal system for teaching and non-teaching staff,

internal and external financial initiatives, Internal Quality Assurance System (IQAS) contribution to the quality of the institution, initiative to maintain the quality of the institute related information were included.

Criterion VII. Innovations and Best Practices

For this criterion, gender equity, degradable and non-degradable Waste management, water conservation facilities, green campus initiatives, environment conservation initiatives, energy conservation initiatives, and initiatives to support inclusive education-related information were included.

1.8.2 REACTION SCALE

The Reaction Scale towards NAAC was developed by the researcher. Some important aspects of NAAC were identified by the researcher for the Reaction Scale like the online process of applying for NAAC, the criteria of the self-appraisal report prescribed by the NAAC, the PEER team Report, and the role of NAAC in enhancing the quality of the institute. Statements for the above-identified different aspects of NAAC were written by the researcher. After writing the statements of the scale primary tryout was done by the researcher. Finally, 30 statements related to different aspects of NAAC comprised the Reaction Scale. There were 21 positive statements which included statement numbers (1,2,5,6,8,9,13,14,16,17,18,19,21,22,23,24,25,26,27,29,30) and 09 negative statements which included statement numbers (3,4,7,10,11,12,15,20,28) in the Scale. Corresponding to each statement five alternatives were given. These alternatives were Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The weightage given for the positive statement was 5,4,3,2,1 respectively for SA, A, U, D & SD and just vice versa for the negative statement. The maximum score obtainable on the scale was 150 and the minimum score for the scale was 30.

1.8.3 DIFFERENT PROFORMAS

As per the need of the study and objectives, different types of Proformas were developed by the researcher himself. The first two Proformas for content analysis and SWOT analysis were used separately. The third proforma was used for comparison between accredited and non-accredited colleges.

Proforma-I: This proforma was developed for content analysis and SWOT analysis of NAAC-accredited colleges. It was used to find out the quality assurance practices in selected accredited colleges.

Proforma-II: This proforma was also developed for content analysis and SWOT analysis of non-accredited colleges. It was used to find out the quality assurance practices in selected non-accredited colleges.

Proforma-III: This proforma was developed for comparative analysis among the selected colleges. It was used to find out the difference between quality assurance practices in selected NAAC-accredited and non-accredited colleges.

1.9.0 PROCEDURE OF DATA COLLECTION

The data were collected in two phases-

PHASE I: In this phase of data collection, the researcher first contacted the principals of the selected colleges and informed them about the objectives of the research. Thereafter they were requested to provide the data. After this, to obtain the information related to the Introductory and Functioning Initiatives for Quality Assurance of the college gave a self-made checklist cum interview schedule to the principal by the researcher. To know the reaction of the Principal and the Educators towards the NAAC, they were given a self-made reaction scale and asked to fill it. This reaction scale was given only to those who had knowledge related to the NAAC and its process. It was made clear to them that all information given by them would be used only for the present study.

PHASE II: In this phase, to make sure the quality and efforts of the institutes were also made to collect the data through the brochure, newsletter, magazine, and official website of the institute by the researcher.

1.10.0 DATA ANALYSIS

1. For comparing curricular aspects of NAAC-accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
2. For comparing the Teaching-Learning and evaluation process of NAAC-accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.

3. For comparing research consultancy and extension services of NAAC accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
4. For comparing infrastructure and learning resources of NAAC accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
5. For comparing student support and progression of NAAC accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
6. For comparing governance, leadership, and management of NAAC accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
7. For comparing innovative and Best Practices of NAAC accredited and non-accredited B.Ed. colleges, Content Analysis, and SWOT analysis were used.
8. For studying the reaction of stakeholders towards the NAAC, Percentages, Mean, and Coefficient of Variation were used.

1.11.0 FINDINGS

The major findings that emerged from the present study were as follows:

1. The first objective of the study was to compare curricular aspects of NAAC-accredited and non-accredited Teacher Training Colleges. To assess this criterion, Courses offered by the institute, average percentage of admitted students(every year) effective course delivery, Certificate add-on courses for capacity building, Faculties' participation in affiliating universities, feedback systems, and experiential learning methods used for enhancing the learning experience-related aspects were included and the researcher found that Curricular Aspects in accredited colleges were more effective, useful, and innovative as compared to non-accredited colleges. The findings related to the objective were the following-
 - 1.1. Accredited colleges were multidisciplinary and offered undergraduate and postgraduate courses while only four non-accredited colleges were multidisciplinary and offered undergraduate courses only.
 - 1.2 In both types of colleges, a hundred percent (100%) of students were admitted every year. Category-wise students were given admission as per the norms and by NCTE On the Allotted seats.

- 1.3 Different innovative practices were used in all the accredited colleges for effective course delivery whereas only the conventional methods were used in non-accredited colleges.
- 1.4 In comparison to non-accredited colleges, in accredited colleges more opportunities were provided for experiential learning through project work, fieldwork, and internships to the students.
- 1.5 In accredited colleges, Add-on courses were organized for student capacity building and skill enhancement while not any one non-accredited college conducted Specific add-on courses of any kind.
- 1.6 Only the principals of the accredited and non-accredited colleges were a stake in processes like the Academic Council, Board of Studies, curriculum design, and development of the curriculum of Add-on courses, and few number of the teaching staff of the accredited colleges were a stake in processes curriculum design, and development of the curriculum of Add-on courses in the affiliating university.
- 1.7 Principals and teachers of both accredited and non-accredited colleges participate in the assessment and evaluation process of the affiliated university.
- 1.8 Feedback was taken from teachers, students, alumni, and different stakeholders, and by analyzing that feedback, quality improvement was done by the management of the accredited college while feedback of any kind was not taken from stakeholders in any non-accredited college.
- 1.9 Student-centric methods were used by the teachers of accredited colleges to enhance the learning of the students during teaching whereas traditional methods were used by the teachers of non-accredited colleges.
2. The second objective of the study was to compare the teaching-learning and evaluation process of NAAC-accredited and non-accredited Teacher Training Colleges. For this objective, fees charged by the colleges, facility of scholarships, qualification of teaching and non-teaching staff, the use of ICT-enabled tools for the effective teaching-learning process, mentor-mentee system, internal assessment mechanism, and methods to evaluate the attainment of program and course outcomes related questions were included and the researcher found that Accredited colleges were more focused on ensuring the quality and

effectiveness of the teaching-learning and evaluation processes as compared to non-accredited colleges. The findings related to the objective are the following:

- 2.1 The fees of all courses in both types of colleges were decided by the Fee Fixation Committee which is different for each course. Fees were almost the same in both accredited and non-accredited colleges.
- 2.2 Along with the facility of scholarships given by the government to the students, the management of accredited colleges also provides other financial assistance while apart from the scholarships given by the government, no other financial assistance was provided to the students by the non-accredited colleges.
- 2.3 In accredited colleges, the maximum teaching staff was full-time and were selected under Code 28 whereas in non-accredited colleges the number of Code 28 selected faculties was found less. Some faculties were guest faculties in both types of colleges.
- 2.4 In accredited colleges, the percentage of NET and Ph.D. faculties was more than in non-accredited colleges.
- 2.5 Mentor-mentee system was followed by all the accredited colleges Whereas the system was not followed by any non-accredited college.
- 2.6 To enhance the learning of the students Student-centric methods were used by the teachers of accredited colleges during teaching whereas traditional methods only were used by the teachers of non-accredited colleges.
- 2.7 Remedial teaching was also provided to increase the achievement of below-average students in accredited colleges. whereas Remedial teaching was not provided in non-accredited colleges to the below-average students.
- 2.8 ICT-enabled tools were used frequently by teachers of accredited colleges for teaching while these tools were not used by teachers of non-accredited colleges.
- 2.9 In accredited colleges Continuous and comprehensive evaluation of students was conducted to assess learning and program outcomes whereas in non-accredited colleges continuous and comprehensive evaluation of students was not conducted.
- 2.10 Remedial teaching was provided to increase the achievement of below-average students in accredited colleges whereas Remedial teaching was not provided in non-accredited colleges.

- 2.11 Alumni associations have been formed in accredited colleges while the formation of an alumni association was not found in non-accredited colleges. The registered Alumni Association was founded only in one accredited college and not in any other college.
3. The third objective of the study was to compare the research consultancy and extension services of NAAC-accredited and non-accredited Teacher Training Colleges. To assess this criterion, the participation of faculties in research activities, research activities organized by the college, publication of the college, research projects funded by government and non-government agencies done by the institute, and collaborative or linkage activities done by the college-related information were included and the researcher concludes that more initiatives related to research consultancy and extension services were found in the accredited college as compared to the non-accredited colleges but the frequency of initiatives was found to be lacking. The findings related to the objective were as follows:
- 3.1 To enhance teaching competency and to promote the participation of faculties in research activities, the accredited college provided financial and official support whereas the non-accredited colleges encouraged the teaching staff to participate in research activities but the financial and official support was not provided.
- 3.2 Accredited colleges organize research activities regularly while non-accredited colleges rarely conduct these activities.
- 3.3 Principals and faculties of accredited colleges as compared to the principals and faculties of non-accredited colleges were found more active in research work based on research guides in the affiliating universities, publication of books, and publication and presentation of research papers in various journals. patent research paper was found only in one accredited college.
- 3.4 Two accredited colleges published their journal with ISSN numbers and all accredited colleges published their college magazine, brochures, newsletters, etc. Every year whereas no publications of any kind were found at the college level in the non-accredited colleges.
- 3.5 Collaborative and leakage activities were found in the accredited college but the frequency of activities was found to be lacking while apart from the internship being a

part of the syllabus in all the non-accredited colleges, no other kind of collaborative and linkage activities were found.

3.6 In all the accredited colleges extension activities were organized regularly and effectively whereas out of the selected non-accredited colleges were found in some colleges only which was basic activities.

3.7 Research projects were received by only one accredited college from government or non-government agencies while other colleges of both types accredited and non-accredited colleges did not receive any type of projects from government or non-government agencies.

4. The fourth objective of the study was to compare the infrastructure and learning resources of NAAC-accredited and non-accredited Teacher Training Colleges. For this criterion, the Number of Rooms/Seminar Hall/Multipurpose Hall, Laboratories, Library Facilities, Bus facilities, Hostel facilities, Canteen, Sources of Energy, and e-government facilities, Information Technology facilities available in the college campus-related information were included and the researcher found that the infrastructure and learning resources of accredited colleges were sufficient and updated as compared to non-accredited colleges. The findings related to the objective were as follows:

4.1 Adequate infrastructure is available in both accredited and non-accredited colleges but a lack of smart classrooms, bus facilities, hostel facilities, and canteen was found in some accredited colleges while lack of ICT-enabled classrooms, reading room in the library, Network Resource Centre, Fitness Centre, a canteen, Store Room, restrooms, and napkin incinerators to ensure the hygiene of students, Sickroom to provide first-aid services, Safeguard against fire hazards, CCTV security system were found in non-accredited colleges.

4.2 A rich library with journals Encyclopedia, dictionaries, and newspapers was available in all accredited colleges whereas sufficient textbooks and reference books were available in the libraries of the non-accredited colleges but UGC care and peer-reviewed journals, encyclopedias, dictionaries, and newspapers with employment newspapers were not available.

4.3 e-learning resources were available in the libraries of accredited colleges whereas e-learning resources were not available in the library of non-accredited colleges.

- 4.4 IT facilities were available in all accredited colleges, and updates were also done in these facilities frequently while these were not available in all the non-accredited colleges.
- 4.5 All accredited colleges had regular stock verification for effective mechanisms, and sufficient resources were allocated and promoted for the optimum use of the same for the regular upkeep of the infrastructure facilities while this mechanism was not adopted by the non-accredited colleges.
5. The fifth objective of the study was to compare the student support and progression of NAAC-accredited and non-accredited Teacher Training Colleges. For this criterion, skills enhancement initiatives, vocational guidance and career counseling, and student participation in co-curricular and extra-curricular activities-related information were included and the researcher found that the student support and progression services in accredited colleges were more comprehensive and effective compared to non-accredited colleges. The findings related to the objective were as follows:
- 5.1 For students, facilitating mechanisms like guidance cells, placement cells, grievance redressal cells, and welfare measures to support students were provided by accredited colleges while non-accredited college colleges were not provided these types of facilities.
- 5.2 The average pass percentage of students every year in all accredited colleges was more than non-accredited colleges.
- 5.3 The average percentage of students' progression to higher studies in every year of all accredited colleges was more than in all non-accredited colleges.
- 5.4 A higher percentage of passed students of all accredited colleges were selected for jobs in various institutes as compared to non-accredited colleges. A special placement cell was running in accredited colleges to provide job opportunities to the students. This cell provides resume assistance, interview preparation workshops, and networking events to support student success.
- 5.5 In accredited colleges, a special cell of Guidance and Counseling was established to provide competitive exam, vocational, personal, and educational guidance to the students whereas the guidance was provided by the teachers at their level to students, no special guidance and counseling cell was found in the non-accredited colleges.

- 5.6 In all accredited colleges Add-on courses were also organized for student capacity building and skill enhancement while not any non-accredited colleges certificate add-on courses of any kind were not conducted.
- 5.7 In accredited colleges Intra-college and inter-college co-curricular activities were organized, and student participation in them was encouraged whereas in non-accredited colleges, only Intra-college co-curricular activities were organized but there was a lack of organization of inter-college activities and participation of students in them.
- 5.8 Facilitating mechanisms like guidance cells, placement cells, grievance redressal cells, and welfare measures to support students were provided by accredited colleges but no major issues were registered while non-accredited colleges were not provided these types of facilities.
- 5.9 More social activities were conducted for contribution to society in accredited colleges as compared to non-accredited colleges.
6. The sixth objective of the study was to compare the governance, leadership, and management of NAAC-accredited and non-accredited Teacher Training Colleges. For this criterion, vision, mission, and objectives policies for the functioning of the institutional bodies welfare measures performance appraisal system for teaching and non-teaching staff internal and external financial initiatives, Internal Quality Assurance System (IQAS) contribution to the quality of the institution, the initiative to maintain the quality of the institute related information were included and the researcher found that the Governance, leadership, and management in accredited colleges tend to be more comprehensive and effective compared to non-accredited colleges. The findings related to the objective were as follows:
- 6.1 Accredited colleges had updated and user-friendly official websites while non-accredited colleges had their official website but were not so user-friendly.
- 6.2 Accredited colleges had a pre-determined vision, mission, and objectives whereas non-accredited colleges didn't have a pre-determined vision, mission, and objectives.
- 6.3 Out of the selected accredited colleges, only 3 colleges had ISO certificates but none of the non-accredited colleges had an ISO certificate.

- 6.4 Purchase software for work related to Admission, Finance and Accounts, Results, Student Records, Examination, etc. in accredited colleges was used whereas there was no purchase or free version of any special software in non-accredited colleges.
- 6.5 In accredited colleges for Smooth Functioning and Governance Human Resource Policy, Administrative Laws, and pre-define Rules for Recruitment were pre-determined and in printed form and were also followed regularly while in non-accredited colleges were not found to be.
- 6.6 Economic help facilities other than the salary were provided by the accredited colleges to the teaching and non-teaching staff whereas these types of economic facilities were not provided by the non-accredited colleges.
- 6.7 In accredited colleges Performance appraisal system was followed for providing any facilities to teaching and non-teaching staff while a performance appraisal system was not followed in any non-accredited college.
- 6.8 Internal and external financial audit was conducted by the accredited college management every year at the end of the session for analysis of earnings and expenditures whereas financial internal and external audit was not conducted in any of the selected non-accredited colleges.
- 6.9 Various committees had been formed by the IQAC Committee for the smooth functioning of academic and non-academic works in the accredited colleges while Neither the IQAC committee nor any other type of committee had been formed in non-accredited colleges.
- 6.10 Under the Quality Assurance Initiative, regular meetings of the Internal Quality Assurance Cell, feedback collection, and analysis were conducted by the IQAC Committee but their use for improvements was found to be lacking in accredited colleges while activities within the Quality Assurance Initiative were not found in the non-accredited colleges.
7. The seventh objective of the study was to compare the Innovative and Best Practices of NAAC-accredited and non-accredited Teacher Training Colleges. For this criterion, energy conservation initiatives, gender equity, degradable and non-degradable Waste management, water conservation facilities, green campus initiatives, environment conservation initiatives, and initiatives to support inclusive education-related information were included and the researcher found that the Innovative practices in accredited

colleges tend to be more effective compared to non-accredited colleges. The findings related to the objective were as follows:

- 7.1 In accredited colleges energy Conservation Measures were conducted more effectively as compared to non-accredited colleges.
 - 7.2 To promote gender equity and make students aware of different social issues, the university had not only included some subjects and subject matter in the syllabus proposed but the accredited colleges had also organized other activities on such topics while other than the syllabus there was a lack of efforts to raise awareness of different social issues and gender equity issues in all non-accredited colleges.
 - 7.3 Degradable and non-degradable waste management was conducted more effectively in accredited colleges as compared to non-accredited colleges.
 - 7.4 Rainwater harvesting facility was found in both types of colleges.
 - 7.5 Lack of waste management and water conservation initiatives were found in both types of colleges
 - 7.6 In accredited colleges the Green Campus Initiative was conducted more effectively as compared to non-accredited colleges.
 - 7.7 In accredited colleges Environment and Energy Initiative, activities were conducted more effectively as compared to non-accredited colleges. but there was a lack of initiatives like Green Audit, Energy Audit, and Environment Audit were found in both types of colleges.
 - 7.8 All the accredited and non-accredited colleges support inclusive education but the infrastructural facilities and assistive technology were found lacking in both types of colleges.
- 8.** The eighth objective of the study was to study the reactions of stockholders toward the NAAC and the reactions of stakeholders toward the NAAC. For this, the Reaction Scale towards NAAC was developed by the researcher. The researcher found that the stockholders expressed favorable reactions towards the NAAC. The findings related to the reactions of stockholders toward the NAAC were as follows:
- 8.1 NAAC accreditation is the only criterion for evaluating improving and maintaining the quality of the institution.

- 8.2 The process of NAAC is easy to understand and apply. Self-appraisal reports and peer team visits are sufficient to assess the quality of practices in colleges.
- 8.3 sufficient availability of infrastructure is not key to the effective and efficient quality of education.
- 8.4 The sustainable practices suggested by NAAC in the teaching-learning process create an impact on the quality performance of an Institution.
- 8.5 IQAC cell and various committees under the IQAC cell are helpful in the quality operation of the Institution.
- 8.6 NAAC assessment and grade of the institution indicate the popularity of an Institution. After NAAC the institution becomes more responsible for society. The quality assurance practices in the institution increased after NAAC accreditation.
- 8.7 NAAC accreditation encourages collaboration between institutions, research culture among the faculties, and students, and environmental support best practices in the institutions.
- 8.8 Feedback from stakeholders determines the quality of the institution.
- 8.9 The stakeholders were not sure about the overlapping of criteria of NAAC and the contribution of aluminum
- 8.10 Stakeholders strongly agreed with the statement about the hesitation of private Institutions to join the NAAC assessment and accreditation process and agreed that NAAC needs to focus more on its evolution approach and make it harmonious with the Institutions.

1.12.0 CONCLUSION

The findings show that more effective quality assurance practices were performed in NAAC-accredited colleges as compared to non-accredited colleges. The curricular aspects, teaching-learning, and evaluation process, research consultancy and extension services, Infrastructure and learning resources, student support and progression, governance, leadership, and management, and Innovative and Best Practices were found strengthened and effective in accredited colleges as compared to non-accredited colleges. However, there was a need for betterment for research consultancy and extension services, student support, and progression and best practices related to inclusive education in accredited colleges. Only one accredited college (Aa) applied for the second cycle assessment of NAAC and got an A+ grade which was better than the previous grade (B). Apart from this

college, no other accredited college has yet applied for the second cycle assessment of NAAC. The stockholders also expressed favorable reactions towards the NAAC. they agreed that the sustainable practices suggested by NAAC in the teaching-learning process create an impact on the quality performance of an Institution. NAAC assessment and grade of the institution indicate the popularity of an Institution. After NAAC the institution becomes more responsible for society. The quality assurance practices in the institution increased after NAAC accreditation. NAAC accreditation encourages collaboration between institutions, research culture among the faculties, and students, and environmental support best practices in the institutions.

1.13.0 EDUCATIONAL IMPLICATIONS

The findings of the present study concluded that more effective quality assurance practices were performed in NAAC-accredited colleges as compared to non-accredited colleges. It is clear from the present study that in performing quality assurance practices in a college, its management members, principals, teacher educators, teacher trainees, and other stakeholders play a vital role. Thus, the present study has implications for Management members of the College, Principals, Teacher-Educators, Teachers Trainees, and the Community or Society. Education implications for all these categories are as follows:

IMPLICATIONS FOR MANAGEMENT MEMBERS OF THE COLLEGE

- Management members can take regular feedback from stakeholders and give it to the affiliating universities to ensure that the curriculum is updated, relevant, and aligned with present needs and global trends.
- Management members can promote innovative teaching methods, active learning approaches, and effective assessment practices.
- Management members can increase quality assurance practices by improving teaching quality, enhancing student engagement, and ensuring fair and transparent evaluation processes.
- Management members can foster a research culture within the institution by providing research infrastructure, funding, and opportunities for faculty and students to engage in

research activities, disseminate their findings, and support in conducting high-quality research.

- Management members are responsible for ensuring that the institution has adequate infrastructure, facilities, and learning resources to support teaching, learning, and research activities. They can maintain and upgrade infrastructure, procure modern equipment and technology, and provide library and digital resources regularly for better quality assurance practices.
- To provide comprehensive support services and facilitate the academic success, personal development, and career progression of students from diverse backgrounds and with special needs Management members can include counseling services, mentoring programs, and career guidance in the institute.
- Through establishing transparent governance structures, promoting participatory decision-making processes, and fostering a culture of accountability and integrity management members can demonstrate effective governance, strong leadership, and efficient management practices to ensure the overall functioning and development of the institution.
- By recognizing and disseminating successful innovations and best practices within the institution, promoting collaboration with other institutions and stakeholders, encouraging innovation, and creativity, and adopting best practices management members can enhance the quality and relevance of education.

IMPLICATIONS FOR PRINCIPALS

- To ensure that curriculum and instructional practices are aligned with academic standards, learning objectives, and the needs of diverse student populations Principals can use Quality Assurance processes to review curriculum materials, assess instructional effectiveness, and make adjustments as needed to meet the needs of their students.
- principals can Provide comprehensive pedagogical training and development opportunities for teacher trainees to enhance their teaching skills, instructional strategies, and classroom management techniques.
- To promote innovative teaching methods, active learning approaches, communication skills, interpersonal competencies, and effective assessment practices in the college Principals can Offer workshops, seminars, conferences for teacher educators, practical teaching experiences, and skill-based add-on courses for teacher trainees.

- To Provide opportunities for teacher trainees to gain hands-on teaching experience through supervised field experiences, practicum placements, and internships in schools or educational settings principals can Assign mentor teachers or experienced educators to guide and support teacher trainees during their practicum placements, providing feedback, mentoring, and opportunities for reflection and growth.
- principals can Implement a variety of assessment methods, including written exams, teaching demonstrations, portfolio assessments, and reflective journals, to assess teacher trainees' knowledge, skills, and dispositions.
- To Promote reflective practice among teacher trainees, encouraging them to critically reflect on their teaching experiences and enhance professional growth, classroom interactions, and instructional decisions principals can provide opportunities for them to engage in peer observation, collaborative lesson planning, and action research projects.
- To prepare teacher trainees for the use of educational technology tools and resources in their future teaching practice principals can provide access to technology-rich learning environments, digital resources, and online platforms to help teacher trainees develop proficiency in using technology for teaching, learning, and professional development.
- Principals can demonstrate effective leadership, governance, and management skills to ensure the smooth functioning of teacher training institutions. They can establish transparent governance structures, promote collaborative decision-making, and foster a culture of accountability and professionalism among faculty and staff.
- To encourage innovation, experimentation, and the adoption of best practices in teacher training programs to meet the evolving needs of educators and students principals can recognize and disseminate innovative teaching methods, assessment strategies, and program designs that have been proven effective in preparing high-quality educators and teachers.

IMPLICATIONS FOR TEACHER EDUCATORS

- Teacher educators can ensure that the curriculum for teacher training programs is comprehensive, up-to-date, and aligned with national and international standards and incorporates new pedagogical approaches, educational theories, and research findings.
- To enhance teaching effectiveness, promote active learning, and ensure fair and transparent evaluation of teacher trainees' performance, Teacher educators can model effective

teaching strategies and facilitate interactive, learner-centered instruction in their classrooms.

- Teacher educators can Develop clear and transparent assessment criteria for evaluating teacher trainees' performance and effectiveness in facilitating their learning and to promote continuous improvement and accountability teacher educators can develop regular peer reviews, classroom observations, and self-assessment practices among teacher trainees.
- To enhance teacher trainees' teaching skills, instructional strategies, and use of technology teacher educators can encourage them to participate in workshops, seminars, conferences, and other learning activities to stay abreast of best practices and emerging trends in teacher education.
- Teacher educators require access to adequate infrastructure, technology, and learning resources to deliver high-quality teacher training programs. Teacher educators can ensure that teacher training institutions have well-equipped classrooms, libraries, computer labs, and other facilities to support teaching and learning.
- To enhance student teachers' skills and knowledge, to help them develop professionally and succeed in their teaching careers Teacher educators can establish mentoring programs, offer career counseling, and provide opportunities for professional development.
- Teacher educators can foster a culture of collaboration within schools and other professional institutes. Teacher educators may have opportunities to collaborate with their colleagues, share best practices, and engage in collaborative problem-solving to improve teaching and learning outcomes.
- Teacher educators can engage in their reflective instructional practice, and student outcomes, continuously evaluating their teaching effectiveness and seeking opportunities for improvement.

IMPLICATIONS FOR TEACHER TRAINEES

- Quality Assurance practices ensure that educational institutions maintain high standards of teaching, learning, and overall academic excellence. So, teacher trainees can benefit from receiving a quality education that meets rigorous standards and prepares them for future success.
- Quality Assurance practices ensure that the curriculum and educational programs offered by institutions are relevant, up-to-date, and aligned with national and international

standards. Teacher Trainees can receive education that is in line with current trends, educational requirements, and academic expectations.

- Quality Assurance practices promote innovative teaching methods, active learning approaches, and student-centered instruction. Teacher Trainees can experience engaging and interactive learning environments that foster critical thinking, problem-solving, and creativity.
- Quality Assurance practices ensure that Teacher Trainees have access to comprehensive support services, resources, and facilities to facilitate their academic success and personal development. This can include academic advising, counseling services, library resources, technology support, and extracurricular activities.
- Quality Assurance practices ensure that assessment and evaluation processes are fair, transparent, and aligned with learning objectives. So, teacher trainees can receive timely and constructive feedback on their performance, enabling them to monitor their progress and make improvements as needed.
- Quality Assurance practices promote a culture of continuous improvement and lifelong learning within educational institutions. So, teacher trainees can have opportunities to participate in research projects, internships, experiential learning opportunities, and professional development activities that enhance their skills and expand their horizons.
- Quality Assurance practices promote equity, diversity, and inclusivity within educational institutions. So, teacher trainees who come from diverse backgrounds can receive equal opportunities for learning, support, and success.

IMPLICATIONS FOR COMMUNITY OR SOCIETY

- Quality Assurance practices ensure that educational institutions maintain high standards of teaching, learning, and overall academic excellence. This means that community members can have access to quality education that can prepare individuals for success in various aspects of life and lead to a well-educated society, employment, income, and higher levels of overall well-being.
- Quality Assurance practices ensure that educational institutions provide high-quality training and education to contribute to the development of a skilled workforce. It can benefit the community or society by providing individuals with the knowledge, skills, and

competencies necessary to excel in their chosen fields and contribute to economic growth and development.

- Quality Assurance practices ensure that every person in society has equal opportunities to achieve their goals and improve their circumstances by providing quality education to all individuals, regardless of their background or socioeconomic status.
- Quality Assurance practices encourage educational institutions to engage with the community and collaborate with various stakeholders, including parents, local organizations, businesses, and government agencies. This fosters a sense of community ownership and involvement in education, leading to stronger partnerships and collective efforts to support educational initiatives and address community needs.
- Quality Assurance practices recognize the importance of cultural preservation and diversity in education. By promoting inclusivity, cultural sensitivity and appreciation for diversity, educational institutions can contribute to the preservation of cultural heritage and the promotion of intercultural understanding and harmony within society.
- By emphasizing the value of education beyond formal education through quality assurance practices and providing opportunities for continuous learning and skill development, educational institutions Can help empower individuals to adapt to change, pursue their interests, and fulfill their aspirations throughout life.

1.14.0 SUGGESTIONS FOR FUTURE RESEARCH

Since research is a continuous process, no single study can be sufficient. There is always scope for further research in a specific area. All that is needed is to properly analyze the previous research and find out the scope and area for improvement in it. The researcher can explore further the following topics in line with the present research:

- The present study was conducted on private teacher training colleges of DAVV. Further study can be conducted on government colleges of Davv.
- A comparative study can be conducted on accredited colleges only.
- A comparative study can be conducted between accredited and non-accredited higher education institutions of DAVV.

- A comparative study can be conducted between accredited Universities of Madhya Pradesh.
- A comparative study can be conducted between accredited Government and private Universities.
- A comparative study can be conducted between the different departments of accredited Universities.

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