

**A STUDY ON NAAC ACCREDITATION OF
TEACHER EDUCATION INSTITUTIONS OF GUJARAT**

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1. INTRODUCTION

An attempt was made to study on National Assessment and Accreditation Council (NAAC) Accreditation of Teacher Education Institutions (TEIs) of Gujarat from March 2007 to April 2015. The study was conducted with purpose to study the Accreditation status, comparison amongst the Cumulative Grade Point Average (CGPA) on Seven Criteria as well as Overall CGPA, relationship amongst the Seven Criteria as well as Overall CGPA, observations of Peer Team Reports (PTRS), opinions of the Assessors and stakeholders of NAAC accredited TEIs. Hypotheses were also formulated to study the comparison and relationship. Research method of the study was survey. Grade sheets of NAAC accredited TEIs and PTRs were used for data collection. Questionnaires, Opinionnaires and a five-point scale were constructed for data collection from 29 Assessors, 26 Principals-IQAC Coordinators, 11 Teaching Faculty and ten Supporting Staff using random sampling. Data analysis of accreditation status of TEIs was carried out by frequency and percentage calculation with the help of Microsoft Office Excel. The levels of significance were found from the t-value of every calculation of CGPA for area, financial type and two accreditation cycles. The values of correlation were also calculated from excel data of the scores of CGPA on Seven Criteria and Overall CGPA of all, Urban, Rural, Grant-in-Aid (GIA), Self-financed (SF), Cycle-1 and Cycle-2 of TEIs. Observations of PTRs were analysed using content analysis, frequency distribution and percentage. Responses of Questionnaires, Opinionnaires and Scales were analysed using content analysis, frequency distribution and percentage calculation. Chi-square was used in Opinionnaire and a five-point scale to study the differences in the various categories given. Major findings obtained from the data analysis are given in the following part.

2. MAJOR FINDINGS

1. The study found that from all 315 TEIs, some (18.10 percent) TEIs had undergone the NAAC assessment and were accredited with grades, which included few Urban (9.52 percent), Rural (8.57 percent), GIA (9.84 percent) and SF (7.94 percent) TEIs, whereas a few (0.32 percent) government TEIs.

2. The study found that from different types of TEIs, some Urban TEIs (21.28 percent) out of 141, Rural TEIs (15.52 percent) out of 174, and government (16.66 percent) TEIs out of six had undergone the NAAC assessment and were accredited with grades.
3. Majority of GIA TEIs (75.61 percent) out of 41 and a few SF TEIs (9.33 percent) out of 268 had undergone the NAAC assessment and were accredited with grades.
4. Majority (75.61 percent) of GIA TEIs had undergone the NAAC assessment and were accredited with grades, which included majority (66.67 percent) Urban GIA TEIs and all (100 percent) Rural GIA TEIs.
5. Majority of the TEIs (80.70 percent) were accredited with grade 'B', some of the TEIs (14.04 percent) accredited with grade 'C' and a few of the TEIs (5.26 percent) accredited with grade 'A'. So, the study revealed that the NAAC accreditation of TEIs of Gujarat was at the grade 'B' from March 2007 to April 2021.
6. A few (5.26 percent) Urban and GIA accredited with grade 'A', whereas Rural TEIs or SF TEIs were none (0.00 percent). Many (40.35 percent) Urban, Rural, GIA and SF TEIs were accredited with grade 'B'. Few (7.02 percent) Urban and Rural TEIs, some (18.75 percent) GIA TEIs, and few (8.00 percent) SF TEIs accredited with grade 'C'.
7. The HNGU, Patan assessed more TEIs than other Universities and had more 'A' and 'B' graded TEIs, while least 'C' graded TEIs. The study revealed that the least number of 'B' graded TEIs were from KSV, Gandhinagar and MKBU, Bhavnagar, while GU, Ahmedabad had more 'C' graded TEIs. So, KSV, Gandhinagar; MKBU, Bhavnagar, and GU, Ahmedabad needed to improve quality and achieve a higher grade.
8. The study found that the Urban TEIs indicated the highest mean of overall CGPA (2.44), and Rural TEIs indicated the lowest mean of overall CGPA (2.29), which revealed that the quality of Urban TEIs was better, whereas the Rural TEIs needed quality improvement in comparison to other criteria.
9. The study found that majority (87.72 percent) TEIs of Gujarat out of 57 (100.00 percent) had a team of three Assessors, whereas few (12.28 percent) TEIs had only two Assessors, i.e., Chairperson and Member Coordinator.
10. The significant difference found between the mean scores of CGPA on the criteria Curricular Aspects; Research, Consultancy and Extension; Infrastructure and

Learning Resources; Governance and Leadership; Innovative Practices; and overall CGPA for Cycle-1 and Cycle-2 TEIs, where the mean scores of Cycle-2 TEIs were significantly higher than the mean scores of Cycle-1 TEIs.

11. Very high positive and significant correlations were found between criterion Teaching- Learning and Evaluation and Overall CGPA (+0.94); and Governance and Leadership and Overall CGPA (+0.89) for Rural TEIs.
12. Very high positive and significant correlations were found between Overall CGPA for GIA TEIs with criteria Teaching- Learning and Evaluation (+0.89); Governance and Leadership (+0.89); and Curricular Aspects (+0.83) for GIA TEIs.
13. Very high positive and significant correlations were found between Teaching-Learning and Evaluation and Overall CGPA (+0.94); Curricular Aspects and Overall CGPA (+0.82); and Governance and Leadership and Overall CGPA (+0.82) for SF TEIs.
14. Very high positive and significant correlations were found between Teaching-Learning and Evaluation and Overall CGPA (+0.89); Student Support and Progression and Overall CGPA (+0.86); and Teaching- Learning and Evaluation and Research, Consultancy and Extension (+0.82) for Cycle-2 accredited TEIs. A negative correlation was found between Infrastructure and Learning Resources and Governance and Leadership (-0.11) for Cycle-2 accredited.
15. Majority (94.54 percent) TEIs followed University prescribed curriculum. Majority (87.72 percent) TEIs revised curriculum
16. Few (12.28 percent) TEIs offered ICT and Computer Application in Education a subject in all the courses of study.
17. Some (22.81 percent) PTRs mentioned best practices in Curricular aspects like, school content enrichment programme; Best lesson presentation competition; Nature Lover activities; Bird watching and Butterfly studies
18. Some (15.79 percent) TEIs had opportunity to start M.Ed. programme as well as other programmes.
19. Few (12.28 percent) TEIs had challenges for introducing Add-on courses.
20. Many (28.07 percent) TEIs were found giving admission as per the norms.
21. Majority (64.91 percent) TEIs followed the traditional lecture method, and some (15.79 percent) TEIs had used Lecture-cum-discussion method, whereas few (8.77 percent) TEIs were needed to be adopted different teaching strategies and methods.
22. Some (24.56 percent) TEIs had NET/GSET qualified Teaching Faculty.

23. Some (24.56 percent) TEIs had qualified Teaching Faculty, and few (8.77 percent) TEIs had well-qualified faculty.
24. Few (8.77 percent) TEIs provided financial assistance and leave for participation in seminars, conferences or workshops. Teaching Faculty from some (17.54 percent) TEIs had attended seminars, conferences and workshops
25. Principals and Teaching Faculty from few (12.28 percent) TEIs have recognised Ph. D. guide; a Teaching Faculty from a few (1.75 percent) TEIs had supervised and awarded degrees to 36 Ph.D.
26. Some (29.82 percent) TEIs provided Consultancy services to schools, teacher education institutions, colleges, DIETS and/ or community in education and selected fields. Some (24.56 percent) TEIs were yet to be developed an expertise for consultancy
27. Many (26.32 percent) TEIs had Organised extension activities with different NGOs,
28. Most (61.40 percent) TEIs had established Collaborations with different institutions and organisations, whereas few (8.77 percent) TEIs did not establish collaboration with any institutions and organisations or yet to be initiated.
29. Few (10.53 percent) TEIs lacked research component/ culture; a few (5.26 percent) TEIs were not satisfactory/ to be strengthened research culture, and a few (5.26 percent) TEIs lacked research/ projects.
30. Many (47.37 percent) TEIs might be encouraged Faculty by undertaking funded major and minor research projects, including efforts for innovations; and by taking a project on an educational problem relevant to the context in a few (1.75 percent) TEIs.
31. Few (12.28 percent) TEIs were to be established academic collaborations,
32. Majority (73.68 percent) TEIs had specified adequate, sufficient or well-equipped infrastructural facilities
33. Few (7.02 percent) TEIs had provided open access facilities for use of library, whereas few (8.77 percent) TEIs did not. Have.
34. Many (33.33 percent) TEIs had different types of equipment and ICT gadgets, and ICT facilities in few (7.02 percent) TEIs were inadequate or needed improvement. Few (7.02 percent) TEIs had open ICT facilities for both students and faculty members.

35. Some (14.04 percent) TEIs had shared facilities, where few (12.28 percent) TEIs had shared the facilities with sister institutions.
36. Some (14.04 percent) TEIs had challenge for optimization of ICT in teaching-learning, and a few (1.75 percent) TEIs had challenge for optimum utilisation of the available physical facility.
37. Many TEIs (26.32 percent) might be automated/ computerised Library, where a few (5.26 percent) TEIs were required on a priority basis and; a few (3.51 percent) TEIs were required with the necessary training to the staff.
38. Students from many (47.37 percent) TEIs went for higher studies, and students from many (29.82 percent) TEIs went for teaching jobs.
39. Few (8.77 percent) TEIs had provided Remedial teaching, whereas a few (1.75 percent) TEIs needed to be started Remedial teaching. A few (1.75 percent) TEIs had implemented a Teacher-Taught scheme to monitor and guide students.
40. Some (17.54 percent) TEIs had existed Placement cell, where few (7.02 percent) TEIs had functioned
41. Few (10.53 percent) TEIs had provided financial assistance to needy students; a few (1.75 percent) TEIs had provision for fee concession to girls as per government policy, whereas few (7.02 percent) TEIs did not provide financial support to needy or economically weak students.
42. Most (52.63 percent) TEIs had Alumni Association/ active Alumni. Many (36.84 percent) TEIs had formed Alumni Associations, where few (12.28 percent) TEIs functioned; a few (1.75 percent) TEIs were yet to be more function, and a few (5.26 percent) TEIs were yet to have functioned, and few (1.75 percent) TEIs were yet to be strengthened.
43. Some (17.54 percent) TEIs were to be introduced Welfare schemes for students, where few (7.02 percent) TEIs were to be provided Group insurance scheme for students; and a few (3.51 percent) TEIs were to be provided medical and accident insurance for all students.
44. Most (54.39 percent) TEIs had formed different committees for organisational arrangement, where some (21.05 percent) TEIs had functioned their committees.
45. Few (7.02 percent) TEIs had used MIS, where a few (1.75 percent) TEIs had recently initiated.
46. Many (40.35 percent) TEIs had made appointments; many (28.07 percent) TEIs had made appointments as per the norms. Few (7.18 percent) TEIs had the

required number of teaching Faculty in positions. Many (28.07 percent) TEIs had observations about vacant positions.

47. Few (8.77 percent) TEIs had the autonomy to Principals and teaching faculty by their management for running the institution
48. Few (7.02 percent) TEIs challenged to retain the existing qualified faculty, and few (12.28 percent) TEIs challenged to recruit and retain competent and qualified faculty.
49. Most (47.37 percent) TEIs were to be organised Faculty Development Programmes, where the organisation of Faculty Development Programme (FDP) was recommended on priority basis in a few (5.26 percent) TEIs; periodical short-term training programmes in a few (1.75 percent) TEIs; progressive in-house workshops in a few (3.51 percent) TEIs; and on current topics in a few (3.51 percent) TEIs.
50. Majority (68.42 percent) TEIs had constituted/ established the IQAC. Some (14.04 percent) TEIs had activated/functioned the IQAC. A few (5.26 percent) TEIs were yet to be more functional/ activated, whereas the IQAC in some (17.54 percent) TEIs were yet to be even functional/ activated.
51. Many (33.33 percent) TEIs had organised activities for Inclusive Practices. Few (10.53 percent) TEIs were needed to be organised Inclusive Practices, where few (7.02 percent) TEIs were needed to be organised Remedial programmes; a few (1.75 percent) TEIs were yet to be developed extensive outreach activities
52. Few (12.28 percent) TEIs had no facilities for differently-abled students. A few (3.51 percent) TEIs were to be addressed needs of the differently-abled students on priority.
53. Some (24.56 percent) TEIs had formed/ constituted Alumni Association. A few (3.51 percent) TEIs had an active Alumni Association.
54. Many (35.09 percent) TEIs had cordial/ good/ satisfactory/ helpful relationships with stakeholders, where few (10.53 percent) TEIs had Harmonious/ Cordial relationships amongst all stakeholders.
55. Most (55.17 percent) of the Assessors had attended two days Assessors' Interaction Meet, while many (34.48 percent) had attended for three days by and few (10.34 percent) had attended for five days.
56. Majority (86.21 percent) of the Assessors responded that the number of days for Assessors' Interaction Meet were adequate, whereas some (13.79 percent)

responded inadequate numbers of days for Assessors' Interaction Meet and suggested three, four and five days.

57. Majority of the Assessors responded that they had studied Self-Appraisal Report (SSR) (96.55 percent), prepared pre-notes for the visit (89.66 percent), prepared pre-observations for PTR (79.31 percent), communicated the programme among the Peer Team (75.86 percent), visited the website of TEI (75.86 percent), and classified and organised list of documents for verification of the SSR (75.86 percent).
58. Majority (79.31 percent) of the Assessors felt Enthusiastic; many (27.59 percent) felt Neutral, and few (10.34 percent) felt Stressful about the AA process of TEI prior to the Peer Team visit.
59. Majority (80.60 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that the documents were already prepared before submission of SSR; and some (22.39 percent) responded that the documents were arranged after submission of SSR. A few responded that the documents were already existed (2.99 percent); prepared after submission of SSR (2.99 percent); prepared for AAA (1.49 percent), and prepared simultaneously (1.49 percent).
60. Many (26.92 percent) of the Principals and IQAC Coordinators responded that their TEI had modified the Peer Team visit programme. Further, the Principals and IQAC Coordinators responded that the reason for modification in the Peer Team visit programme were a member was changed, local situation, needed time, requirement, and instructions of the Chairperson.
61. Majority (96.55 percent) of the Assessors responded that the TEI had arranged a separate NAAC Peer Team room in TEI. Majority (96.55 percent) of the Assessors responded that the place for verification of the documents was comfortable, while a few (3.45 percent) responded uncomfortably.
62. Majority (93.10 percent) of the Assessors responded that they had visited Practising schools, whereas a few (3.45 percent) responded that they did not visit Practising schools. A few (3.45 percent) of the Assessors did not respond about the visit to Practising schools.
63. A few (3.45 percent) of the Assessors did not respond about the number of Practising schools visited. The reason for did not visiting the school was off-season for schools. Peer Team interacted adequately with Principals of Practising Schools, where the schools were did not maintain the profile of TEI.

64. Majority (96.55 percent) of the Assessors, Principals-IQAC Coordinators, and Teaching Faculty (87.72 percent) responded that the Peer Team had objectivity in AA of the TEI. In contrast, a few (3.45 percent) of the Assessors, and few (12.28 percent) of the Principals, IQAC Coordinators and Teaching Faculty responded with no objectivity.
65. Further, the reasons were heavy schedule and stressfulness of the assessment to be completed in limited time of two days only. They had subjectivity in AA due to hurry in completion of the whole work within a short period and other reason was late joining of the Chairperson after the commencement of the visit and was in a hurry to leave before the visit concluded.
66. Sometimes the reasons for Assessors' stress were the difficulties in communication, Gynaec problem, physically unfit, particular mindset to TEI negative attitude to college and pre-decided.
67. Majority (89.66 percent) of the Assessors responded that the time for verification of documents and preparation of the PTR was adequate, whereas few (10.34 percent) responded inadequately. Majority (86.21 percent) of the Assessors responded that they worked till late at night, whereas some (13.79 percent) responded that they did not work till late at night.
68. Most (55.17 percent) Assessors; majority (89.55 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and majority (76.04 percent) respondents from all responded that the two days duration for the entire AA process was adequate, whereas many (44.83 percent) Assessors; few (10.45 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and some (23.96 percent) respondents from all 96 responded inadequately. The reasons for inadequacy of two days, were very hectic, more work and scarcity of time, not possible to check all documents. The suggestions were stage wise programme would prove more helpful in assessment, three to four days of time for AA, and equal power to all the Peer Team members a must. NAAC should give enough time of three to four days for the entire AA process.
69. Strengths of the AA process were objective, written well, transparent and wholistic and necessary for TEI, which acknowledges about professional status, bring quality improvement in TEI, and immediate follow-up of the assessment of performance.

70. The weaknesses of the AA process for Assessors were lack of certain documents to support claims, lack of time for report writing, difficult in sending report just after Exit Meeting, language problem for Peer Team, constitution of the Peer Team included 'egoistic' persons, sometimes the TEI unnecessarily tensed and stressful, inadequate participation of Alumni and Parents and TEI refused to take help and improve.
71. Challenges of the AA process for Assessors were short planning for visit preparation, travel under challenging terrains, search for translator, no time to relax and sleepless nights, difference between the reality and the claims, common benchmarks in TEI's performance, dealing with management and too many TEI to undertake Assessment and only one AA unit.
72. The Grading pattern was found appropriate, adequate, excellent, fairly objective, procedural and performance-based. Sometimes it was found average too, because of difference in individual perceptions.
73. The Assessors had provided feedback about the PTR that the PTRs were satisfactory, excellent, comprehensive, qualitative, fairly good, well structured and based on SSR/SAR and visit.
74. The whole AA process of the TEI that the process was very good, democratic, objective, enhancing quality of the institution. A fresh-looking was needed on criteria and key aspects for AA of TEIs being in view of their special features. The terminology Consultancy and Extension understood improperly of by TEI. The assessment from KCG 'AAA' was to be taken seriously. The process was required a third-party evaluation.
75. Majority (65.12 percent) of the respondents opined satisfied with the manual for AA prescribed by NAAC.
76. The study revealed that all the key aspects under all seven criteria in the manual were opined appropriate by majority respondents.
77. The suggestion to add as key aspects with Criterion-I: Curricular Aspects were observation of Teacher Educators' teaching, performance and innovations from Teacher Educators, Innovation within the curriculum framework and time to time feedback on curriculum.
78. The suggestion to add as key aspects with Criterion-II: Teaching-Learning and Evaluation were separate admission process and Student profiles, Teaching

Faculty, Practicum, Innovation in teaching, Teaching methodology and detailed bifurcated Evaluation techniques.

79. The points suggested for adding as key aspects with Criterion-III: Research, Consultancy and Extension were signing MoU and working with the community.
80. The suggestion to add as key aspects with Criterion-IV: Infrastructure and Learning Resources were detailed information about library and laboratories, observation of practices of Infrastructural facilities, promotion of E-resources for learning and utilisation of library and E-resources.
81. The respondents provided feedback on Criterion-VI: Governance and Leadership that the Peer Team had little control over it, because an autocratic Management could not help. Dynamic leadership of principal needed to be emphasized. Financially and otherwise exploited and harassed of private colleges by University departments.
82. The schedule for A & A of TEI was found satisfactory, appropriate, well prepared, perfect, required and positive. It was supportive for quality improvement and convenient with TEI and Peer Team.
83. It was a process and not a proof of corruption and malpractices. Despite making proper arrangements to suit a highly qualified visiting team, having taken care of their essential needs, there was a demand during the second cycle.

3. SUGGESTIONS

The researcher would like to offer following suggestions based on the findings of the present study.

- The respondents' feedback about appointment of Assessors from Education discipline only should be considered for AA of TEI. This will be more justified to the AA process for TEIs.
- The AA process is to be carried rigorously and continuously for given time, where absence of a member will give burden to remaining two Assessors. So, the number of Assessors should as per norms only.
- There are institutions having scarcity of funds and lack of adequate infrastructural facilities. These are great challenges to many TEIs. This ultimately comes in the survival of institutions. So, there is urgent need to suggest proper remedies for such TEI.

- A visit to Practising school was not possible, because of off-season/vacation of the school. This should be taken care before fixing the dates of Peer Team visit.
- Different Peer Teams had provided same observations for different key aspects like, filling up of vacant positions was noted in key aspect No. 2.2.4 Teacher Quality and key aspect No. 2.6.4 Human Resource Management. The ICT facilities, OHP, TV, labs were mentioned in key aspect no. 2.4.1 Physical Facilities for learning, key Aspect no. 2.4.4 ICT as Learning Resources and Key Aspect no. 2.4.5 Other Facilities. So such key aspects were to be cleared to the Assessors about where to put in the PTR and homogeneity should be maintained in providing observations by different Peer Teams.
- Many infrastructural facilities as per requirement of NAAC are not being used by TEI. This needs to be examined.
- It seems there is overburden of work on the part of Peer Team members. They have to work more than 12 hours on first day. This needs rethinking. More time to be given for visit.
- There is poor research culture in TEI. This requires rethinking in the key aspect of research.
- Curriculum design needs rethinking. TEIs follow the curriculum designed and prescribed by respective affiliating University only. The TEI have no flexibility in designing the curriculum.
- NCTE must design the curriculum in such a way that it meets with criteria of NAAC AA.
- NCTE should examine that the curriculum suggested by NCTE needs to be implemented by all TEIs.
- The TEIs were found to be poor in consultancy and collaboration. So there is an urgent need and rethink about these key aspects and their weightage in AA.
- The concept of consultancy and collaboration were not properly understood by many TEIs. This needs to be clarified in greater detail in manual.
- Many TEIs were found having Adhoc or temporary staff. Also many TEIs did not have qualified staff. This requires urgent attention. Appointment of teaching and non-teaching staff is to be followed rigorously.
- Many TEI did not have proper placement cells. This needs to be examined.

- Alumni Association was formed on adhoc basis, which is as per need of NAAC; otherwise it did not function properly.
- Feedback mechanism needs to be strengthened. It was found that it is one slot activity during NAAC. It is not considered as an ongoing activity. Sometimes simply feedback is taken but it lacks proper analysis. Findings of feedback are not discussed thoroughly and do not include in the practice.
- Out of 315 TEIs in Gujarat only 57 TEI have gone for NAAC AA. There is an urgent need to motivate the TEIs to go for NAAC AA. Specifically many private TEIs need to be motivated for AA.
- There are many GIA TEIs with lower grade. This may be due to lack of staff or infrastructural facilities. These needs to be taken care of.
- Many Assessors suggested for introduction of Add-on course in TEIs. But there is no clarity about this on the part of TEIs. This will cause further financial burden, which requires rethinking in terms of staff and other facilities.

4. DISCUSSION

The overall analysis of NAAC CGPA and grades shown that, as a whole, the TE in Gujarat were of the grade 'B'. The similar findings revealed in Madhukar and Srinivas (2004); and Rama and Sisodia (2008).

The criterion-III: Research, Consultancy and Extension had lowest mean CGPA for all TEIs. The similar findings revealed in (Sarkar, Aludiapillai, Varghese and Bajaj, 2004; Pillai and Katre, 2007; and Pradhan, Stella and Patil 2004). The SF TEIs have prepared well for infrastructure and learning resources, but poor in other aspects. The similar findings revealed by Rama and Sisodia (2008), Pillai and Rama (2004), and Pillai and Katre (2007).

Few TEIs did not have Vision and Mission in alignment with the teacher education. Colleges did not have clear and well-defined vision and goals was also revealed in in Ummerkutty, Stella and Shyamasundar (2004).

The challenges were observed by Peer Teams in TEIs setting the benchmark for quality for improving different aspects of education. This finding was also revealed in Snyder (2015).

The Assessors had attended Assessors' Interaction Meet organised by NAAC, where the days for meet were two to five days. The days for the meet were suggested to have

three to five days for adequate training. Pillai and Srinivas (2006) also revealed the findings for proper training of Assessors.

Assessor faced any difficulty or stress in AA of TEI. The reasons were heavy schedule and the assessment to be completed in limited time of two days only. Two days time was too short for comprehensive AA of college was also revealed in Pillai and Srinivas (2006). Subjectivity was found in AA due to hurry in completion of the whole work within a short period. The similar findings also revealed in Trivedi (1965). Other reason was late joining of the Chairperson after the commencement of the visit and was in a hurry to leave before the visit concluded. It revealed in findings of Pillai and Srinivas (2006).

The Assessors were found learned, appropriately trained, experienced experts, fair in assessment Point to point and keen observation, giving constructive feedback and did not take any gift. In contract, the Assessor's behavior was having aggressive, biased, negative and rude. The similar findings about hastily assessment work and aggressive and dominating behavior of Assessors also revealed in Pillai and Srinivas (2006). Trivedi (1965) findings also revealed mechanical, hurried, surfaced, autocratic, subjective inspection by school inspectors.

The respondents from TEI had responded ok, fine, average, objective, positive, satisfactory, transparent and overall good AA process. The similar findings revealed in the findings of Chowdhury (2012). Respondents from TEIs had responded benefit of TEIs from the AA process that the process was nice and necessary for TEI, acknowledged about own professional status, brought quality improvement in TEI, and immediate follow-up of the assessment of performance. Findings about quality enhancement revealed in Pillai and Srinivas (2006), and Sosa Lliteras (2002). The Assessors had responded strengths of the AA process were the manual was written well, Transparent, objective and wholistic. It helped TEIs to assess itself, getting quality awareness and acknowledged their own level of performance. Prior study of AA methodology for by institution was also revealed in the findings of Gagare (2014).

The respondents from TEI had responded weaknesses of the AA process were expensive, boring work and too much paperwork. Expensive process of AA was revealed in the findings of Sosa Lliteras (2002).

The respondents from TEI had responded Opportunities of the AA process were positive attitude to AA process, learned from discussion with team members, located

talent without considering the position or seniority, and provided guidelines for improvement of college. The similar findings revealed in Ganai (2014).

The Assessors had provided feedback about requirement of changes in the criteria and few points might be removed for TEI for PTR. The similar findings revealed in Pillai and Katre (2007). Allotment of more time would help in the preparation of PTR. Suggestions in the PTR were limited to ten points only but needed more to enhance the quality of TEI. An AA organization for TEIs was to be established. It revealed in findings of Pillai and Katre (2007). The respondents from TEI had provided feedback about the whole AA process that it was needed to be reintroduced, modification required in manual and types of questions, separate grading system for TEI. (Lynne, 2014) also revealed the findings about reformation in AA methodology. Regional differences of TEIs were to be considered in AA process. This finding also revealed in Anzoise (2006).

Respondents had provided feedback that the NAAC had made efforts to revise the schedule, criteria, and weightage on feedback and suggestions given by various teachers and institutions. It revealed in findings of Anzoise (2006).

The duration for Peer Team visit of TEI should be for three days in order to observe the practice teaching, which reflects on the efforts made by the TEI to train student-teacher. It revealed in findings of Pillai and Srinivas (2006).

5. SUGGESTIONS FOR FURTHER STUDIES

- Comparative study between Curriculum and NAAC manual for AA of TEIs
- Follow up process by NAAC after accreditation of TEI
- Efforts of NCTE and NAAC for quality improvement in lower grade achieving TEIs
- Analysis of PTRs of higher grade achieving TEI in India.
- Consultancy, Collaboration and Extension activities organized by TEI
- Case study of a higher grade achieving TEI
- Case study of a lower grade achieving TEI
- Comparative study between performance of TEIs and other HEIs
- Perceptions of Stakeholders about NAAC AA