

NAAC's New Criteria for B.Ed. Colleges Based on NEP 2020 and Binary Accreditation System

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Received: 20 July 2025, Accepted: 25 July 2025, Published with Peer Reviewed on line: 31 July 2025

Abstract

The National Assessment and Accreditation Council (NAAC) has introduced revised criteria for accrediting B.Ed. colleges in line with the transformative vision of the National Education Policy (NEP) 2020. These new standards emphasize holistic and multidisciplinary education, outcome-based learning, integration of ICT, and quality teacher preparation. A significant shift is the introduction of the **Binary Accreditation System**, replacing traditional grading with a simple accredited/not accredited status. This system aims to streamline the accreditation process, enhance accountability, and ensure minimum benchmarks of quality. The new framework aligns with NEP's goal to improve teacher education and institutional excellence by emphasizing inclusivity, innovation, research orientation, and transparent evaluation mechanisms. This paper analyzes the implications of the new NAAC criteria for B.Ed. colleges, challenges of implementation, and the broader impact on teacher education in India.

Keywords- NAAC, NEP 2020, B.Ed. Colleges, Binary Accreditation System, Teacher Education, Quality Assurance, Institutional Evaluation, Educational Reforms

Introduction

India's National Education Policy (NEP) 2020 has redefined the landscape of higher education by prioritizing skill-centric, inclusive, and outcome-driven learning. For Bachelor of Education (B.Ed.) colleges, which are instrumental in preparing future educators, NEP 2020 provides a roadmap to cultivate teachers who are innovative, adaptable, and equipped to address diverse classroom needs. The National Assessment and Accreditation Council (NAAC) has responded to this vision by introducing a reformed accreditation framework in 2024, set to be fully implemented by April-May 2025. This framework adopts a binary accreditation system ("Accredited" or "Not Accredited") and a subsequent Maturity-Based Graded Accreditation (MBGA) system (Levels 1–5), aligning closely with NEP 2020's emphasis on quality teacher education. For B.Ed. colleges, particularly those in resource-constrained regions like Samastipur, Bihar, these changes necessitate a strategic overhaul to meet new benchmarks in curriculum design, research, infrastructure, and governance. This revised response elucidates NAAC's updated criteria, tailored for B.Ed. colleges, with an expanded focus on practical implementation, regional challenges, and actionable strategies to achieve accreditation while advancing NEP 2020's transformative goals.

NAAC's New Criteria for B.Ed. Colleges

The NAAC's revised accreditation framework, informed by the Dr. K. Radhakrishnan Committee's recommendations, emphasizes transparency, outcome-based education (OBE), and alignment with global educational standards. It integrates NEP 2020's priorities, such as multidisciplinary learning, research-driven teacher training, and inclusivity. Below are the six key criteria, expanded with detailed indicators, practical examples, and their relevance to B.Ed. colleges, particularly in the context of the binary system.

Academic Excellence (Curriculum Design and Teaching-Learning Integration)

Description: This criterion combines the former NAAC categories of "Curricular Aspects" and "Teaching-Learning and Evaluation" into a unified focus on academic excellence. It emphasizes a curriculum that aligns

with NEP 2020's vision of preparing teachers who can foster foundational literacy, numeracy, and 21st-century skills in students.

Key Indicators for B.Ed. Colleges:

Curriculum Alignment: B.Ed. programs must incorporate NEP 2020's mandates, such as training in multidisciplinary pedagogies, inclusive education, and technology integration (e.g., using AI tools for lesson planning).

Outcome-Based Education (OBE): Colleges must define clear Program Outcomes (POs) and Course Outcomes (COs), such as "ability to design inclusive lesson plans" or "competency in digital teaching tools," and map them to assessments.

Innovative Pedagogies: Adoption of active learning methods, such as micro-teaching, case studies, and flipped classrooms, to simulate real-world teaching scenarios. For example, a B.Ed. college in Samastipur could train student-teachers to address Bihar's diverse linguistic and cultural classrooms.

Continuous Assessment: Use of formative assessments (e.g., reflective journals, peer teaching evaluations) and summative assessments (e.g., teaching practice in local schools) to measure learning outcomes.

Practical Example: A B.Ed. college in Bihar could integrate NEP's focus on regional languages by training student-teachers to develop bilingual teaching aids, ensuring alignment with local educational needs.

NEP Alignment: NEP 2020 emphasizes a 4-year Integrated Teacher Education Programme (ITEP) and continuous professional development. B.Ed. colleges must demonstrate how their curriculum prepares teachers to implement NEP's school-level reforms, such as competency-based learning.

Binary System Impact: To achieve "Accredited" status, colleges must provide evidence of curriculum relevance, measurable learning outcomes, and student performance over a three-year period. Failure to align with NEP's pedagogical goals may result in a "Not Accredited" outcome.

Research, Innovation, and Extension

Description: This criterion evaluates the institution's contributions to educational research, innovative teaching practices, and community engagement, reflecting NEP 2020's call for a research-driven teacher education ecosystem.

Key Indicators for B.Ed. Colleges:

Educational Research: Faculty and students should engage in action research or studies on pedagogical innovations, such as effective strategies for teaching in rural schools.

Innovative Practices: Development of low-cost teaching aids, digital apps, or open educational resources (OERs) to support classroom instruction.

Community Engagement: Extension activities like workshops for in-service teachers, literacy campaigns, or partnerships with local NGOs to address regional educational challenges.

Research Output: Publication of research papers in peer-reviewed journals, presentations at conferences, or patents for educational tools.

Practical Example: A B.Ed. college in Samastipur could establish a research cell to study dropout rates in rural Bihar schools, proposing solutions like community-based learning programs. Such initiatives demonstrate alignment with NEP's focus on local relevance.

NEP Alignment: NEP 2020 emphasizes research as a core component of teacher education to address local and global challenges, such as inclusive education or digital divides.

Binary System Impact: Colleges must provide verifiable evidence of research activities and community impact (e.g., number of workshops conducted, publications produced) to meet accreditation thresholds.

Infrastructure and Learning Resources

Description: This criterion assesses the availability and quality of physical and digital infrastructure to support teacher training, emphasizing functionality and accessibility.

Key Indicators for B.Ed. Colleges:

Teaching Labs: Well-equipped labs for micro-teaching, psychology experiments, and ICT-based instruction.

Digital Resources: Access to e-learning platforms, digital libraries, and tools like Learning Management Systems (LMS) to support NEP's technology-driven education.

Inclusive Facilities: Infrastructure to support differently-abled students, such as ramps, braille resources, or assistive technologies.

School Partnerships: Agreements with local schools for teaching practice and internships, ensuring hands-on experience.

Practical Example: A rural B.Ed. college in Samastipur could partner with nearby government schools to provide student-teachers with real-world teaching exposure, compensating for limited on-campus infrastructure.

NEP Alignment: NEP 2020 advocates for technology integration and inclusivity, requiring B.Ed. colleges to provide resources that enable teachers to create equitable classrooms.

Binary System Impact: Colleges must meet minimum infrastructure standards, with an emphasis on usability rather than quantity. Rural colleges may face challenges but can leverage digital tools to bridge gaps.

Student Support and Progression

Description: This criterion evaluates how colleges support student-teachers' academic, professional, and personal growth, ensuring employability and holistic development.

Key Indicators for B.Ed. Colleges:

Internships and Practicums: Structured school-based internships to provide practical teaching experience, as mandated by NEP 2020.

Career Support: Placement cells to connect graduates with teaching jobs in government and private schools.

Holistic Development: Extracurricular activities, such as leadership workshops or cultural events, to foster well-rounded educators.

Inclusivity: Scholarships, mentorship, and support for marginalized students to promote equity.

Practical Example: A B.Ed. college could organize job fairs with local schools or offer online certification courses in digital pedagogy to enhance employability, particularly for students from low-income backgrounds in Bihar.

NEP Alignment: NEP 2020 emphasizes employability and inclusivity, requiring colleges to prepare teachers who are adaptable and socially responsible.

Binary System Impact: Colleges must provide data on student progression (e.g., placement rates, internship completions) to achieve accreditation, with a focus on measurable outcomes.

Governance, Leadership, and Management

Description: This criterion assesses institutional governance, leadership alignment with NEP 2020, and strategic planning for quality assurance.

Key Indicators for B.Ed. Colleges:

Transparent Governance: Clear policies for faculty recruitment, curriculum updates, and financial management.

NEP Implementation: Strategic plans to adopt ITEP, faculty development programs, or NEP-aligned reforms.

Quality Assurance: Establishment of an Internal Quality Assurance Cell (IQAC) to monitor progress and collect stakeholder feedback.

Practical Example: A B.Ed. college in Samastipur could form an IQAC to conduct regular audits of teaching practices, ensuring alignment with NAAC and NEP standards.

NEP Alignment: NEP 2020 emphasizes accountable governance to drive educational reforms, particularly in teacher education.

Binary System Impact: Colleges must demonstrate effective leadership and data-driven governance to meet accreditation criteria, avoiding reliance on subjective evaluations.

Institutional Values and Best Practices

Description: This criterion evaluates the institution's commitment to ethical practices, sustainability, and NEP 2020's vision of holistic education.

Key Indicators for B.Ed. Colleges:

Ethical Education: Integration of values like equity, inclusivity, and environmental awareness in teacher training.

Best Practices: Adoption of innovative practices, such as peer mentoring or community-based projects, to prepare teachers for diverse classrooms.

Sustainability: Contributions to Sustainable Development Goals (SDGs), such as quality education (SDG 4) or gender equality (SDG 5).

Practical Example: A B.Ed. college could launch a "Green Classroom Initiative," training student-teachers to incorporate sustainability into lesson plans, aligning with NEP's focus on environmental education.

NEP Alignment: NEP 2020 emphasizes holistic and value-based education, preparing teachers to foster ethical and sustainable practices in schools.

Binary System Impact: Colleges must provide evidence of value-driven initiatives and their impact to achieve accreditation.

Expanded Context: Implications for B.Ed. Colleges in Samastipur, Bihar

B.Ed. colleges in rural areas like Samastipur face unique challenges in meeting NAAC's new criteria, including limited infrastructure, faculty shortages, and digital access gaps. However, these challenges can be addressed through strategic measures:

Leveraging Local Partnerships: Collaborate with local schools and NGOs to provide internships and community engagement opportunities, compensating for resource constraints.

Digital Integration: Use low-cost digital tools, such as open-source LMS platforms, to enhance teaching-learning processes and meet NAAC's infrastructure requirements.

Faculty Upskilling: Partner with government initiatives like the National Initiative for Teacher Training (NITT) to train faculty in NEP-aligned pedagogies.

Community Focus: Develop research and extension activities tailored to Bihar's educational needs, such as addressing dropout rates or promoting multilingual education.

For example, a B.Ed. college in Samastipur could establish a "Rural Teacher Training Hub" to train student-teachers in addressing regional challenges, earning recognition under NAAC's research and extension criteria.

Implementation of the Binary Accreditation System

Timeline: Launched in July 2024, the binary system will be fully implemented by April-May 2025, followed by the MBGA system (Levels 1–5 for national and global excellence).

Key Features:

Simplifies accreditation to “Accredited” or “Not Accredited,” encouraging participation from smaller colleges.

Focuses on processes, outcomes, and impact, aligning with NEP 2020’s outcome-driven approach.

Uses data-driven validation (56 metrics for autonomous colleges, 46 for affiliated colleges) over three years, eliminating physical peer visits.

Benefits for B.Ed. Colleges:

Encourages rural colleges to participate by removing the stigma of lower grades (e.g., C or D).

Aligns with NEP’s focus on teacher education reform, ensuring colleges meet modern standards.

Enhances transparency through technology-driven assessments.

Challenges and Solutions:

Challenge: Rural colleges may lack digital infrastructure for data submission.

Solution: Use NAAC’s accreditation software or government-supported e-learning centers (e.g., Digital Bharat Abhiyan).

Challenge: Limited research capacity among faculty.

Solution: Encourage action research and collaborations with universities or NGOs.

Challenge: Financial constraints for infrastructure upgrades.

Solution: Seek government grants (e.g., ₹50 crore allocated in 2025 for HEI infrastructure).

Conclusion

The NAAC’s new accreditation framework, grounded in the binary system and NEP 2020’s vision, offers B.Ed. colleges a transformative opportunity to enhance the quality of teacher education. By focusing on academic excellence, research, infrastructure, student support, governance, and institutional values, the criteria ensure that colleges produce competent, innovative, and socially responsible educators. For institutions in regions like Samastipur, Bihar, strategic partnerships, digital adoption, and localized research can bridge resource gaps and align with NAAC’s benchmarks. The binary system’s simplicity encourages broader participation, while the MBGA system motivates colleges to aspire to global excellence. By embracing these reforms, investing in faculty development, and leveraging technology, B.Ed. colleges can not only achieve accreditation but also contribute significantly to India’s educational transformation, preparing teachers to lead with confidence and impact in a rapidly changing world.

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