# PUBLIC NOTICE

National Council for Teacher Education (Recognition, Norms and Procedures) Regulations, 2014 have made it mandatory for a TEI recognised by NCTE to obtain Accreditation from a NCTE approved Accrediting Agency within five years from the date of recognition. The NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for Secondary and Elementary Levels respectively. The QCI has developed draft Assessment and Accreditation Framework in respect of Elementary Teacher Education Programmes. The QCI has decided to elicit comments and suggestions from all stakeholders including TEIs offering Elementary Teacher Education Programmes. The scheme and Procedure of Assessment and Accreditation presented in the Framework is attached herewith.

The Institutions/ organisations/ Individuals interested in Teacher Education are requested to send their comments and suggestions to Ms. Madhu Ahluwalia, Advisor, Quality Council of India, email: madhu@qcin.org, within 15 days from the date of publication of the Public Notice.

Member Secretary,

NCTE, New Delhi.

**ASSESSMENT AND ACCREDITATION OF PRE-SERVICE TEACHER EDUCATION PROGRAMMES: A FRAMEWORK**

**Quality Council of India (QCI),**

**National Accreditation Board for Education and Training (NABET),**

**ITPI Building, 6th Floor, 4-A,**

**I P Estate, Ring Road, New Delhi - 110002, India**

# Contents

# Chapter-I

## INTRODUCTION

### 1.1 The Context

The assessment of an Educational Institution is widely recognized as a tool for improving its quality. The outcome of assessment enables the concerned institution to design and execute appropriate interventions to enhance the quality of its effectiveness. Recognizing the importance of Institutional Assessment and Accreditation, the University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 for the assessment of higher education institutions including Teacher Education Institutions (TEIs) which form part of the Higher Education System. These institutions offer degree level programmes in education like B. Ed., M. Ed., B. P. Ed. and M. P. Ed. The NAAC has been doing assessment of TEIs for which it had signed MoU with NCTE. The NAAC had also evolved and put in place a system of Institutional Appraisal. However, very few TEIs came forward voluntarily for NAAC assessment and accreditation. The NCTE Regulations, 2009 regarding Norms and Standards for recognition of Teacher Education Programmes stipulated that an institution to be eligible for offering M. Ed. programme or for the enhanced intake in the B. Ed. programme, should have NAAC accreditation with minimum B grade. This provision in the Regulations undoubtedly gave impetus to the scheme of Assessment and Accreditation of TEIs by NAAC.

To further accelerate the process of assessment and accreditation of TEIs, National Council for Teacher Education (Recognition, Norms and Procedures) Regulations, 2014 have stipulated that an institution which has been recognised by the Council shall obtain accreditation from an accrediting agency approved by the Council within five years of such recognition. In other words, accreditation has been made mandatory for all TEIs including the institutions offering Diploma level Programmes meant for preparing teachers for the pre-school or elementary stages of Education. There are five such programmes, namely, Diploma in Pre-School Education (DPSE), Diploma in Elementary Education (D. El. Ed.), and Diploma in Physical Education (DPED), Diploma in Art Education (Visual Arts) and Diploma in Art Education (Performing Arts). Since these programmes do not form part of Higher Education sector and, therefore, are not under the purview of NAAC, the NCTE has signed an MoU with Quality Council of India (QCI) to the effect that the QCI shall undertake the responsibility of the assessment and accreditation of TEIs offering the above mentioned five programmes. The objectives of each programme along with eligibility qualification for admission and eligibility of Institutions to offer the programme are briefly mentioned below:

## 1.2. Pre-Service Teacher Education Programmes (TEPs) for Elementary Stage

### 1.2.1 Diploma in Pre-school Education (DPSE)

The programme aims at preparing teachers for pre-school educational programmes which are offered in schools under different nomenclatures such as Nursery School, Kindergarten Schools, and Preparatory Schools. The programme covers children in the age group 3-6 years. The duration of the programme is two years and candidates with at least 50% marks in the higher secondary examination (+2) are eligible for admission. The programme can be offered by TEIs along with other teacher education programmes like: D. El. Ed. and B. Ed. However, there are institutions offering only DPSE programme. The curriculum structure of this programme comprising theory courses, Practicum and School Internship, is similar to the structure for other teacher education programmes like D. El. Ed., B. El. Ed., B. Ed., etc. Like other Programmes, school internship in this programme is also of six months' duration.

### 1. 2.2. Diploma in Elementary Education (D. El. Ed.)

The programme of two years duration aims at preparing teachers for the elementary stage of education i. e. classes I to VIII. The programme is offered under different nomenclatures such as BTC, JBT, DEd, etc. in various States. The candidates with at least 50% marks in the Higher Secondary examination are eligible for admission to the course. Though the course aims to prepare teachers for teaching classes I to VIII, the qualification laid down by the NCTE under RTE Act-2009, make teachers possessing D. El. Ed. qualification with higher secondary qualification eligible for teaching at Primary Stage (Classes I to V) only and for teaching classes VI-VIII a teacher has to possess a Bachelor degree along with Diploma in Elementary Education. The Curriculum structure of this programme is also similar to the Curriculum Structure of other teacher education programmes, that is, Theory courses, Practicum and School Internship. The programme is offered by TEIs along with other teacher education programmes like DPSE, B. Ed., M. Ed., etc. However, there are a large number of TEIs offering only D. El. Ed. programme. The TEIs offering the D. El. Ed. programme are affiliated to either SCERTs or Board of School Education for Examination and Certification purposes. The TEIs offering this programme in combination with the degree level programmes like B. Ed. and M. Ed. are required to seek affiliation to the SCERTs for the D. El. Ed. programme and to the University concerned for degree level programmes.

### 1.2.3. Diploma in Physical Education (D. P. Ed.)

The Diploma in Physical Education (D. P. Ed.) programme of two years duration aims at preparing teachers for elementary stage of school education (Classes I to VIII). The candidates at least with 50% marks in the higher secondary examination (+2) are eligible for admission to the programme. However 5% relaxation in marks is permissible for the candidates who have participated in sports competitions at the national or International levels. The programme can be offered by TEIs in combination with other physical education programmes. The curriculum of this programme also has three broad components namely, theory, practicum and school internship. However, the

Practicum component has a special place in its curriculum. It is so designed as to give opportunity to acquire professional skills and capacities in various games, sports, physical activities and yogic exercises suitable for elementary school children.

In view of the specialized nature of the programme, the Norms and Standards stipulate engagement of a different kind of faculty comprising specialists like physiotherapist, Sport experts, Nutrition experts, etc. The implementation of the programme also requires different kinds of learning and instructional resources like Equipment for Anatomy, Physiology and Health Education Laboratories, sports and Field Equipment, etc.

### 1. 2.4. Diploma in Arts Education (Visual Arts):

The Diploma in Arts Education (Visual Arts), which is a pre-service teacher education programme of two years duration aims at preparing teachers to teach Visual Arts to elementary classes, that is, classes I to VIII. The Candidates with at least 50% marks in the higher secondary examination (+2) with visual arts (Painting/Drawing/Graphic Design/Heritage Crafts/Applied Arts/Sculpture etc.) as an elective subject are eligible for admission to the Programme. The programme can be offered in standalone Arts Education Institutions or in Arts Colleges Offering courses like BFA.

Like other teacher education programmes, its curriculum also has three broad components, namely, Theory, Practicum, and School Internship. A special emphasis is laid on the organization of workshops, visits, projects, displays and performances. In view of specialized nature of the programme, it requires faculty in Arts subjects (Painting, Sculpture, Graphics and History of Arts) in addition to the faculty in Education, Health and Physical Education and Language Arts.

The transaction of programme curriculum necessarily requires different types of institutional resources like Arts Studio for Painting, Applied Arts Studio, and Sculpture Studio etc.

### 1. 2.5. Diploma in Arts Education (Performing Arts):

The Programme titled "Diploma in Arts Education (Performing Arts) of two years duration aims at preparing teachers to teach Performing Arts up to Class VIII. The candidates with at least 50% marks in the higher secondary examination with Music/Dance/Theatre as elective subject (s) are eligible for admission. However, the candidates who have not studied Performing Arts as Elective Subjects at the higher secondary stage but have acquired certificate/diploma from a Professional Institution and which is recognized as equivalent to higher secondary, are also eligible for admission. The programme can be offered in Institutions offering Courses in Music, Dance, Drama, Theatre Arts etc. In view of the specialised nature of the Programme, its implementation requires different kinds of instructional resources like Instrumental Music Room with mirrors, Vocal Music Room with mirrors, and Performing Arts Resource Centre with mirrors. In addition to faculty in education, the programme implementation requires specialised faculty in vocal music, instrumental music, Dance, Theatre Arts, along with professional support staff like Tabla accompanist, melody instrumental accompanist, etc. Like other teacher education programmes, the

Curriculum of this programme also comprises three broad components namely Theory, Practicum, and School Internship.

**1.3** **In** addition to the five programmes mentioned above there are a few other programmes recognised by the state governments and also by the NCTE. The duration of such programmes is also two years and the eligibility qualification for admission is higher secondary with minimum 50% marks. Such programmes also need to be assessed. However, the MoU between NCTE and QCI is only in respect of the Programmes mentioned above from 1.2.1 to 1.2.5.

<center>

# Chapter-2

## Approach to Assessment and Accreditation

</center>

## 2.1 Background

The existing scenario of teacher education facilities in the country presents a wide variety in the institutional arrangement for various teacher education programmes. The institutional arrangement in respect of various teacher education programmes can be summarised as under:

1. University Departments of Education offering Postgraduate Programmes in Education (M. Ed.) recognised by NCTE.

2. University Departments of Education offering both B. Ed. and M. Ed. programmes.

3. Departments of Education/Teacher Education in undergraduate and postgraduate colleges offering one or more programmes in Teacher Education like B. Ed./B. El. Ed./M. Ed.

4. Stand-alone Teacher Education Institutions offering one Programme in Teacher Education.

5. Composite Teacher Education Institutions offering multiple teacher education programmes.

6. Teacher Education Programmes in specialised areas like Visual/Performing Arts, physical education offered in specialised institutions offering professional programme (s) in the area (s) concerned, or in TEIs along with other Teacher Education Programmes.

7. Institutions set up under special schemes with multiple functions including pre-service Teacher Education, like DIETs, CTEs, IASEs, etc.

 In the case of stand-alone Teacher Education Institutions offering only one programme, there is only one affiliating body, that is, the SCERT or Board of School Education in the case of elementary teacher education programmes and a University in the case of secondary teacher education programmes. However, in the case of Composite Teacher Education Institutions offering multiple teacher education programmes, there is possibility that one programme is affiliated to one body and another programme is affiliated to another body.

## 2.2 Unit of Assessment:

What should be the unit of assessment? Should assessment be programme specific or should it be for the institution as a whole. In case, one assessment and accreditation agency is involved in the assessment of all the programmes an institution is offering, then the assessment of the institution in totality appears to be feasible. However, in the case of different assessment and accreditation agencies for different teacher education programmes, the assessment of an institution in its totality may not be possible. But the issue concerning different levels of efficiency for different programmes, shall still

remain. One institution may run different courses at different levels of effectiveness. For Instance, an institution running the B. Ed. programme quite efficiently may not be in a position to run the M. Ed. Programme at the same level of efficiency, if it has not been able to engage faculty possessing the desired aptitude and motivation for research. An institution running D. El. Ed. programme efficiently may not be able to run the teacher education programmes in Visual or Performing Arts at the same level of efficiency. In the circumstances explained above, the programme specific assessment and accreditation appears to be more workable and desirable.

The provisions for programme specific assessment and accreditation has the following implications for the organization of its process:

1. A TEI intending to get itself assessed shall have to submit separate Self-Assessment Reports (SAR) in respect of each Teacher Education Programme.

2. A TEI may submit proposal simultaneously for assessment for more than one programme.

3. A TEI may get itself assessed in respect of one programme to begin with and may submit proposal for assessment in respect of other programmes in the subsequent years.

4. A TEI may simultaneously submit applications for assessment to different agencies recognized by NCTE for the assessment and accreditation of different programmes.

## 2.3 Assessment Criteria

## 2.3.1 Conceptual Framework

The criteria for Assessment of TEIs have to emanate from the overall objectives of the teacher education system and the Country's vision of a teacher in the present times and in near future. The envisioned role of a teacher includes the ability to implement constitutional objectives relating to promotion of social inclusiveness, social justice, scientific temper, social harmony, and national integration. In order to acquire the ability for the implementation of constitutional objectives, a teacher should be capable of reflective thinking.

A teacher in the present times is expected to perform multiple roles. Being a reflective thinker, the teacher shall be able to generate new knowledge in the field of pedagogy, child study, and other related fields. In addition, the teacher is also expected to provide guidance and counselling to the needy students, manage classroom diversities, mobilise resources, make use of available resources, etc. In order to equip the prospective teachers for performing the above mentioned multiple roles, a TEI has to organize a variety of programmes and activities which broadly relate to curriculum of the programme, teaching-learning approaches, evaluation practices, research activities, etc. An institution needs essential inputs in the form of physical infrastructure and instructional resources to undertake the programmes and activities indicated above.

For better functioning, a TEI is expected to have the wherewithal to attempt innovations in every aspect of its functioning.

## 2.3.2 Developing Assessment Criteria

To develop the assessment criteria for various teacher education programmes, in the backdrop of the vision of a teacher and of a TEI discussed above, the Quality Council of India (QCI) reviewed various Accreditation Standards/Rating Frameworks prevalent in India and abroad. A few important standards and rating frameworks are as follows:

  i.   Self-Assessment Manual for TEIs developed by NAAC (India)
 ii.   Principles and Standards for Teacher Education Program applied by TEAC (Teacher Education Accreditation Council), USA
iii.   Professional Standards for Accreditation of Teacher Preparation Institution applied by NCATE (National Council for Accreditation of Teacher Education), USA
 iv.   Framework for Accreditation of Initial Teacher Education Program in Australia by AITS (Australian Institute for Teaching and School Leadership)
  v.   Australian Professional Standards for Teachers applied by BOSTES (Board of Studies Teaching and Educational Standards), NSW
 vi.   Accreditation Standards applied by CAEP (Council for the Accreditation of Educator Preparation), USA
vii.   NIRF: A Methodology for Ranking Universities and Colleges in India

National Assessment and Accreditation Council (NAAC) in India applies following assessment criteria for accreditation: Curricular Aspects, Teaching-Learning and Evaluation, Research, Consultancy and Extension, Student Support and Progression, Infrastructure and Learning Resources, Governance and Leadership and Innovative Practice.

Principles and Standards for Teacher Education Program emphasized by TEAC, USA are: Curriculum, Faculty, Facilities, Fiscal and Administrative, Candidate Support and Candidate Complaints. The standards for accreditation of Teacher Preparation Institutions emphasized by NCATE are Candidate knowledge, Skills, and Professional Disposition, Assessment System and Unit Evaluation, Field Experience and Clinical Practice, Diversity, Faculty: Qualification, Performance and Development and Governance and Resources. CAEP (Council for the Accreditation of Educator Preparation), USA applies following standards for accreditation of Programme for Educator Preparation: Content and Pedagogy Knowledge, Clinical Partnership and Practice, Candidate Quality, Recruitment and Selectivity, Programme Impact and Provide Quality Assurance and Continuous Improvement

AITS applies following broad standards as Graduate Teacher Standards: Professional Knowledge, Professional Practice and Professional Engagement and following standards for programme accreditation: Program Outcome, Program Development, Program Entrants, Program Structure and Content, School Partnership, Program Delivery and Resources, Program Information and Evaluation. Australian Professional Standards for Teacher of BOSTES (Board of

Studies Teaching and Educational Standards) covers the broad domains of teaching as professional standards for teachers: Professional Knowledge, Professional Practice and Professional Engagement.

National Institutional Ranking Framework: A Methodology for Ranking of Universities and Colleges in India developed by Department of Higher Education, MHRD, GoI applies following five parameters for ranking of Universities, Colleges and Institutions in India: Teaching, Learning and Resources, Research Productivity, Impact and IPR, Graduation Outcome, Outreach and Inclusivity and Perception.

On the basis of review of above mentioned accreditation standards/frameworks, it was observed that following criteria are covered by almost all frameworks:

a) Curriculum (Professional Knowledge, Professional Practice and Professional Engagement)/Program Structure and Content
b) Curriculum Delivery/Teaching-Learning
c) Assessment of Learning Outcome/Programme outcome
d) Infrastructure/Resources
e) Governance and Leadership
f) Student Support Facilities

After extensive deliberations, the Quality Council of India (QCI) has developed the following criteria for the assessment and accreditation of teacher education programmes in the pre-school and elementary education sectors:

i. Curriculum Enrichment and Diversity

ii. Teaching-Learning and Assessment of Learning Outcomes

iii. School Internship

iv. Research, Development and Extension

v. Infrastructure and learning resources

vi. Student Support System and Progression

vii. Governance and Leadership

Some of the assessment criteria mentioned above are broad performance-cum Outcome areas of TEIs, such as Curriculum Enrichment and Diversity organization of teaching-learning process including assessment of learning outcomes, organization of Research, Development, and Extension activities and organization of School Internship. The other assessment criteria like Infrastructure and Learning Resources, Student Support and Progression and Governance mechanism and Leadership styles, are the enabling factors which facilitate institutional functioning in the performance areas. To ensure ease and objectivity in assessment, sub-criteria of each criterion have been identified. The assessment criteria along with their sub-criteria are briefly discussed below:

## 2.4 Sub-Criteria of Major Assessment Criteria

### 2.4.1. Curriculum Enrichment and Diversity:

In India the Curriculum for various teacher education programmes is developed by the affiliating and examining bodies and the TEIs are required to implement the 'given' curriculum. However, curriculum development is not restricted to the formulation of curriculum structure and syllabi of different courses. While implementing the curriculum, teachers are likely to face certain difficulties and notice some weaknesses in the course content. They can discuss these issues with colleagues and students, who are the stakeholders in all aspects of the teacher education programme. After obtaining the feedback from stakeholders, they can communicate the same to the curriculum developers. The TEIs may attempt local contextualization of curricular material by developing supplementary reading material for the use of students.

The Curriculum implementation also includes organization of a variety of activities popularly known as co-scholastic activities, the quality and relevance of which will not be the same in different TEIs. This implies that the effectiveness of the organization of CSA is a valid indicator of the quality of an institution. Above all, some TEIs are likely to adopt innovative practices in various processes of curriculum development and evaluation.

In the light of the above discussion, the following sub-criteria have been identified for the criterion 'Curriculum Enrichment and Diversity'-

- A. Curriculum Appraisal
- B. Involvement of Stakeholders
- C. Curriculum Contextualization
- D. Interaction with Curriculum Developers
- E. Co-scholastic Activities
- F. Innovative Practices

### 2.4.2. Teaching-Learning and Assessment of Learning Outcomes

Teaching-learning process if organized appropriately, leads to the realisation of Curricular Objectives. In the classroom, the teacher is called upon to meet the needs of the learners coming from diverse backgrounds. The teachers are expected to adopt methodologies of active learning so as to promote creative thinking and reflection among learners. However, to organize teaching-learning process imaginatively and to promote active learning among students, the teacher shall have to continuously strive for his/her own professional development. In other words, a TEI promoting active learning and creating opportunities for continuing professional development of its faculty should be entitled to receive a higher grade as part of its assessment.

As students' evaluation is an integral part of the teaching-learning process, it is imperative to take into consideration as to how an institution organizes and performs internal as well as external evaluation of students' learning outcomes. The TEIs attempting innovations in the organization of Teaching-Learning Process or Students' evaluation will certainly receive higher scores in comparison to institutions not attempting any type of innovation. The organization of teaching-learning process leads to certain learning outcomes which are generally reflected in the learners' success in examinations. In the case of a TEI, the scores of its alumni in the Teacher Eligibility Test (TET) or in a Recruitment Test are also indicative of the level of learning outcomes of its past students.

In the light of the above discussion, the following have been identified as the sub-criteria of the Criterion titled 'Teaching-Learning and Assessment of Learning Outcomes:

    A. Catering to Diverse Needs

    B. Active Learning

    C. Creating Opportunities for Teachers' Professional Development of Teachers

    D. Students' Evaluation

    E. Innovative Practices

    F. Learning Outcomes Indicators

## 2. 4.3. School Internship

The performance area of 'School Internship' occupies the central place in the conduct of a teacher education programme. The norms and standards for various teacher education programmes as laid down in the NCTE Regulations, 2014 stipulate school internship of 20 weeks' duration. In view of its enhanced duration and enhanced weightage in the examination scheme, its organization has assumed a greater significance. The school Internship Programme, if organized professionally, shall equip the prospective teachers to acquire experience of working in diverse situations. The professionalization of the organization of Internship will necessitate pre-internship preparation involving dialogue with internship schools, monitoring and supervision of internship on a continuing basis, sharing of internship experiences and reflection for future improvements, Community work and Community service and Innovations attempted in any aspect of internship organization such as pre-internship preparation, Interaction and dialogue with schools, etc.

In the light of above discussion, the following have been identified as sub-criteria of the Criterion 'School Internship':

    A. Exposure to Diverse Needs and Setting

    B. Pre-Internship Preparation

    C. Involvement of Teachers of Internship Schools

D. Monitoring, Supervision and Evaluation of School Internship

E. Periodical Sharing of Experiences

F. Interface with the Community

G. Innovative Practices

## 2. 4.4. Research, Development and Extension

The functions of a TEI have to go beyond its usual functions of teaching the prescribed curriculum and providing opportunities for the development of teaching and related skills. A TEI is expected to upgrade its performance on the basis of research evidence. It may not be able to generate new knowledge to enrich the existing stock of knowledge in the field but it can certainly undertake such research as has the potential to enhance its efficiency in various performance and outcome related areas. Though a TEI is not a formally recognised R & D centre but it is expected to undertake Research and Development activities such as conduct of perception surveys, assessment of local specific curricular needs, identification of difficult spots and students common errors, development of teaching learning material as per the identified local specific needs, development of various assessment tools like question papers, questionnaires, check lists, rating scale etc. In order to take the outcome of its R & D to the schools and to the community the TEI may organize seminars, workshops etc. for the teachers and parents of the Internship schools.

In the light of the above discussion, the following have been identified as the sub-criteria to describe the performance and contribution of a TEI in research, development and extension activities-

A. Creation of Research Environment

B. Research Output

C. Developmental Activities

D. Sharing of Outcome of Research and Developmental Activities

E. Extension Programme

## 2. 4.5. Infrastructure and Learning Resources

Before its establishment and commencement of functioning, a TEI has to possess the infrastructure and instructional resources as laid down in the Norms and Standards for various programmes under NCTE Regulations. The institution should possess the required land area and built up area comprising classrooms, office rooms, seminar halls and space for various Resource Centres, laboratories, playground, etc. The available physical facilities need to be suitably maintained including cleanliness of the campus, standing mechanism for upkeep of the furniture, maintenance of electric and electronic gadgets etc.

In order to organise the instructional process, a TEI must possess the teaching-learning resources like: Library resources, reference books, journals etc., ICT resources both

hardware and software, curricular material related to different subjects taught in schools, material and equipment for fine arts, performing arts craft material, equipment and facilities for physical education, yoga, games, sports etc. The institution is also required to provide facilities of clean and functional toilets separately for male and female students, safe drinking water, parking facilities, indoor games etc.

The TEIs are further expected to continue augmentation and improvement of existing facilities. Therefore, the improvement made during the past few years in each facility needs to be specifically looked into.

In the light of above discussion, the following have been identified as the critical components of the infrastructural and instructional requirements:

A. Infrastructure

B. Building and Campus

C. Library Resources

D. ICT Resources

E. Teaching-Learning Laboratory Resources

F. Art and Craft Resources

G. Health and Physical Education Resources

H. Amenities like Toilets, Drinking water, Parking facilities, Common Room etc.

## 2. 4.6 Student Support and Progression

A TEI is expected to organize a number of support services for the students on its rolls to assist them to address their difficulties and problems and to plan for their advancement in the teaching profession. Some of the students may require personal or psychological counselling to overcome the strain and stress in life, if any. The placement cell, if established, may help the students for placement in schools or arrange for coaching for taking eligibility or recruitment test. To assist the students to clarify their doubts in different courses, the TEI is required to organize individualised remedial programme through mobile phones, emails or discussion in small groups or by circulating model answers to frequently asked questions (FAQs). The organization of student welfare schemes like scholarship schemes, educational loans, health check -ups, and medical assistance etc. also needs to be ascertained. A TEI may provide the desired assistance and support to the students to make progress in their endeavours to turn out to be effective teachers. As there cannot be one standard procedure for all the TEIs in the organization of such activities, there shall always be the scope for innovations in the matter of providing support services to students.

In the light of the above discussion, the following sub-criteria have been identified for institutional assessment and accreditation:

A. Counselling and Placement Services

B. Individualised Mentoring and Remedial Instruction

C. Student Empowerment schemes

D. Grievance Redressal Mechanism

E. Innovative Practices

## 2. 4.7. Governance and Leadership

The effectiveness of an Institution leading to the realization of the institutional objectives depends on the kind of Leadership provided by the Head of the Institution. Besides having a distinctive style of leadership, an educational leader creates appropriate institution specific structures and systems. In the case of TEIs, some structures have been suggested in the NCTE Regulations, 2014 like appointment of a Management Committee, establishment of Grievance Redressal Mechanism etc. Apart from the appointment of such Committees, periodicity of meetings, agenda and issues tackled by the Committees should be taken as the criteria for institutional assessment. The TEIs have to manage students' admission for which objective and transparent selection criteria have to be evolved and adopted. The institution needs to evolve a system for the selection and management of human resources including teaching, technical and support staff. The management of institutional finances and establishment of Internal Quality Assurance System are also relevant criteria for institutional assessment. The establishment of Internal Quality Assurance System will institutionalise the system of self-assessment, the utility of which for quality assurance is beyond doubt. The process of self-assessment followed by appropriate intervention and remedial measures has to be a standing and continuous process. Above all, in the matter of governance, there is enough scope for the management of the institution, particularly the Head of the Institution to make innovation in all aspects of institutional governance.

In the light of above discussion, the following sub-criteria have been identified for the purpose of institutional assessment and accreditation:

A. Vision and Mission

B.  Management Committee

C. Leadership Approaches

D. Management of Student Admissions

E. Human Resource Management

F. Financial Management

G. Internal Quality Assurance System

H. Innovative Practices

## 2.5 Differential Weightages

It will not be in the fitness of things to assign equal weightage to the seven criteria of assessment discussed in the preceding section. As mentioned earlier, the first four criteria relate to performance and Outcome areas and are result oriented but the last

three criteria are related to inputs and governance structures and systems put in place by the institution. Therefore, it is more logical to assign more weightage to the criteria related to Performance and Outcome areas and results achieved by the institution. There is also a case for assigning differential weightages to different sub-criteria within the two broad categories of assessment criteria-as expectation from the TEIs are not the same in respect of each criterion.

In view of differential expectations from TEIs in respect of different assessment criteria, it becomes imperative to assign differential weightage for different assessment criteria. The differentiated weightages for each of seven assessment criteria are detailed in the Table given below:

**Table: Weightage assigned to Assessment Criteria**

| Assessment Criterion | Weightage in terms of Marks | Weightage in terms of Percentage |
|---|---|---|
| 1. Curriculum Enrichment and Diversity | 100 | 10 |
| 2. Teaching Learning and Assessment of Learning Outcomes | 300 | 30 |
| 3. School Internship | 200 | 20 |
| 4. Research, Development and Extension | 100 | 10 |
| 5. Infrastructure and Learning Resources | 100 | 10 |
| 6. Student Support and Progression | 100 | 10 |
| 7. Governance and Leadership | 100 | 10 |
| Total | 1000 | 100 |

**Table: Weightage assigned to Sub-Criteria**

| Criterion | S. No. | Sub-Criterion | Weightage in terms of Marks |
|---|---|---|---|
| 1. Curriculum Enrichment and Diversity | A. | Curriculum Appraisal | 10 |
| | B. | Involvement of Stakeholders | 10 |
| | C. | Curriculum Contextualization | 20 |

| | | | |
|---|---|---|---|
| | D. | Interaction with Curriculum Developers | 10 |
| | E. | Co-Scholastic Activities | 40 |
| | F. | Innovative Practices | 10 |
| | | Total | 100 |
| 2. Teaching-Learning and Assessment of Learning Outcomes | A. | Catering to Diverse Needs | 40 |
| | B. | Active Learning | 60 |
| | C. | Creating Opportunities for Professional Development of Teachers | 50 |
| | D. | Students' Evaluation | 60 |
| | E. | Innovative Practice | 30 |
| | F. | Learning Outcomes Indicators | 60 |
| | | Total | 300 |
| 3. School Internship | A. | Exposure to Diverse Needs and Settings | 10 |
| | B. | Pre-Internship Preparation | 40 |
| | C. | Involvement of Teachers of Internship Schools | 40 |
| | D. | Monitoring, Supervision and Evaluation of School Internship | 40 |
| | E. | Periodical sharing of Experiences | 30 |
| | F. | Interface with the Community | 20 |
| | G. | Innovative Practices | 20 |
| | | Total | 200 |

| | | | |
|---|---|---|---|
| | | | |
| **4. Research Development and Extension** | A. | Creation of Research Environment | 10 |
| | B. | Research Output | 10 |
| | C. | Developmental Activities | 30 |
| | D. | Provision for Sharing of Outcomes of Research, Development and Extension | 30 |
| | E. | Extension Programmes | 20 |
| | | Total | 100 |
| **5. Infrastructure and Learning Resources** | A. | Infrastructure | 10 |
| | B. | Building and Campus | 05 |
| | C. | Library Resources | 20 |
| | D. | ICT Resources | 20 |
| | E. | Teaching-Learning Laboratory Resources | 20 |
| | F. | Art and Craft Resources | 10 |
| | G. | Health and Physical Education Resources | 10 |
| | H. | Amenities | 05 |
| | | Total | 100 |
| **6. Student Support and Progression** | A. | Counselling and Placement Services | 30 |
| | B. | Individualised Mentoring and Remedial Instruction | 20 |
| | C. | Student Empowerment Schemes | 20 |
| | D. | Grievance Redressal Mechanism | 20 |
| | E. | Innovative Practices | 10 |
| | | Total | 100 |

| | | | |
|---|---|---|---|
| 7. Governance and Leadership | A. | Vision and Mission | 10 |
| | B. | Management Committee | 10 |
| | C. | Leadership Approaches | 20 |
| | D. | Management of Student Admissions | 10 |
| | E. | Human Resource Management | 20 |
| | F. | Financial Management | 10 |
| | G. | Internal Quality Assurance System | 10 |
| | H. | Innovative Practices | 10 |
| | | Total | 100 |

## 2.6 Performance Levels and Methodology of Assessment-

The experience shows that different TEIs function at different levels of effectiveness in respect of different assessment criteria. A TEI may have demonstrated just 'average' performance with reference to the criterion 'Curriculum Enrichment and Diversity' but may have demonstrated excellent performance with reference to the organization of Teaching Learning Process. Another TEI might have demonstrated 'unsatisfactory' performance in one criterion but 'good' performance in another criterion. In view of such possibilities, the QCI, to begin with makes assessment of a TEP separately on each criterion, for which a 4-point rating scale is used.

The four rating points are indicative of four level of performance, namely, Very Good, Good, Satisfactory and Unsatisfactory corresponding to letter grades of A, B, C and D. By aggregating the grades earned by an institution separately on different assessment criteria, an overall grade is worked out in respect of the programme proposed for assessment.

It may not be easy to assign a rating grade for a TEP in respect of a criterion in totality. To make the process of assessment more objective as well as convenient, sub- criteria of each 'criterion' have been identified. The Assessors Team first assigns 'rating' on the sub-criteria of a criterion separately, and thereafter the ratings assigned for different sub-criteria of the major criterion are aggregated to work out an overall average rating for the criterion as a whole. The rating scale relating to the sub-criteria can be used by the institution for self assessment. It will also be used by the team of external assessors.

In the end, seven rating grades in respect of seven assessment criteria are aggregated and the overall rating in respect of the programme proposed for assessment is worked out. Thus, the assessment is carried out in the following three stages:

(i) Assessment with reference to the sub- criteria of the seven assessment criteria

(ii) Working out overall rating in respect of each major criterion of assessment

(iii) Working out overall rating in respect of the TEI with reference to the programme proposed for assessment.

## 2.7 Self-Assessment Report (SAR)-

A TEI is required to prepare the Self-Assessment Report (SAR) in respect of before presenting itself to QCI for assessment and accreditation. The SAR is to be prepared in two parts. In the first part, the institution provides the essential data specially with regard to the location of the institution, its status of recognition and affiliation, courses offered, Physical infrastructure it possesses, Instructional resources it has provided, human resources it has engaged, statement of Income and expenditure and the Governance structures it has created to ensure its proper functioning. This part of the report provides details of the inputs provided by the institution with regard to each assessment criterion and also with regard to its sub-criteria. The above mentioned data shall be submitted by the TEI as per Guidelines developed by the QCI.

The second part of the SAR comprises criterion – wise description of the strengths of the institution as reflected in its contributions and achievements on the one hand and on the other its weaknesses reflected in its failure to realise the desired objectives. This section may also include a brief discussion on the future plans of the institution and the strategies drawn by it for the execution of the plans. The evaluative analysis has to be attempted separately for each of the sub- criteria.

## 2.8 The Process of Assessment and Accreditation -

The process of Assessment and Accreditation by the QCI involves the following stages:

(i) Online submission of Letter of Intent (LOI) by the TEI intending to get a TEP assessed and accredited by the QCI.

(ii) The preparation and submission of a Self Appraisal Report (SAR) by the Institution in accordance with the Guidelines prepared by the QCI.

(iii) The appointment of an 'Assessors Team' by the Executive Committee of the QCI or by a Committee of experts appointed by the QCI. The 'Assessors Team' comprises three members, out of whom the senior most member is designated as the Team Leader. The team may comprise Teacher Education experts, domain experts and educational administrators. In the case of specialised programmes like Diploma in Physical Education (D.P. Ed), Diploma in Arts Education (Visual Arts) and Diploma in Arts Education (Performing Arts), two members are domain experts and one member shall be the Teacher Education expert or an Educational Administrator.

(iv) The 'On-site' visit of the ' Assessors Team' for validation of SAR on the basis of physical verification of the human and non-human resources and management thereof, organisation of teaching learning process, perceptions of the students, teachers, non teaching staff and other stakeholders and contributions and achievements of the institution in various performance areas. The work schedule of the visit, which lasts for two days, is drawn by the Assessors' team in such a way that the report is finalised on the spot on the second day of the visit.

(v)  Consideration of the 'Assessors' Report by the Joint Consultative Committee of the QCI and NCTE. On the basis of the appraisal of the Assessors' Report, the Committee recommends if the concerned TEI qualifies for accreditation or not. In the case of TEIs qualifying for accreditation, the Committee also recommends the Accreditation Grade

(vi) The Teacher Education Accreditation Committee of the QCI considers the recommendations of the Joint Consultative Committee and takes the final decision.

## 2.9 Validity of Accreditation

The accreditation of a TEI will be valid for a period of five years. However, if it is noticed as a part of the annual monitoring of its website or if it is reported by the affiliating body or by the State Government that the performance of the institution has deteriorated after its accreditation, the QCI shall place the matter before the Joint Consultative Committee for appropriate decision.

# Chapter-3

## Performance Levels in Respect of the Sub-criteria of the Major Assessment Criteria

In the present chapter, the descriptors of Performance Levels in respect of the sub-criteria of the major assessment criteria have been explained for reference and convenience of TEIs for Self-assessment and also for the Assessors deputed by QCI for external assessment.

The descriptors have been provided for four levels of Performance (Level-I to Level-IV) corresponding to Grades D, C, B, and A respectively. The increasing levels of performance are indicative of higher level of achievement and effectiveness.

## 3.1 Criterion 1: Curriculum Enrichment and Diversity

| Sub-criterion-A: Curriculum Appraisal | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Pre- occupied with the teaching of prescribed curriculum with an unquestioning attitude. Accepts the Authority of the Affiliating body to prescribe the detailed syllabi and does not feel the need for making any addition or modification. | Pre-dominantly occupied with the teaching of prescribed curriculum but teachers informally obtain feedback from students and other teachers and share the feedback with the Head of the Institution. | The curriculum prescribed by the affiliating body is reviewed in the meetings of staff held under the chairmanship of the Head. The subject wise courses are discussed in small groups of teachers. The results of the exercise are communicated to the concerned officials in the affiliating body. | A formal structure is created to undertake the Evaluative study. Specific issues are identified for obtaining the required feedback from students, teachers etc. Review workshops/ seminars are organized on different aspects of curriculum. The recommendations of the seminar/ workshop are presented before the concerned curriculum committees of the affiliating body. |

| | | | |
|---|---|---|---|
| | | | |

| Sub-Criterion-B: Involvement of Stakeholders | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The pre-dominant view in the institution is that curriculum development is the prerogative of the affiliating body and the TEIs and teachers are only responsible for the implementation of curriculum. | The teachers and students hold the view that they have a stake in the quality of curriculum. They informally elicit views of teachers and students regarding incorporation of new elements in curriculum. | The TEI facilitates discussion and debate on the content of Teacher Education Programmes. The teachers and students are encouraged to participate in such discussions. | The TEI elicits the views of teachers and students on matters relating to Curriculum and consolidates the same in the form of suggestions for consideration by the curriculum development authorities. |

| Sub-Criterion-C: Curriculum Contextualization | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-III** |
| Though the TEI gives priority to the transaction of curriculum as prescribed by the affiliating body, the teachers do sometimes make an attempt to use locally relevant examples for the clarification of concepts. | Besides implementing the prescribed curriculum, many teachers make an attempt to supplement it by context specific themes related to the curriculum content. | Teachers are encouraged to develop supplementary learning material in the form of modules, handouts etc. Teachers are provided incentives for their contributions. The library has learning resources relating to local history, customs, traditions, economic activities etc. | The TEI has developed a structured programme for the identification of plug points in the textual material where local context specific content could be used. The locally relevant Teaching Learning Material in the Print, Audio and Video formats are developed |

| Sub-Criterion-D: Interaction with Curriculum Developers | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |

| | | | |
|---|---|---|---|
| The TEI is aware of the process of curriculum development in the affiliating body, but are not aware of the persons involved in the exercise. It seldom communicates suggestions for modifications/ renewal of curriculum. | The TEI takes interest in the curriculum content of the Programme (s) it offers, makes a study of the curriculum in use in other states/ universities and occasionally communicates suggestions for the consideration of the affiliating body. | The TEI is proactive in matters relating to teacher education curriculum. It organizes discussions/ seminars etc. on the modernization or renewal of curriculum and involves the stakeholders like students in the deliberations. The outcomes of the discussions are shared with the experts responsible for the development of curriculum. | The TEI makes a comparative analysis of the curriculum in use in other States/ Universities/ Countries, organizes discussions on the outcomes of analysis with the stakeholders, formulates recommendations for renewal of the curriculum, makes an attempt to implement the recommendations on a limited scale on experimental basis, and then communicates the same to the curriculum development body. |

### Sub-Criterion-E: Co-Scholastic Activities

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| Recognizes the need and importance of co-curricular activities, organizes morning assembly, and celebrates important days, indoor games are arranged. A few students participate in the activities. | Has made organization of cultural, literary and sports activities an integral part of institutional annual calendar. Indoor as well outdoor games are organized. Inter house competitions are organized. Important days related to the themes included in curriculum are organized. | The services of Professionals in the fields of music, dance, and theatre are availed to prepare the students for participation in cultural programmes. Debates and talks on educational themes are organized. Annual sports meets are organized. Efforts | Organizes Inter College competitions in sports, cultural and Literary activities and encourages students to compete in such programmes outside the institution. The students have won prizes/ medals at the district/ state levels. Annual cultural festival and sports meet is |

| | | are made to ensure participation of majority of students. | organized. Yoga programmes and evening games are organized regularly. |
|---|---|---|---|

| Sub-Criterion-F: Innovative Practices | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| By and large, pre-occupied with the teaching of the prescribed syllabus. Does not have the resources as well as expertise for attempting any innovation in the development and evaluation of curriculum. However, makes an attempt to enhance the effectiveness of the existing Teaching Learning Process. | Recognizes the importance of innovations and encourages the staff to attempt innovations in the development and appraisal of curriculum. The institution has attempted a few innovations which have the potential to improve the functioning of the institution. | Provides guidance and facilities to the staff for attempting innovations. The proposed innovations are discussed in staff meetings and finalized after discussion. The innovations are implemented collectively under the guidance of the Team Leader. The teachers are also encouraged to attempt innovations individually. The TEI has attempted a few innovations at the individual as well as at the collective level. | The innovations attempted by the teachers individually and by the TEI have been disseminated through publication in Journals, etc. These have also been shared with the stakeholders like students and parents and also with teachers of other institutions. Impact of innovations has been assessed and the modifications required have been formulated. |

## 3.2 Criterion-2: Teaching-Learning and Assessment of Learning Outcomes

| Sub-criterion-A: Catering to Diverse Needs | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Recognizes that student teachers coming from different backgrounds have diverse needs but due to pressures of | Teachers make a systematic study of the learning needs of students of different backgrounds on their own and | Teachers work together in a team to study the learning needs of diverse groups and share their findings with other members of the staff.<br><br>The strategies to address | The TEI makes a comparative study of the needs of its students with the needs of students in |

| | | | |
|---|---|---|---|
| external examination, prefer to teach the same curriculum to all the students in a similar manner irrespective of their background. | adapt the teaching learning process to meet the diverse needs by adopting strategies like-re-teaching, linking the prescribed curriculum with local knowledge, re-writing the textual material by incorporating locally relevant examples. | the diverse needs are jointly decided. The adoption of strategies and their impact is continuously monitored by the TEI. | other regions/states, organizes structured discussions on the students' needs and makes a study of strategies attempted at different places.<br><br>The interventions planned by it may aim at devising strategies to bring about enhancement in language and children's proficiency, transition from home language to standard language, attitudinal changes etc. |
| **Sub-Criterion-B: Active Learning** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Generally one way transaction takes place in majority of classes. Occasionally teachers provide an opportunity to the students to ask questions and sometimes teachers also raise issues for discussion. | The importance of active learning involving self-learning is well-recognized but is sparingly used due to pressure of external examination. However teachers make an attempt occasionally to | Recognizing the advantages of active learning, the TEI decides to incorporate the principles of active learning, more frequently in their day to day teaching. The teachers are required to identify the concepts/contents/points in their subject which | The TEI has the policy to encourage the teachers to use principles of active learning frequently. The TEI ensures that majority of students do turn out to be self-learners or |

| | encourage the students to link different curricular themes with their observations, experiences and literature study. | could be conveniently used for active learning. The students are gradually enabled to pick up the habit of self-learning. | generators of knowledge on their own.

The teachers are often in a position to demonstrate the use of active learning methodologies, sometimes external experts and experienced teachers are involved to give demonstrations on Active learning.

The experiences gained or compiled by the TEI are disseminated through publications or presentations in seminars. |
|---|---|---|---|

**Sub-Criterion-C: Creating Opportunities for Professional Development of Teachers**

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The TEI recognizes the importance of continuing professional development but is not in a position to execute any such programme due to shortage of staff and financial constraints. Teachers on their own make efforts for | The TEI readily permits the teachers to participate in seminars, conferences, etc. Sometimes programs like extension lectures, seminars etc. are organized by the institution, for the | The TEI builds academic environment in the institution by organizing academic activities on a regular basis. The teachers are encouraged to participate in such programmes outside the institution and also provides financial assistance for the same. Teachers present papers | The TEI regularly organizes professional development programmes, publishes reports or books for wide dissemination.

It ensures that all the faculty |

| | | | |
|---|---|---|---|
| their professional development. | benefit of students and teachers' study circles are established to hold discussions on educational themes of current importance. | in conferences, etc. | members are actively engaged in such programmes. The achievements of teachers are suitably recognized and wherever required financial assistance is also provided. Discussions on the latest publications are organized, documentaries and films are screened followed by discussion. |
| **Sub-Criterion-D: Students' Evaluation** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI organizes unit test in theory courses as part of CCE. The students are also required to submit projects/assignments as suggested in the syllabi of different courses. The major focus in students' evaluation is to meet the requirement of the examination scheme prescribed by the affiliating body. | Students' evaluation is recognized as an integral part of the teaching learning process. The unit tests or half-yearly tests also include questions which aim at testing higher order skills, projects or Assignments are selected by students after discussion with peers and teachers. The students' answer books, | The students are required to make presentations on their project reports, term papers etc. Marks or grades for the projects reports, etc. are assigned by a team of two teachers. The institution has developed a mechanism for the moderation of internal assessment scores. The TEI has made efforts to remove the element of subjectivity in assessment. | The students are required to maintain the portfolio of their work in the TEI. The portfolio is assessed by a committee of teachers for Internal Assessment. Viva-voice test is also conducted. The question papers also include a few questions which have the potential to |

| | projects, assignments, etc. are evaluated by the subject teachers. | | trigger reflective thinking. The students' evaluation is made comprehensive by assessing the professional competencies a student teacher has acquired and the ethical principles he/she follows. |
|---|---|---|---|
| **Sub-Criterion-E: Innovative Practices** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| By and large, faculty holds the view that their primary task is to teach the prescribed curriculum on Time and to conduct the periodical examinations and prepare the students for the external examination. Their primary focus is on completing the syllabus by delivering a series of lectures. | The TEI recognizes the importance of innovation in all aspects of its work and makes attempt to promote active learning and objective based evaluation. The faculty members compile innovations attempted by researchers and experts in different aspects of teaching-learning and evaluation. | The TEI has conceived a few innovations aimed at promoting reflective thinking and for making students' evaluation Comprehensive. Prior to implementation of innovations, intensive discussions are held and during the course of implementation formative assessment is undertaken. | The innovations found successful are disseminated through publication of reports and articles in Journal. Orientation programmes are also organized for the benefit of teachers educators. The conceptualization, implementation and assessment of all innovations is regular features of the institution. |

| | | | |
|---|---|---|---|
| **Sub-Criterion -F: Learning Outcomes Indicators** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| After studying the syllabus, majority of students are able to reproduce the content learnt in class-rooms. In the final examination, the students' result during the last three years is satisfactory. | The majority of students have developed the ability of critical and reflective thinking. The students' performance in the final examination is rated in terms of %age of marks/grades/merit positions obtained by the students. | A few students have won top positions in the external examination, the students also participate in inter-college essay writing competitions and some students have won prizes. In the final examination, the students have won medals. | The final year students are prepared for writing the Teacher Eligibility Test (TET) and Recruitment tests. The success rate of alumni of the institutions in such examinations is rated as quite "good". The students have also developed the ability to participate in discussions on educational issues and present their views. They have also developed the ability to teach their peers. |

## 3.3 Criterion-3: School Internship

| | | | |
|---|---|---|---|
| **Sub-criterion-A: Exposure to Diverse Needs and Settings** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Makes an attempt to place students in Govt. as well as Private Schools in different locations | The TEI has made arrangement with all types of Schools for internship. It makes the | The internship plan provides opportunity to all students to complete internship | All students are provided opportunities to undertake internship in more than 3 |

| | | | |
|---|---|---|---|
| but the students by and large, remain in the same school. The TEI has not been able to engage adequate number of Schools. Field based activities are not organized in a planned manner in diverse contexts. | internship plan in such a way that majority of students get an opportunity to undertake internship in at least two types of schools. The students are provided opportunity for field work in locations of their choice | in at least 3 contexts. The students are required to present papers on differences and similarities they have observed in different locations like urban, slum areas, rural and backward areas. | contexts. The students assigned to a school prepare analytical and reflective paper based on their experiences. The faculty prepares consolidated report on the experiences gained and lessons learnt from the Internship. The report is shared with the affiliating body and with the new students and teachers. Paper based on the report is published in Journals. |

**Sub-Criterion-B:  Pre-Internship Preparation**

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The Institution displays the Internship Time Table and names of faculty supervisors. The students meet their Supervisors who give them the general instructions and important tips. The Students are directed to consult available records of ex-students and mentor teachers in the schools, if | The institution organizes workshop of 4-5 days for which programme schedule is drawn in advance. A faculty member initiates and monitors discussion in different sessions on different aspects of Internship and field work. Lesson plans of selected previous students | Preparation for Internship starts well in advance of the Commencement of School attachment programme. Model lessons are delivered by the faculty and demonstration lessons are delivered by students. Separate workshops are organized on school internship and field engagement. The | During the preparatory workshop, videos of classroom teaching of best teachers are screened and are followed by discussion. The lessons delivered by students are video graphed and are replayed for feedback. Experienced teachers from the Internship schools are also invited to deliver |

| available. | are displayed. | student teachers prepare a few lesson plans and complete peer observation sheets under the guidance of faculty supervisors. | demonstration lessons. In addition to lesson plans, the students also prepare unit plans and discuss the same with their peers. |
|---|---|---|---|

## Sub-Criterion-C: Involvement of Teachers of Internship Schools

| Level-I | Level-II | Level-III | Level-III |
|---|---|---|---|
| The TEI obtains the list of Internship schools from District Education Authority or makes arrangement at its own level and sends the names of the students to be attached with the school. The faculty supervisor attached with a school is instructed to visit the school for discussion with the Principal and teachers. | The TEI invites the Principals of Internship schools to discuss the ways and means to make the organization of Internship more effective. The guidelines formulated by the affiliating body are shared with the Principals. They are requested to organize similar meetings with their teachers in their schools. | The TEI organizes the structured orientation of the Principals and mentor teachers of schools. The proformas or formats sheet to be used by teachers for observation, assessments etc. are explained. The initial orientation is followed by on-site dialogue between the school staff and faculty supervisor. | Dialogue and Interaction with the Internship Schools is conducted on a continuing basis. Schools are involved at every stage of the organization of Internship from planning stage to post-internship review.<br><br>The TEI involves the School staff in its all-academic programmes. On the basis of the analysis of feedback, action plan for further improvement is drawn jointly. |

## Sub-Criterion-D: Monitoring, Supervision and Evaluation of School Internship

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The Principal and Internship coordinator in the TEI obtains feedback from the faculty supervisor regarding attendance, involvement of | The Principal and internship coordinator visit the schools for on the spot monitoring and supervision Review meetings are held in the schools. The TEI | The TEI ensures that all the evaluation formats developed by it are used by the faculty supervisors and mentor teachers. The TEI has ensured that | The TEI studies the evaluation practices followed in different States and countries and identifies the best practices for adoption/adaptation. It reviews the evaluation format in |

| | | | |
|---|---|---|---|
| mentor teachers and faculty supervisors and format used for evaluation of students' performance. | has developed formats for observation and contribution of student teachers in various school programmes. | evaluation of students' performance is transparent and objective. The TEI has developed different assessment proformas for different activities like classroom teaching, participation in CCA, Community work etc. | the light of past experiences and develops new tools, wherever required the difficulties experienced in implementation of the prescribed evaluation scheme are communicated to the affiliating body. |

**Sub-Criterion-E: Periodical Sharing of Experiences**

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The TEI organizes wrap-up or post-internship meeting. All students and faculty members participate in the meeting. The faculty supervisor and one or two students from each school share their experiences. Important suggestions are noted for future reference. | At least two review meeting are held in the TEI-one after the completion of one month and the other on the completion of the programme. In the light of suggestions made in the first meeting mid-course corrections are made in different aspects of internship. | Monthly stock taking meeting is held in the school in which the faculty supervisor, school head, Mentor Teachers and Student Teachers participate. In addition two Review meetings are held in the TEI. School related issues and problems are addressed in the school level meeting s and programme related problems and issues are addressed in the TEI meeting. | In the beginning of the programme, meeting are held frequently in the school. The Student teachers share their difficulties with mentor teachers and the faculty supervisors. The outcome of such meetings in different schools are consolidated at the TEI level at the end of each month and mid-course corrections are recommended for adoptions. The faculty supervisors are encouraged to publish their experiences in Journals etc. |

**Sub-Criterion-F: Engagement with the Community**

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The TEI encourages the students to engage with the community around the TEI and with the community around the Internship school.<br><br>Door to door surveys are conducted by the students on specific issues. | The students and faculty of the TEI engage with the educational Institutions around the TEI, and make a study of their instructional practices.<br><br>The TEI runs extension programmes in literacy, remedial instruction, etc. for the benefit of the immediate community. | The TEI organizes programmes aimed at working for the community and working in the Community, Community Living Camps are organized to provide opportunities to the students to learn to live together. Besides Cleanliness Campaigns, Programmes like Remedial Instruction, Coaching for talented students are organized for the benefit of the Community. | The TEI makes a study of the Community Outreach Programmes in other Countries/States and identifies the programmes suitable for it. Reviews its own programme at the end of it and makes suitable modification for the next year. New programs are added every year. |

### Sub-Criterion-G: Innovative Practices

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The TEI holds the view that the guidelines provided by the Affiliating Body are quite Comprehensive and there is no need to attempt something different. Further, it also holds the view that due to pressures of external examinations, it is difficult to think of innovations. | The TEI recognizes the usefulness of attempting innovations in different aspect of the organization of school internship, It studies the innovations attempted by other TEIs in the State. It also studies literature on innovative elements introduced by TEIs and affiliating | The information obtained from different sources is synthesized and discussed thoroughly by the faculty in a series of meetings. On the basis of structured deliberations the faculty decides to implement one or two innovations. A detailed plan is developed for the implementation of identified | The identified innovation is introduced and it is ensured that the faculty members discharge the responsibilities assigned to them. Review meetings are held periodically and mid-way corrections are made, if necessary. At the end of the implementation period, impact on the quality of internship |

| | | | |
|---|---|---|---|
| bodies in other States of India as well as in the educationally advanced countries of the world. | innovation (s) and necessary preparations are made and initial steps are taken for introduction of the same. | is studied and findings are disseminated in the form of a report or through publication of papers in Journals. | |

## 3.4 Criterion-4: Research, Development and Extension

| Sub-criterion-A: Creation of Research Environment | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI holds the view that teaching is its primary responsibility. In the context of research, teaching about action research in one or two classes is the only activity undertaken by the Institution. | In addition to teaching about research the TEI faculty shares findings of latest researches related to themes included in the syllabi of different courses. The students are encouraged to go through research articles and share the findings with their peers. | The TEI organizes Research Seminars periodically. The faculty members holding Ph. D. or M. Phil. degrees are required to make presentations on their research. The students and teachers are encouraged to address their day to day problems by conducting research on small scale | The TEI has a policy to develop competence among students to conduct action research for which workshop is organized. The students undertake projects individually or in groups. In the research colloquia/seminars, the students present the research proposals and reports for discussion. The faculty pursuing research also present the progress of their research for discussion. |
| **Sub-Criterion-B: Research Output** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The students are not encouraged to undertake research. | The importance of research in education is discussed with | The faculty members not possessing a research degree are encouraged to pursue | On the basis of in-house discussion, the TEI as well as individual faculty |

| | | | |
|---|---|---|---|
| However, a few faculty members have published papers/articles on the basis of their M. Ed./M. Phil. or Ph. D. Research, The teachers are seldom provided opportunities and any type of support to undertake research relevant to their work in the TEI. | students. The faculty members are provided financial and administrative support for conducting research including data collection. The research report and dissertations are placed in the library for the study of staffs and students. | research for which facilities and incentives are provided. Seminars/Workshops are organized to identify priority areas and to develop proposals and also to develop data collection tools. The TEI has demonstrated its potential to plan and execute research projects. | member have developed research proposals for submission to the funding agencies. The research project initiated earlier have been completed or are nearing completion. The management is also implementing a scheme of funding research. The faculty members have published research papers in journals or have presented papers in conferences, seminars etc. |

## Sub-Criterion-C: Developmental Activities

| Level-I | Level-II | Level-III | Level-III |
|---|---|---|---|
| The TEI pays little attention to the development of supplementary reading materials for students. However, teachers make charts, model etc. as teaching learning aids. The students also make or collect TLMs from different sources. The TEI develops materials, plans etc. related to the co-curricular activities it | The TEIs organizes workshops to prepare write-ups on the themes related to new themes introduced in curriculum. The TEI also takes initiatives to develop alternative approaches to teaching and evaluation. However, the TEI approaches this activity as an | The TEI gives priority to the development of materials, evaluation tools, approaches and methodologies. It has demonstrated its potential for developing the relevant materials in audio-video formats. The faculty members compile source materials for the benefit of students. The TEI has developed ICT based teaching learning strategies for the use of student teachers during | The TEI has developed and published material like student teachers' manuals or handbooks. It organizes workshops, etc. for the development of such material in collaboration with other TEIs. It has also demonstrated its expertise for the development of new educational toys, games, scripts, songs etc. |

| organizes, such as quiz competition stories etc. | additional optional activity, subjects to the availability of time and resources. | internship. | |
|---|---|---|---|

## Sub-Criterion-D: Sharing of Outcomes of Research and Developmental Activities

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| Since the involvement of the TEI in research development and extension progarmmes is limited, the need for sharing the outcomes of such progarmmes is not felt. However, the outcome of research and development activities are informally shared by the coordinators with their colleagues. | The TEI undertakes research and development activities. The concerned coordinators are required to make presentations in the staff meetings. They are also encouraged to publish articles based on the work completed by them. | The TEI organizes workshops/seminars to discuss the outcome of research development and extension activities completed by them. The implications of the outcomes for teacher preparation are analysed. Teacher educators from other TEIs are involved in the exercise along with faculty of the institution. The TEI entertains students of Internship schools for career guidance. | The TEI organizes a conference wherein its faculty along with Teacher Educators from other TEIs present their research papers. After the conference, the papers are edited and published for dissemination. The TEI prepares perspective plan detailing the programmes to be taken up during the next two-three years. The TEI organizes career conferences for the benefit of students studying in the Internship schools. |

## Sub-Criterion-E: Extension Programme

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The Extension activities of the TEI are restricted to interaction with the teachers of Internship schools. The TEI recognizes the importance of extension programme, but | The TEI has made it a point to organize at least one discussion session with the teachers of Internship schools on a theme of current relevance. The faculty members initiate | The annual academic plan of the TEI includes a section on extension. The activities planned under this section include interaction with SMC members, parents and students of Internship schools. The events | The TEI visualizes itself as center of community education, parental education and teachers' continuing education. It develops the annual plan in consultation with the stakeholders like teachers and students. It publishes |

| | | | |
|---|---|---|---|
| due to constraints of time and resources, finds it difficult to undertake any such progarmme. | discussion on different aspects of the theme. The report of the interactions includes presentations made by the faculty members. | like Bal Melas, Science Exhibition, Arts & Craft Exhibitions are organized. | report on its extension activities for dissemination. |

## 3.5 Criterion-5: Infrastructure and Learning Resources

| Sub-criterion-A: Infrastructure | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI is stated to possess the land area and built-up area as prescribed in the Norms but as a part of some other institution but the size and location of some of the facilities is not appropriate. | The available land area and built-up area exceeds the area prescribed in the Norms. The size and location of different facilities is appropriate. The quality of construction of the building is satisfactory. The rooms are well-ventilated and airy. | The TEI has a big Campus. It has sufficient open space for additional Construction. The play grounds for different games are available. The Library, ICT Laboratory, Curriculum Laboratory, Art and Craft Resources are housed in spacious rooms. Display Boards are installed at different locations. | The TEI possesses some facilities in addition to the facilities prescribed in the Norms like Auditorium, Stadium, Open Air, Theatre, Hostel, Dining Hall, Staff Quarters, Separate Reading Section, Reference Section, etc. in the Library, The Verandahs are utilized for Educational Purposes. |
| Sub-Criterion-B: Maintenance of Building and Campus | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Part Time Safai worker is engaged for maintaining cleanliness. Repair work is undertaken, whenever required. | Classrooms, Verandahs and Toilets are cleaned regularly. Dustbins are used by the students and staff. Apart from safai | The TEI has permanent arrangement for the maintenance of electric and electronic appliances. Repair | The Building is renovated periodically. The electronic and electric equipments are maintained for which AMC contracts |

| Dustbins have been placed in the building. | workers, full-time gardener is engaged to maintain open areas. Sufficient water is arranged for cleaning the Toilets. Proper drainage system is available. | work of the building and furniture is undertaken promptly. The open spaces and playfields are maintained properly. The post of Building Supervisor has been created. | are in place. Electric supply and internet availability is ensured. The TEI ensures maintenance of the approach Road and Internal Pathways. The institution presents a neat and clean work. |
|---|---|---|---|

### Sub-Criterion-C: Library Resources

| Level-I | Level-II | Level-III | Level-III |
|---|---|---|---|
| The TEI meets the Norms relating to the Number of books but not relating to the Number of titles. After initial Recognition, It has stopped the subscription of some journals. The Library is housed in a small room. The services of fulltime qualified Librarian are not available. The number of teachers and students borrowing books is small. Books are placed in locked Almira. | The TEI meets norms relating to both the number of books and titles. It has been subscribing to journals regularly. Every year it procures new books. The library is housed in a room of appropriate size and, is managed by a full time qualified librarian. The utilization of library by the staff and students is quite satisfactory. | The library is divided into sections like Reference Section, General Section, etc. Open shelf-system has been adopted. The books have been properly catalogued. Accession Register is maintained. Besides, the Librarian, qualified Library assistants have been engaged. Steps have been taken to enhance utilization of Library Resources. Display Boards are installed for new Arrivals, News Papers, Articles etc. | The Library has been computerized. The Library Rules have been framed and strictly followed especially with regard to Borrowing and Return of Books. The Library Advisory Committee has been Constituted to recommend purchase of new books. Provision is made in the annual budget for augmentation of Library Resources. |

### Sub-Criterion-D: ICT Resources

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The ICT-cum-ET Resource centre has been set up in a | The ICT and ET Resource Centre is housed in a Room | The Resource Centre is managed by ICT qualified | Language Learning Resources are also available in The |

| small room. The number of Computer systems is far less than 10% of students. Electronic gadgets like TV, DVD, Player, and Slide-Projector are available. Very few CD ROMs are available. Internet connectivity is erratic. | of appropriate size, and is well-equipped. The number of Computer systems is adequate. CD ROMs are available in adequate number. Internet Connectivity on a continuing basis is ensured. | faculty, who is assisted by an ICT instructor. The Resources are augmented every year for which provision is made in the annual budget.<br><br>All the students get opportunity for hands on experience and for consultation of web-resources. | Resource Centre. The Weekly Time Table provides for screening of documentaries, educational videos,<br><br>The students are provided opportunities to use Internet to complete their projects, assignments, lesson plans, etc. They are also encouraged to seek guidance from the faculty and counsellors. |
|---|---|---|---|

| **Sub-Criterion-E: Teaching-Learning Laboratory Resources** | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has set-up a combined curriculum Laboratory for all areas of School Curriculum. Besides, School Text books, teacher guides, charts, models, etc. are also made available. Equipment and materials related to different subjects are placed in different corners of the Room. | The TEI has set-up two curriculum Laboratories one for science and Mathematics, and the other for Social Sciences and Languages. In the science Laboratory, Equipment and Material related to all Science subjects are available. The material related to teacher education curriculum is also displayed. | In the Science Laboratory, equipment and material related to Physical and Biological Sciences are available and facilities for conducting experiments are ensured. In the Social Science laboratory, maps, globes, coins and pictures of different historical periods are displayed. In the Language section, pictures of Poets and writers are displayed. | The students are encouraged to use the Laboratory for writing unit and Lesson Plans. Source material on the Pedagogy of different subjects is available for the reference of faculty members Teaching Pedagogy Courses. They are also permitted to borrow the material for use during Internship. The TEI has set-up a separate Curriculum Laboratory relating to Teacher Education Curriculum. |

| | | | |
|---|---|---|---|

| **Sub-Criterion-F: Art and Craft Resources** | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Art and Craft Resource Centre has been set-up in a Small room. The work of local craftsmen is displayed. The materials required for visual arts and a few musical instruments like Harmonium, Tabla are available. | Art and Craft Resources are arranged in a Room of Classroom size. It has three sections for craft, Visual Arts and Performing Arts. The visual arts section has material like Colors, Drawing Boards, Easle, etc. and Performaning Art Section has musical instruments, costumes, etc. | The Art and Craft Resources Centre is managed by the Faculty in Art Education. Resources are augmented every year for which provision is made in the annual budget. The services of Dance, Music teachers are utilized as and when required. | The TEI has set up two separate Resource Centre- One for Visual arts and Craft and the other for Music and Dance. The students are encouraged to use the available resources for the preparation of teaching learning aids and also for the organization of co-curricular activities. The TEI has won prizes in Inter-college Competitions. |

| **Sub-Criterion-G: Health and Physical Educational Resources** | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has set up a Health and Physical Education Resource Centre for the Storage of games material and display of Health Charts. It has arrangement for indoor games and games like Badminton. It does not have a playground for games like Hockey football. | The TEI has set up a Health and Physical Education Resource Centre in a room of classroom size. Physical Education Charts are displayed. Facilities for Yoga are available. Equipment for Indoor games like Table Tennis are available. | Besides the Health and Physical Education, The TEI has engaged a Yoga Instructor. It owns a well-maintained multi-purpose play field. It has procured enough games material for Badminton, Basketball, Hockey, Football, etc. The games material are procured regularly. Evening games are also arranged. | Efforts are made for the participation of every student in some game. The students are sent for participation in Inter-college Competitions. The institutions has won prizes in such competitions. Annual Athletic meet is organized for which preparations are made in advance. Funds are made available for the procurement of games material and |

| | | | for the maintenance of playgrounds. |
|---|---|---|---|
| **Sub-Criterion-H: Amenities (Toilets, Drinking Water, Parking facilities, Common Room etc.)** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Separate Toilet facilities for male and female students and staff members are available. Separate facilities for differently abled persons are not available. Unfiltered water is available for drinking and storage tank and water cooler is cleaned occasionally. Parking facilities and separate common rooms have not been provided. Fire equipments have not been installed. | The Toilet facilities available for students and staff members are cleaned regularly. Disinfectants in adequate quantity are available throughout the year. Separate common rooms for male and female students are equipped with appropriate furniture like chairs, mats, beds, etc. The available parking facilities are inadequate. The building is disabled friendly. Fans and lights have been installed in all the rooms. A few fire equipments have been installed. | The facilities for recreational games are available in the Common Rooms. Television sets are also available in the Common Rooms. First aid kit is available in the Health and Physical Education Resource Centre. Water cooler with R. O. Systems have been provided. Fire Equipment have been installed in adequate number. Parking facilities are available for all types of vehicles. A small canteen is available on the Campus where snacks, are available on reasonable rates. | The TEI has set up a First Aid Centre or Sick Room with a full time Para medical staff. The services of a part time physician have been provided. A neat and clean canteen with adequate furniture and provision for quality food at reasonable rates has been provided. A Canteen Advisory Committee is in place to supervise the functioning of the Canteen. The Common Rooms and Staff Rooms are equipped with Refrigerators and Micro wave ovens. The Lawns and Open spaces are maintained properly. The multipurpose Hall/Auditorium is well equipped for dramatic and musical performances. |

## 3.6 Criterion-6: Student Support and Progression

| **Sub-criterion-A: Counselling and Placement Services** | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |

| | | | |
|---|---|---|---|
| The TEI is of the view that Student Teachers do not require career Counselling as they have to stick to the profession for which they have joined the Programme.<br><br>The initial Orientation Programme for students includes information about the arrangements made for addressing adjustment problems. The faculty members provide informal guidance to the students as and when required. | During the Initial Orientation Programme the Students are told about the options available to them after the completion of the Programme. They are also informed about the Vacant Positions advertised by the Govt. departments or private schools.<br><br>The TEI forms a panel of willing faculty members to provide personal guidance to the needy students. The Panel meets periodically to devise appropriate approaches. The Panel remains in touch with the potential drop outs. | During the last Semester, the TEI organizes a workshop to discuss the available educational and vocational options after completion of the Programme. The students are given training for Resume Preparation, Submission of applications, facing selection interviews, taking eligibility tests, etc.<br><br>The faculty members are encouraged to prepare case histories of students facing adjustment problems. If required, the services of clinical psychologists are arranged. The students are encouraged to study literature or students' adjustment problems. | The TEI has set up a Career Counselling and placement cell, under the guidance of a faculty member. The Cell organizes a variety of activities such as Coaching for TET, mock interviews, etc. It also invites schools to conduct selection Interviews or sends the students for selection tests outside the TEI.<br><br>The TEI invites experts to deliver talks on adjustment problems of students and teachers.<br><br>The TEI organizes workshops/Orientation Programmes on methodologies of providing personal guidance to school students. The faculty members are encouraged to publish their experiences in the form of reports/articles. |
| **Sub-Criterion-C: Individualised Mentoring and Remedial Instruction** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-III** |
| For the benefit of the absentee students, the | The students requiring | On the basis of the results of | The students guided by the faculty discuss |

| faculty members recapitulate the previous day's lesson. In the absence of any type of remedial instruction, the students have to make their own arrangement to plug the gaps in their learning. | Remedial Instruction due to long absence or illness are identified. Special Evening or weekly classes are organized for their benefit. In addition, need based individualized instruction is provided to students separately. In most cases, supervised self-study is encouraged. | periodical tests, the students with learning gaps in different courses are identified. The TEI prepares a detailed plan to help such students individually or in groups. Each student is guided separately to utilize the relevant library or web-resources. | efforts, made by them to fix their learning gaps. The faculty members write and publish papers based on their experiences. The videos on remedial instruction and individualized instruction are procured and screened. The students are given assignments to write reports on Remedial instruction or individualized instruction. |

### Sub-Criterion- C: Student Empowerment Schemes

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| During Student Assemblies, the student welfare schemes of the Central or State Govt. are brought to the notice of students.<br><br>The TEI makes efforts to provide the requisite assistance if asked by the students. | The TEI ensures that all the eligible students avail the schemes meant for them. They ensure timely submission of the required information or applications in the prescribed formats to the concerned authorities. | The TEI pursues the applications submitted by the students to different authorities to ensure timely reimbursement of funds to them. The TEI also takes initiative to arrange Public Transport or PG Accommodation for Out-station students. | The TEI introduces some students' welfare schemes on its own like exemption from payment of tuition fee, provision for merit-cum-means scholarships/stipends arrangement with Banks for loans, etc. |

### Sub-Criterion D: Grievance Redressal Mechanism

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The TEI has an | A complaint | The TEI has set up | Implementation of the |

| | | | |
|---|---|---|---|
| informal mechanism for the redressal of the grievances of staff and students. The Head of the institution or a senior staff member listens to the grievances/complaints and recommends appropriate action. | box is placed at an appropriate place in the institution the box is opened periodically in the presence of a group of staff members. The students' common complaints are discussed in the staff meeting and individual complaints are addressed by the Class Teacher.<br><br>The complaints regarding incidents of ragging are also addressed by the Committee. | a Grievance Redressal Committee with the approval of the Managing Committee. The Committee receives complaints from the students and teachers and discusses the same in its meeting and formulates its recommendations. The meetings are held at regular intervals and record of minutes is maintained. The Committee has formulated Strategies to Control ragging in the institution. | recommendations of the Committee is continuously monitored. The common grievances of the Staff are referred to the Managing Committee. Individual Complaints of students and teachers are resolved in majority of cases to the satisfaction of the Complainants. Whenever required counselling is provided to the complainants and disciplinary action is taken against the students involved in Ragging. |
| **Sub-Criterion-E: Innovative Practices** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has not introduced any innovation concerning Student Support Services. It is satisfied with the services, it presently provides to students. | The TEI has informally attempted one or two innovations relating to various student support services but it has not maintained a systematic record of the same. | The TEI has attempted quite a few innovations relating to student support services and has also documented the same. It has also made attempts to analyze the impact of the attempted innovations. | The TEI has adopted the successful innovations of the previous years for implementation on regular basis. The faculty members are encouraged to publicize the successful innovations through publications of papers in journals or presentation in conferences. |

# Criterion-7: Governance and Leadership

| Sub-criteria-A: Vision and Mission | | | |
| --- | --- | --- | --- |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has displayed its Vision and Mission on its website, No other activity concerning the Stated vision or mission is undertaken. | The TEI has also published its Vision and Mission in its Prospectus and in the Annual Report. In the initial orientation of newly admitted students, the Vision and Mission are briefly mentioned by the faculty. | The TEI holds in-house discussion on its Vision and Mission to devise strategies for their implementation. The institutional Development plan is geared towards the implementation of the Vision and Mission. | The TEI studies the Vision and Mission Statement of other institutions and revisits its own statements for modification. It also undertakes review of its programmes and their implementation and formulates new strategies in the matter. |
| Sub-Criterion-B: Management Committee | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has appointed the Management Committee as required in the NCTE Regulations. The membership of the Committee is not in accordance with the Provisions of the Regulations. The meeting of the Committee is not held regularly. | The Management Committee includes Educationists. It also includes Staff Representatives. Two/Three meetings are held every year and the record of minutes is maintained. | The meetings of the Managing Committee are held every quarter. The Status of implementation of its previous decisions is reviewed. Experts are also invited as special invitees as and when required. The Sub-Committees are appointed from time to time for specific purposes. | The Managing Committee is periodically reconstituted as per the provisions of the Memorandum of Association of Society/Trust running the TEI. For every meeting, the notice is issued well in advance and agenda papers are circulated prior to the meeting. Minutes of the meeting are properly circulated. The Committee decides policy issues concerning |

| | | | service conditions of staff, available resources and mobilization of additional resources. |
| --- | --- | --- | --- |
| **Sub-Criterion-C: Leadership Approaches** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-III** |
| The Head does not command respect. Academically not very sound, Authoritative in nature, Frequently complains about non-cooperation from Staff and Students. | Keen about Professional Growth of self. Maintains discipline through persuasive means. Seldom issues Memos to Staff. Assigns work and responsibilities to staff in accordance with their competence. | Takes important decisions in consultation with staff. Takes keen interest in the Professional Development of all Staff members. Motivates and guides the teachers and students to improve their performance. The Staff members sometimes discuss ways and means to improve the functioning of the institution specially its output. | Understands the system of Educational Administration in the Country. Participates and Contributes in Educational Leadership Programmes like Conferences, Seminars, Training Programmes, on Educational Leadership. Visits well –administered Institutions to make a study of their practices. The Staff members are encouraged to enroll for leadership programmes through distance mode. |
| **Sub-Criterion-D: Management of Student Admissions** | | | |
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| Publishes the prospectus well in advance of the Commencement of the academic Session. | Publishes Admission Notice in Newspapers Develops Selection Criteria if the | Admissions are Completed before the last date fixed for admissions. The result of | Complete transparency and objectivity is maintained in the admission process. |

| Updates its website for the reference of Prospective Students. The last date for admission is often extended. The Commencement of the new session is delayed, every year. | selection is made at the level of the institution. The admissions are strictly made as per the Admission Calendar. | selection is displayed on the notice board and also on the Website. The list of selected students is submitted to the affiliating body immediately after the release of the list. | Timely completion of the admission process and Commencement of the new session is emphasized. Admissions against Management Quota are also made in accordance with the rules framed by the Management. Selection Criteria are reviewed every year in the light of experience and feedback. |

### Sub-Criterion-E: Human Resource Management

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| Ad-hoc ism prevails in the Recruitment and Deployment of Staff. The staff is engaged on the recommendations of the Management. Vacant Positions are intentionally kept vacant for a long time. | The staff is engaged as per the laid down procedure. Merit is given due weightage. Prompt action is taken to fill the vacant positions and tenure of contract appointments is kept as short as possible. | The TEI continuously makes efforts to improve the service and working conditions of staff. The annual increments are allowed regularly. Performance based Incentives are given to the staff. Attempts are made to retain good performers. | Performers are given positions of responsibility.<br><br>The management has approved incentives like study leave, Study Tours, etc. Promotional Avenues for The Staff members are created. The TEI utilizes Human Resource available in the Community for its various activities. |

### Sub-Criterion-F: Financial Management

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| The major source of income of the Institution is Fees payable by students. | The TEI prepares annual budget every year. Provision is made | The TEI spends substantial amount on the purchases of library, ICT, Art, | The TEI makes provision in the budget for the Professional |

| To meet its expenditure the TEI charges additional fees from students. It also accepts donations from students. | for expenditure on augmentation of infrastructure and Instructional Resources. Accounts are audited by a competent authority. The suggestions of the Auditors are implemented for improving the quality of the maintenance of accounts. | and Craft, Physical Education Resources. The TEI mobilizes additional Resources from the Community. | Development of its faculty. It supplements its income through its endowments by providing consultancy services or by undertaking commissioned projects. |

## Sub-Criterion-G: Internal Quality Assurance System

| Level-I | Level-II | Level-III | Level-IV |
|---|---|---|---|
| There is no formal set-up to plan and Implement Quality Assurance Strategies. One or two faculty members are given the task of developing Institutional Academic Plan. The Plan is presented in Staff meeting for information. | A cell is created with well-defined terms of reference. Its responsibilities go beyond the preparation of self-assessment report (SAR) for submission to the Accrediting Agencies. It is tasked to develop a Quality Enhancement Framework in respect of various processes of conducting teacher education. | The cell develops self-appraisal format for individual staff-members. Each staff-members is facilitated to prepare a self-appraisal Report. The Cell prepares a consolidated report on the basis of Individual Reports. Appropriate feedback is provided to the individual staff-members in consultation with the Head of the Institution. | The cell makes a Comparative Study of the Quality Assurance Systems followed by other TEIs in India and abroad. It undertakes self-appraisal every year by using the assessment tools of the accreditation agencies. The past faculty members of the institution are involved in the process. On the basis of the self-assessment, Quality Enhancement Plan is developed. |

| Sub-Criterion-H: Innovative Practices | | | |
|---|---|---|---|
| **Level-I** | **Level-II** | **Level-III** | **Level-IV** |
| The TEI has not been able to demonstrate its interest and expertise for attempting any innovation with regard to Governance Systems or Structures | The TEI recognizes that there is scope for attempting innovative practices in different aspects of governance. It invites suggestions from the students, alumni, and teachers. The suggestions received are examined by a group of faculty members. The TEI has implemented quite a few innovations in different aspects of governance. | The TEI has undertaken review of the Innovations implemented earlier. It has placed a suggestions Box and encouraged the students and teachers to forward their suggestions in writing. The suggestions are examined by a group of faculty members. | The TEI has developed blueprint for the implementation of a few new innovations related to different aspects of governance. The proposed innovations have the potential to enhance the quality of teacher preparation. |