

TeachR

*Unlocking the potential of
teacher education in India*

A ranking and accreditation framework for TEIs

Draft (version 1.0)

June 2017



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Please continue to check ncte-india.org for updated versions. The final document will have changes made based on feedback received from all stakeholders.

June 2017

"Our Teachers, Our Heroes"

Glossary

| | | | |
|-------------|---|-------------|--|
| API | Application Program Interface | NCTE | National Council for Teacher Education |
| ASK | Attitude, Skill, and Knowledge | NIRF | National Institute Ranking Framework |
| AV | Audio Visual | NTP | National Teacher Platform |
| DA | Desktop Assessment | POC | Point of Contact |
| DIET | District Institute of Education and Training | QCI | Quality Council of India |
| ICT | Information and Communication Technology | QRT | Quick Response Team |
| IT | Information Technology | SEF | Self Evaluation Form |
| LMS | Library Management System | TA | Traveling Allowance |
| LOI | Letter of Intent | TEI | Teacher Education Institute |
| MHRD | Ministry of Human Resource Development | TET | Teacher Eligibility Test |
| NAAC | National Assessment and Accreditation Council | TLM | Teaching-Learning Material |

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Context

The National Council for Teacher Education (NCTE), is a statutory body created by National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the planned and co-ordinated development of both pre-service and in-service teachers throughout the country.

Faced with a crisis of quality in the pre-service training of teachers, NCTE vide notification dated 28th April 2017, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years.

NCTE is taking these steps with a view to helping prospective student teachers make informed choices about the TEI they should select to improve their chances of:

1. Acquiring the Attitude, Skill and Knowledge (ASK) required to become a good teacher and,
2. Passing the teacher eligibility test (TET), a mandatory requirement to become a teacher in both government and private schools in India

Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India¹. Over the last 3 months, NCTE has been working with QCI to design and operationalise a new accreditation and ranking

¹ The Chairperson of QCI is nominated by the Prime Minister of India. The current chairperson is Mr. Adil Zainulbhai, an alumnus of Harvard Business School and former Chairman of McKinsey in India.

framework. This builds on recent efforts to obtain affidavits from TEIs², in which affidavits or show-cause notices were submitted by 11,474 TEIs across the country. Further, 1449 courses were recognised between 13th December 2016³ and 2nd May 2017. A list of these TEIs has been published at http://ncte-india.org/ncte_new/pdf/Affidavit_Showcause_RecognitionCourseafter13thDec2016_25.06.2017.pdf

TEIs who submitted the affidavit or show-cause are now required to log on to the TeachR portal and update the information they had submitted and provide additional information as indicated. Those TEI's who did not submit the Affidavit or showcause are required to submit the affidavit and the additional information immediately.

Going forward, this accreditation and ranking framework will be first implemented in the State of Bihar. This is in compliance of the orders of the Honourable Patna High Court in CWJC No. 9230/2016 Dr. B.R. Ambedkar College of Education vs. the State of Bihar and others⁴. This will be followed by a pan Indian roll out. TEIs across the rest of the country are therefore required to register on the TeachR platform immediately and submit the necessary details.

² NCTE had launched an online Mandatory Affidavit system (MAS) on 05.10.2016 and the final date for submission was 15.11.2016, which was extended to 12.12.2016. Thereafter, NCTE, by Public Notice dated 17.03.2017, gave an opportunity to TEIs for submitting reply to Show Cause Notice, failing which, the NCTE shall be constrained to initiate processes leading to consequential action of withdrawal of recognition under Section 17 (1) NCTE Act, 1993. The last date for submission of reply to Show Cause Notice was 17.04.2017. The said deadline was further extended to 08.05.2017.

³ 12th December 2016 was the last date for submitting Affidavits.

⁴ The High Court called for inspections of all Teacher Education Institutions in the state of Bihar by specially constituted teams, to be concluded in a time-bound manner.

Theory of Change

The issue of learning outcomes for children in India has been highlighted as a chronic and severe risk to leveraging our demographic dividend. The literature on education highlights that teacher quality is an important determinant of learning outcomes. However, the average quality of teaching, a key determinant of learning outcomes, is far below any reasonable standard. Besides, it is widely acknowledged that the current regulatory framework for TEIs does not promote academic excellence; and, it provides very little information that can be used by prospective students to make informed choices while deciding which TEI to enroll in. Together these make for a dangerous cocktail that provides very little impetus for reform.

NCTE, therefore, seeks to correct this by developing and deploying the TeachR framework. Through the implementation of this framework, NCTE aims to unlock the potential of TEIs to provide better learning outcomes for their student teachers, and eventually for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else.

The new framework is distinctive in its approach. It rebalances the emphasis between inputs such as land, building, teachers, and outputs such as learning outcomes by emphasizing the latter. It also recognizes the need to have a variety of teaching methods and therefore uses both qualitative and quantitative tools, while taking a long-term view to *sustaining* excellence through regular assessment and ranking.

Through the implementation of TeachR, well-intentioned TEIs will have the right incentives to continuously strive to improve, and those engaged in malpractice will be forced to exit the sector. Potential student teachers will have the information they need to make an informed choice on the TEI they should seek to enroll in. As a result, TEIs will compete to provide better education to attract better teachers. Unleashing this virtuous cycle is at the heart of NCTE's efforts to drive change in the teacher education sector.

Overview of Framework

The TeachR framework for ranking and accreditation is designed to provide a thorough, holistic assessment of TEIs. Beyond the physical assets and rudimentary academic assets in the original framework, it gives maximum weightage to teaching and learning quality as well as learning outcomes. This enables the creation of a fairer and more complete picture of TEI quality. The four pillars of the framework are described below:

1. Physical assets

Assesses the availability and optimal utilization of infrastructural facilities. Involves comprehensive on-site assessment of financial management, and infrastructure compliance. This will have a total score of 10 out of 100.

2. Academic Assets

Evaluates the compatibility of the curriculum with the vision and scope of the institute and steps it is taking to promote research and consulting while offering quality academic support to their student teachers and teacher educators. Resources such as teaching and learning materials (TLMs), qualifications of faculty and research output will be considered. Additionally, teaching and learning materials used in classrooms, including unit plans, practice videos of student-teachers delivering classes used by the TEI will be uploaded on the sections designated for this on the National Teacher Platform (NTP) being developed by NCTE on behalf of the Ministry of Human Resource Development (MHRD)⁵ to understand the utilization of these TLMs. Moreover, to gauge the support given to students, there will be surveys run with current student-teachers and alumni of the previous year. There will also be a survey run with the schools hosting internships to assess the performance of student-teachers during their internship. This will have a total score of 20 out of 100.

⁵ The TEI's that get the highest 200 scores in the accreditation exercise will be put through some additional scrutiny such as opinion poll among experts for the sake of finalising their national and state level ranks.

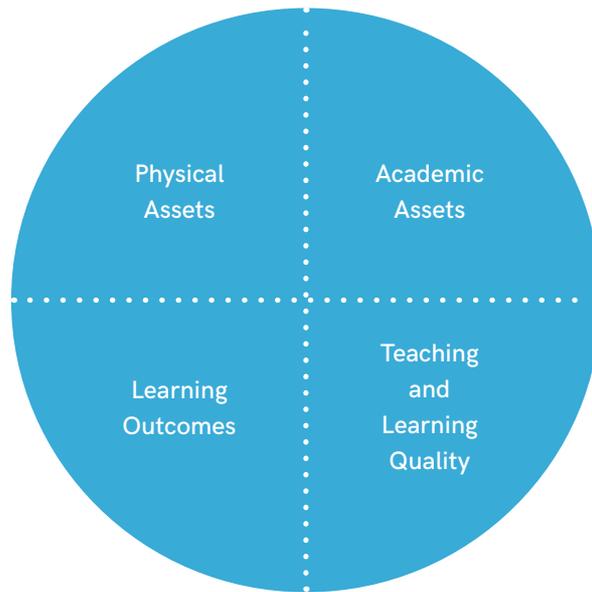


Figure 1:
Pillars of ranking
and accreditation
framework

3. Teacher and Learning Quality

Involves assessment of efforts made by a TEI to promote effective teaching-learning practices. These will be evaluated through peer review of audio-video recordings of classroom practices in the TEI. This will have a total score of 30 out of 100.

4. Learning Outcomes

Comprises the knowledge acquired by, and the larger impact on, the pre-service teachers studying in a TEI. It will be assessed through a standardized online proctored test administered to a statistically valid sample of student teachers from each TEI. The test will assess their attitude, skills, and knowledge (ASK) and assign a score which will be used to assign marks to a TEI and to compare the alignment of these scores to the marks the TEIs student teachers get in the internal exams. Besides the above two aspects, this section has three other components viz. the TET pass percentage over the last 2 years, placement percentage, and scores from the peer review of audio-video recordings of practice teaching by a statistically valid sample of student teachers. This section will have a total score of 40 out of 100.

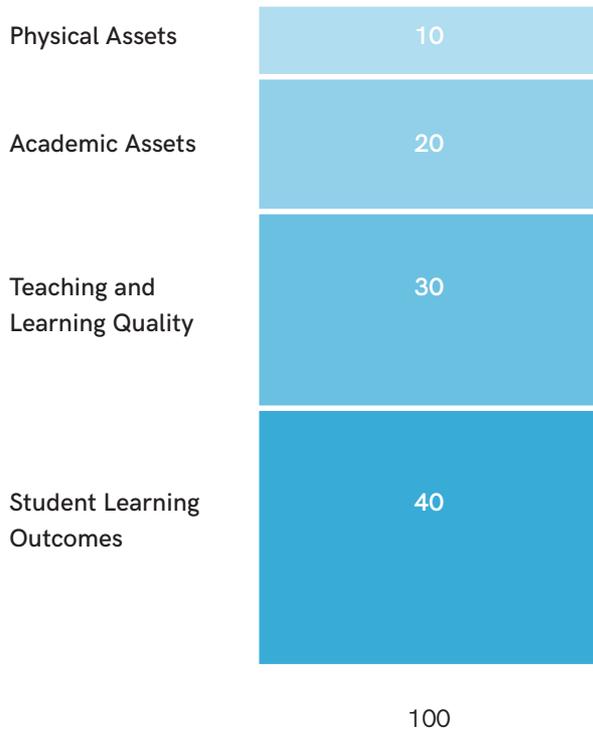


Figure 2:
Weights assigned
to each pillar

Methodology

This process builds on previous efforts by NCTE to collect information from TEIs through the following:

1. Affidavits
2. Replies to show cause notices to those who did not submit the affidavit
3. GIS data submitted by TEIs
4. E-Monitoring of TEI websites
5. Information submitted while applying for recognition

Until now, all information collected by NCTE at each of the above instances were maintained in five different databases by NCTE. None of these databases talked to each other. Therefore, the first step was to integrate all the databases with NCTE. This is now being done and TEIs are being given a chance to view and validate all the information held by NCTE about them. Besides, all teacher educators and student teachers in the country are being given a dedicated work space in the NTP which will, in turn, be linked to the TEI database with NCTE. This database will also have authenticated email ids, mobile phone numbers and Aadhaar numbers of all student teachers and teacher educators. It will be updated from time to time. The vision is to ultimately build this into a national teacher registry which can be used by schools to recruit quality teachers after seeing their body of work, including videos and for student teachers and teacher educators to showcase their work to whosoever they choose.

The following are the steps required to be followed by a TEI to initiate the accreditation and ranking exercise:

Step 1: Registration on TeachR web portal

The process begins when TEIs sign up on the TeachR platform by providing basic registration details. The financial information for each TEI provided during registration will be validated with the help of the Aadhar number and PAN card of the principal of the TEI. Once the details have been validated, each TEI is required to make a payment of Rs. 1,50,000 through NCTE's online payment gateway. After making the payment, a TEI is eligible to submit their self-evaluation form (SEF), which forms the first filter for the ranking and accreditation process.

Step 2: Successful completion of self-evaluation form

Self-evaluation form

(Accessible through the NCTE website: <http://ncte-india.org/>, under the section on "news and updates for Bihar", "[affidavit for all TEIs in Bihar](#)")

All the TEIs which have paid the registration fee will be required to provide their details in the SEF, which is to be accessed from the TeachR portal. The SEF is an exhaustive form meant for the TEIs to provide their information under four sections namely physical assets, academic assets, learning outcomes, and teaching-learning quality. These sections (or pillars) are further divided into more granular subsections (see Annex: Sub-Components of the Framework, page 27). The scores from these subsections will be aggregated to arrive at a score for each section.

The SEF is a simplified and updated version of the Annual Performance Assessment Report that TEI's were in the past required to submit as part of regulatory compliance.

There is very little additional burden on the TEI to supply information. Going forward TEIs will not have to submit an SEF again. This will happen once they deploy their own cloud-based campus management software (CMS) and Learning Management Software (LMS). This is because machine-to-machine give and take of information can be enabled between

TeachR and the TEIs' own CMS and LMS, using open APIs notified by TeachR. In the meantime, TeachR has developed forms which can be downloaded and completed offline and then uploaded onto the TeachR platform.

Desktop assessment: assessment of successful completion

Once a TEI has uploaded the SEF on the TeachR portal, the desktop assessment (DA) team will go through all sections of the SEF to verify whether all the required information has been provided. If a TEI has filled the SEF as required, its form will be frozen and taken up for further action i.e. verification by assessor or issue of show cause notice on behalf of the concerned regional committee for cancellation of recognition depending on whether the TEI meets the basic conditions regarding, land, building, teacher educators and teacher educator qualifications.

In the case of a show cause notice, the TEI will be given 15 calendar days for submitting an explanation along with proof of rectifications.

After the 15 days period is over, a flag report will be generated by the IT system regarding the problems with data uploaded by a TEI. If this flag report contains inadequacies which are above the pre-approved tolerance limit for land, building, the number of faculties and faculty qualifications a closure notice will be issued to the concerned TEI by the system on behalf of the relevant regional committee. Before the closure notice, the facts will be placed before the concerned regional committee and their approval sought. The workflow for placing TEI-wise inadequacies to each member of the regional committee and for them to record their yes/no vote for the closure proposal will be inbuilt into the TeachR platform. Once the regional committee has voted for closure, closure notice will be issued from the TeachR platform and details passed on to NCTE's recognition and appeal IT system through APIs.

Step 3: Assessment process

All TEIs who pass the DA phase will be moved on the field verification stage where assessors trained, certified and retained by QCI will visit the TEI and verify all the claims made by the TEI in their SEF. If during this assessment it is found that a TEI has made false claims with respect to land, building, faculty availability and faculty qualifications, they will be issued a show-cause notice for closure on behalf of the regional committee and subject to the process described above for defaulters discovered at the DA stage.

Selection of Assessors:

QCI will train, certify and retain assessors using processes that will be pre-approved by NCTE. The work done by assessors will be test checked periodically using statistically valid sampling methods by persons of impeccable integrity.

All assessors will undergo psychometric and IQ tests based on which they will be placed on a short list. The shortlisted assessors will then undergo rigorous training on the TeachR framework and processes, after which they will be tested. Only those who qualify in the test will be considered as assessors and used to verify the claims uploaded by TEIs in their SEF.

The profile of the assessors, along with the data about the inspections done by them, will be uploaded on the web portal and updated regularly along. The first feedback review session for all assessors will occur 15 days post the first phase of onsite assessment, which will be uploaded to their profiles on the TeachR portal. There will be formal process reviews after every phase and informal reviews after every assessment by the DA team member who monitors the assessor. The assessors will be de-rostered in the event of malpractice or deviation from a mutually agreed upon code of conduct.

Assessment Process:

One assessor will complete the document check of the assigned TEI in two days. The second assessor will be responsible for collecting feedback from three points of contact (POCs) in schools where the student teachers from the TEI have worked as interns. They will also take feedback from TEI students and members of the management committee. The evidence collected will be simultaneously uploaded through the mobile app by the assessors.

The quality check team set-up in Delhi will monitor the data collected by assessors during the on-site assessment process. They will monitor the assessors on a real-time basis through telephonic calls and corroborate the collected data with the actual data.

AV Recording:

The AV recording team will provide prior intimation to each TEI about the date of their visit and readiness conditions if any.

The AV recording team will deploy two sets of camera devices, a collar mic, and an AV mixer. Before commencing the recording, the AV recording team will brief the teacher educators about the agenda regarding the recordings that have been scheduled for the day. The TEI will ensure that all the teachers are given instructions to be on time for the recording, along with a government-issued photo ID cards, preferably an Aadhaar card.

The AV recordings in the TEI will be subject to peer review by a group of expert teacher educators whose names have been approved by NCTE. For each teacher educator, the recording time will be one hour. The teacher educator will be asked to explain his/her instructional strategy for the class and situate it in the context of the objectives of the course. A set of 4 pre-agreed questions will be posed to the teacher educator for this purpose. The answers to the questions will be recorded and made a part of the inspection report.

The identity of those doing peer review will not be revealed but the score will be made public as will the rubric used to do the scoring.

Proctored Test:

A proctored test will be conducted over a period of 5 to 10 days at centers located all over India. These tests will examine the student teacher for Attitude, Skill, and Knowledge (ASK). A statistically significant sample of student teachers in a TEI will be selected and asked to take part in one of these proctored tests. The names of the student teachers and their allocation to test centers will be generated from the TeachR platform. Names of those student teachers selected for the test will be informed to them via the login of the principal and their own login on TeachR. It will be the TEI's responsibility to ensure that the student teachers attend the proctor tests.

Step 4: Ranking and accreditation

TEIs will be classified in one of four categories outlined below:

| Categories | Definition |
|-------------------|--|
| 'A' | TEIs that meet all the requirements for being classified as Category B but get an aggregate score that qualifies it to be classified as category A. Going forward, the aim is to free category A TEIs from regulatory requirements, with respect to faculty, land, building, student numbers etc., as long it submits is SEF each year in which there is evidence of a TET pass percentage which is not less than 70% and a placement/higher education enrolment percentage that is not less than 65%. |
| 'B' | TEIs which fulfill all the land, building, faculty and faculty qualification criteria and obtain both the benchmark score for each section and in the aggregate for category B. |
| 'C' | TEIs who on verification are found to have fulfilled the criteria for land, building, faculty and faculty qualifications but score poorly in |

aggregate score for all 4 sections or fail to get minimum score in each section will be categorized as C. Category C TEIs will be given a chance to resubmit a revised SEF within 12 months of its notification as a Category C TEI provided it submits a monthly action plan with milestones and success criteria along with the accreditation fee of Rs. 1,50,000. This action plan should detail a set of measures that the TEI proposes to take in each month and the metrics for verifying the same. This action plan should be one that has the scope to classify the TEI as Category B.

| | |
|-----|--|
| 'D' | TEIs who on verification do not fulfill the necessary criteria for land, building, faculty and faculty qualifications. These TEIs will be required to shut down with immediate effect. |
|-----|--|

Note on tolerance limits: Institutions that fall a *minimal* level below fulfilling the regulatory requirements of physical assets, number of teachers and teacher qualifications will be granted a 12-month period to make arrangements to fulfill the requirements⁶. They will be placed in category C above.

Note on periodic assessments: The ranking process that is proposed to be conducted once every 2 years will be conducted based on SEFs submitted each year by the TEI. The SEFs submitted by TEIs who are ranked in the top 100 in the previous round will be automatically taken up for verification in the next round as will SEFs of another 100 TEIs who get the highest 150 places (after taking out the top 100 rankers in the previous round) determined using the average of scores of the TEI gained over the previous 2 years in the desk assessment done each year.

Fee

The fee for ranking and accreditation has been approved by NCTE as Rs. 1,50,000. This is to be paid by the TEI. This fee shall include the cost towards application fee, self-appraisal, document assessment, on-site assessment, proctored test, peer review with regard all aspects of accreditation including Logistics. No other expenses shall be incurred by the TEI including TA/Dearness Allowance or any other form of expenses.

The above cost is found to be 50% of the cost that TEIs used to incur on an average for NAAC accreditation. A breakdown of the expenses during the NAAC regime (this is an estimate) is given below:

| S. No. | Item | Cost in Rs. (Inclusive of taxes) |
|--------|-------------------------------------|-------------------------------------|
| 1 | Fee for LOI | 28,750 |
| 2 | Accreditation Fee | 1,15,000 |
| 3 | Sitting Fee | 27,000 |
| 4 | Honorarium | 27,000 |
| 5 | Accommodation Expense (Estimate) | 36,000 |
| 6 | Air Travel (Estimate) | 66,250 |
| | Total | 3,00,000 |

Timelines

The timelines for the process are as follows. All dates refer to the year 2017, except the final ranking which is in 2018.

| Process | Timeline |
|---|---|
| Registration and successful completion of SEF for details | By 15 th July |
| Upload materials on NTP for accreditation | 22 nd July - 15 th August |
| On-site validation for Bihar | 1 st July onwards |
| Audio-video recording for Bihar | 1 st July onwards |
| On-site validation for the rest of India | 17 th July onwards |
| Feedback and expert perception survey | 17 th July onwards |
| Audio-video recording for rest of India | 17 th July onwards |
| Proctored test | December |
| Final ranking | 31 st March 2018 |

Note: The upload of materials on NTP for accreditation as listed above will be available from 22nd July on the NTP website through the same login details used on the TeachR platform.

Who Must Undergo Mandatory Assessment

Any institution—DIET, college or university department—offering NCTE recognized teacher education qualifications in all States and UTs of India (except Jammu & Kashmir) is required to submit annual performance data to NCTE. Each will be assessed individually.

All TEIs will be subject to a surprise inspection, and planned AV recordings of all teacher educators (described in section: overview of framework) regardless of whether they have submitted the completed SEF or paid the fee. For planned AV recordings, the TEI will be notified in advance of the date of recording and will need to ensure that all teacher educators are present on that day and slotted in the time table to take classes.

Those TEIs whose SEF is incomplete and/or fee is not paid will receive a negative mark that will lead to being placed in category C or D in the ranking and accreditation framework (see section: methodology, step 4).

Exemptions

Certain high-performing TEIs may choose to opt out of being assessed on their academic assets and teaching and learning quality (pillars 2 and 3 of the framework outlined above). However, on doing so they will lose the opportunity to be ranked. They will still be categorized A, B, C or D as described in the methodology section above, but the weightage assigned to pillars will be 10% to physical assets and 90% to learning outcomes⁷. The high-performing TEIs eligible for opting out will be those that are listed in the top 200 colleges or the top 200 universities in the National Institute Ranking Framework (NIRF) 2017 of the Ministry of Human Resource Development (MHRD). This exemption would apply only to the education department of the university or college listed, and not any affiliated colleges. For e.g. an exemption may be sought by The University of Delhi for its own department of education. This would not apply to any of its affiliated colleges.

⁷ The learning outcomes pillar comprises: marks from proctored test, TET pass percentage, placement percentage and audio-video recording of practice teaching by a statistically valid sample of student teachers

Conclusion

The proposed TeachR framework for accreditation and ranking of TEIs has been created with a view to provide a regulatory environment that enables and encourages TEIs to strive for academic excellence. As TEIs improve, they will produce better teachers who will in turn drive improved learning outcomes for students across the country.

This replaces the old arrangement where only the critical minimum inputs to set up and run a TEI were insisted upon. The new framework recognizes these critical minimum inputs, but emphasizes the quality with which these and other inputs are used in teaching, as well as how effective they are in helping student teachers learn better. Specifically, it comprises four pillars: (i) physical assets, (ii) academic assets, (iii) teaching and learning quality, and (iv) learning outcomes. The latter two pillars now account for 70% of a TEI's score.

The data for TeachR will be collected through a self-evaluation form to be submitted by the TEI, the form for which will be released on the TeachR website. Items which simply require verification of facts will be checked through on-ground assessments. Items which require qualitative analysis will be reviewed remotely by a peer review panel.

Institutions will be categorized as A, B, C or D. Category A and B institutions comprise those fit to continue delivering teacher education. Category A institutions will be granted more independence over their functioning through a reduction in regulatory oversight. Category C and D institutions are those whose quality of education is found to be insufficient. While Category C organizations will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner.

Through periodically conducting ranking and accreditation, NCTE will ensure that the incentives for TEIs to improve will continue to exist. This will help ensure that the impact of systemic change of teacher education is cemented.

Annex: **Sub-Components of Framework**

Please note that the data points mentioned in the table below comprise *scoring* criteria under the ranking and accreditation framework. They are required in addition to the data points previously requested through the affidavits filed by all TEIs before 8th May 2016. The SEF will hold a consolidated list of these data points. TEIs will be required to update the relevant details that were earlier filed in their affidavits.

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|----------------------|-----------------------------|----------------|--|
| Physical Assets (10%) | Financial management | Mandatory funds requirement | Endowment fund | 1) Account No. 2) FDR No. 3) Amount 4) IFSC Code 5) Value Date 6) Maturity Date 7) Rate of Interest as on Certificate |
| | | | Reserve fund | 1) Account No. 2) FDR No. 3) Amount 4) IFSC Code 5) Value Date 6) Maturity Date 7) Rate of Interest as on Certificate |
| | | Utilization of funds | Income sources | 1) Research 2) Consulting 3) Fees 4) Others |
| | | | Expenditure | 1) Infrastructure 2) Consumables in Science Labs 3) Consumables in Art and Craft Recourse center 4) Consumables in Curriculum Laboratory 5) Consumables in Library 6) Consumables in Health physical education recourse center 7) ICT and TLM 8) Salary 9) Faculty Development 10) Others |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|----------------------------|-------------------------|--|---|
| Physical Assets (10%) | Infrastructural compliance | Land area | Measurement of the Land area in square meters | 1) Total Land Area |
| | | Built-up area | Floor Area in Square Meters | 1) Total Built-up area |
| | | Multi-purpose hall | Floor area in square feet of multi-purpose hall | 1) Size of the Multipurpose Hall |
| | | | Number of students it can accommodate | 1) Capacity of the Multipurpose Hall |
| | | Multi-purpose playfield | Availability of at least one multi-purpose playfield | 1) Whether Multi-purpose playfield available or not 2) Whether a training track is available 3) Length of track |
| | | Classrooms | Purpose of use(theory/practical) | 1) Purpose(Theory/Lab) |
| | | | Floor are in square meters | 1) Size (in sq. m.) |
| | | | Number of students it can accommodate | 1) Student capacity |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|-----------------|-----------------------|----------------------------------|--|
| Academic Assets (20%) | Human resources | Principal eligibility | Qualification | 1) Diploma/Bachelors/ Masters/M.Phil./PhD/Post Doctorate/Certificate/12th/ Any Other 2) Area of Specialization 3) Marks Obtained : 4) CGPA Score 5) Out of 6) Marks (out of 100) 7) Grade Obtained 8) Grade Scale 9) Others 10) Class 12th Board |
| | | | Experience | 1) Number of years of work experience as a Teacher Educator |
| | | Staff eligibility | Teaching staff Qualification | For all teachers 1) Diploma/Bachelors/ Masters/M.Phil./PhD/Post Doctorate/Certificate/12th/ Any Other 2) Area of Specialization 3) Marks Obtained : 4) CGPA Score 5) Out of 6) Marks(out of 100) 7) Grade Obtained 8) Grade Scale 9) Others 10) Class 12th Board |
| | | | Non-teaching staff qualification | 1) Highest Qualification |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|---|--|---|---|
| Academic Assets (20%) | | Student qualifications/eligibility | Academic or professional qualifications | 1) Bachelors/Masters/M. Phil./PhD/Post Doctorate/Certificate/12th 2) Area of Specialization 3) CGPA Score 4) Out of 5) Marks(out of 100) 6) Grade Obtained 7) Grade Scale 8) Others 9) Class 12th Board |
| | | Staff survey | | Not to be disclosed |
| | Learning resources on NTP | Teaching Learning Resources on National Teacher Platform | Academic calendar | <To be uploaded between 22 nd July and 15 th August on NTP> |
| | | | Unit Plan | <To be uploaded between 22 nd July and 15 th August on NTP> |
| | | | Reflective Journal | <To be uploaded between 22 nd July and 15 th August on NTP> |
| | | | School Internship Report | <To be uploaded between 22 nd July and 15 th August on NTP> |
| | | | Assessments | <Faculty to conduct all assessments via NTP, 22 nd July onwards> |
| Quiz | <Faculty to conduct all quizzes via NTP, 22 nd July onwards> | | | |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|-------------------------------|---|--------------------|--|
| | | Video samples of practical teaching by student teachers as a part of their regular coursework | | AV recordings of student teachers conducting practical lessons uploaded by TEI's on NTP, 22 nd July onwards. |
| Academic Assets (20%) | Learning resource utilization | IT resources | Narratives | <ol style="list-style-type: none"> 1) How do the IT resources you have meet the needs of your students and faculty? 2) Screenshot of multi-router traffic grapher chart when 20% of staff and students simultaneously buffer a 10 minute high definition youtube video at 1080p through wired or wireless internet connection 3) Please give a detailed description of your LMS, its features and how you use it to help your students. |
| | | | Lists of resources | <ol style="list-style-type: none"> 1) List the kind of digital learning resources offered to the students and faculty. 2) Please specify the number of printers, year of purchase, cost and pages per minute that can be printed 3) Please specify the number of functioning desktops/tablets/laptops and year of purchase |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|--------|---------|---------|---------------------------|---|
| | | | Availability of resources | <ol style="list-style-type: none"> 1) Do you provide assistance to your students to acquire/ rent digital equipment? If so, provide details 2) Do you have computers in all classrooms that are connected to your server to a Local Area Network (LAN)? 3) Are these computers connected to Digital Projection Equipment that can be used as Teaching Aid by faculty? 4) Is your campus networked in a manner that your faculty can administer test and quizzes at the end of each class or unit using either students on mobile phones or equipment provided by you? 5) Do you have Aadhar authenticated biometric attendance for faculty and students that is used every working day? 6) Do you have an operational IT enabled online (connected to the internet) Learning Management System (LMS) that is regularly used by faculty and students to distribute reading material and other educational resources and to collect and evaluate submissions by students? 7) Is the LMS available available to faculty and students 24*7, off campus and on all their devices (Tabs, Mobiles, Laptops, etc) |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|--------|---------|--|--------------------|--|
| | | Art and Craft resources | Narratives | 1) What is your approach to using Art and Craft Resources to meet the needs of your students and faculty? |
| | | | Lists of resources | 1) Please list all the resource materials/equipment you have |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? |
| | | Subject specific instructional resources | Narratives | 1) What is your approach to using instructional resources for mathematics to meet the needs of your students and faculty? 2) What is your approach to using instructional resources for languages to meet the needs of your students and faculty? 3) What is your approach to using instructional resources for science to meet the needs of your students and faculty? 4) What is your approach to using instructional resources for social sciences to meet the needs of your students and faculty? |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|--------|---------|---|--------------------|--|
| | | | Lists of resources | <ol style="list-style-type: none"> 1) Please list all the resources available for mathematics 2) Please list all the resources available for languages 3) Please list all the resources available for science 4) Please list all the resources available for social sciences |
| | | | Cost | <ol style="list-style-type: none"> 1) How much did you spend in the previous financial year on these resources? 2) How much did you spend in the previous financial year on these resources? 3) How much did you spend in the previous financial year on these resources? 4) How much did you spend in the previous financial year on these resources? |
| | | Health and Physical education resources | Narratives | 1) What is your approach to using health and physical education resources/ equipment to meet the needs of your students and faculty? |
| | | | Lists of resources | 1) Please list all the resource materials/equipment/sports equipment available |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|--------|---------|---|--------------------|--|
| | | Library | Narratives | 1) What is your approach to using library resources to meet the needs of your students and faculty? |
| | | | Lists of resources | 1) Please list all the resource materials/equipment available in the Library (books, e-books, subscribed journals, microfilm reader etc.) 2) Please list all the NCERT books available in the library as per the given format |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? |
| | | Anatomy, Physiology and Health Education Resources | Narratives | 1) What is your approach to using anatomy, physiology and health education resources to meet the needs of your students and faculty? |
| | | | Lists of resources | 1) Please list all the resource materials/equipment available |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? |
| | | Physiotherapy, Athletic care and rehabilitation resources | Narratives | 1) What is your approach to using human performance resources to meet the needs of your students and faculty? |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form | |
|--------|---------|---|--------------------|--|---|
| | | | Lists of resources | 1) Please list all the resource materials/equipment available | |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? | |
| | | Sports psychology resources | Narratives | | 1) What is your approach to using physiotherapy, athletic care and rehabilitation resources to meet the needs of your students and faculty? |
| | | | | | |
| | | | Lists of resources | 1) Please list all the resource materials/equipment available | |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? | |
| | | Exercise physiology resources | Narratives | | 1) What is your approach to using sports psychology resources to meet the needs of your students and faculty? |
| | | | | | |
| | | | | | |
| | | | Lists of resources | | 1) Please list all the resource materials/equipment available |
| | | | | | |
| | | | | | |
| | | Measurement and sports training resources | Narratives | | 1) What is your approach to using exercise physiology resources to meet the needs of your students and faculty? |
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| | | | | | |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form | |
|--------|---------|--------------------|--|--|---|
| | | | Lists of resources | 1) Please list all the resource materials/equipment available | |
| | | | Cost | 1) How much did you spend in the previous financial year on these resources? | |
| | | | Sports bio-mechanics resources | Narratives | 1) What is your approach to using measurement and sports training resources to meet the needs of your students and faculty? |
| | | | | Lists of resources | 1) Please list all the resource materials/equipment available |
| | | | | Cost | 1) How much did you spend in the previous financial year on these resources? |
| | | | | Human Performance Resources | Narratives |
| | | Lists of resources | 1) Please list all the resource materials/equipment available | | |
| | | Cost | 1) How much did you spend in the previous financial year on these resources? | | |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-----------------------|--|--------------------------|---------|--|
| Academic Assets (20%) | Impact of TEI in sector | Research output | | Following details of papers published by faculty that have been cited in Web of Science and Scopus 1) Name of journal 2) Year of Publication 3) ISSN Number 4) URL |
| Academic Assets (20%) | Student support-feedback and internship survey | Alumni survey | | Survey of alumni of the previous year to assess the kind of mentoring, the quality of teaching and learning and other factors of student support that they received during their course at the TEI |
| | | Current student survey | | Survey of current students to assess the kind of mentoring, the quality of teaching and learning and other factors of student support that they are receiving during their course at the TEI |
| | | Internship-school survey | | The host schools for the pre-service internships will participate in the survey to assess the quality of lesson student teachers were able to deliver, their conduct and participation in school activities and other parameters which indicate their preparedness to become in-service teachers |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|-------------------------------------|--------------------------------------|--|---------------------|--|
| Teaching and Learning Quality (30%) | Teaching and learning quality | Audio-Video recording of classroom lessons | | AV recordings of teacher educators conducting lessons to get a sense of their quality of teaching |
| Learning Outcomes (40%) | Attitude, skills and knowledge (ASK) | Proctored test | | A statistically valid sample of student teachers of a TEI would participate in a proctored test which will test them on an understanding of various teaching techniques and subject mastery; difference between proctored test and internal exam results |
| Learning Outcomes (40%) | Student-teacher ability | Practice teaching | | A video of length 10 minutes would be recorded for a statistically valid sample of student teachers of a TEI for assessment |
| Learning Outcomes (40%) | Exam scores | Performance in examinations | Internal Marks | 1) College internal exam marks of individual students (in %) |
| | | | External Marks | 1) University external exam marks of individual students (in %) |
| Learning Outcomes (40%) | Program impact | Performance in teacher eligibility test | C-TET/S-TET/JRF/SRF | For the previous batch of students: 1) Name of the Exams in which s/he has appeared 2) Names of students appeared 3) Names of students cleared |

| Pillar | Level 1 | Level 2 | Level 3 | Questions asked in the form |
|--------|---------|-----------------------------|----------------|---|
| | | Post TEI status of students | Recruitment | For the previous batch of students: 1) Current Place of employment 2) Designation 3) Date since when employed |
| | | | Higher Studies | For the previous batch of students: 1) Name of College/University 2) Name of course pursuing currently 3) Batch year of course pursuing currently (2016-18, 2016-17) |

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