

**A Comprehensive Framework
for Recognition of
Teacher Education Institutions
in India**

Volume 2: Handbook for TEIs

Volume 1: Report

Volume 3: Handbook for Inspection Team

A Study commissioned by the
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Strengthening inspection practices for TEIs is not a one time exercise. We hope that this report which includes the new formats for application as well as the handbooks for the Inspection Team and for the TEIs would continue to be revised and improved.

– Gopal Midha
– Padma Sarangapani

Code of Conduct

The Teacher Education Institution must uphold the highest professional standards in its work, and ensure that the application and inspection process is done ethically. As a member of the Teacher Education Institution, you shall adhere to the following code of conduct.

I shall:

- be impartial and have no connection with the NCTE (TEIC) which could compromise my objectivity;
- offer no gifts (however small) or special offers to the NCTE (TEIC) or SMC or any people linked to it;
- report honestly;
- treat everyone I meet with respect and sensitivity;
- do my best to minimise the pressure on the Inspection Team;
- report to TEIC any case of undue influence by the Inspection Team;
- communicate judgements clearly and frankly;
- respect the confidentiality of information, particularly about individuals and their work.

1. Introduction

The recognition of your Teacher Education Institution (TEI) is meant to validate that your institution is capable of meeting the objective of providing quality education to future teachers in the system. It means that your institution has the necessary people, infrastructure, resources and processes in place to ensure that its students get quality education. The Teacher Education Institution Center (TEIC) under the National Council of Teacher Education (NCTE) mandates Standards which every TEI must achieve. A TEI which fails on any of the Standards, therefore will not be granted recognition.

The rationale for Standards and the role of different organizations in TEI recognition has been described in the “Comprehensive Framework for Recognition of TEIs in India”- a Report prepared by Tata Institute of Social Sciences (TISS) for the Ministry of Human Resource and Development (MHRD). The Report is accompanied by two handbooks, of which this one is for the Teacher Education Institutions while the other one is for the Inspection Team.

This Handbook is meant for those engaged in the process of ensuring quality in the TEI and preparing for the inspection visit by TEIC. It has been designed to:

- (a) Provide a brief context of TEI inspections and its overall role in recognition of a TEI
- (b) Detail the suggested composition of the Applicant Team
- (c) Describe steps that the TEI must take to ensure that the application is filled correctly, is useful during inspections and assists in recognition of a TEI.

1.1 A Brief Overview of the TEI recognition Process

The process of TEI recognition (Exhibit 1) begins with the TEI submitting an application form to TEIC. This is followed by checking the completeness of the form and the credibility and reputation of the TEI by the State Monitoring Cell and issuing a No Objection Certificate (NOC). After this, an Inspection Team comprising a TEIC certified Inspector and two people from the SMC is formed, which visits the TEI and assesses whether the TEI is indeed ready to meet the Standards as stipulated by TEIC. The Inspection Team submits its report to TEIC and is usually the basis on which the decision on recognition of the TEI is taken.

The respective role and responsibilities of the TEI, the SMC and the TEIC have been briefly described in Exhibit 2 and detailed out in Chapter 4 of the Report mentioned earlier. The Applicant Team from the TEI must become familiar with these details before completing its application.

1.2 The suggested composition of the Applicant Team

The Applicant Team is responsible for completing the details of the application form. Hence, the composition of this team must include people with competence and understanding of the TEIC Standards, the strengths of the TEI and the local context within which the TEI plans to offer its program.

The Applicant Team could comprise:

- (a) At least 1 member from the TEI Management Board
- (b) At least 2 faculty members
- (c) TEI Principal
- (d) At least 1 education professional from the district

It is this team that shall coordinate with the TEIC to submit the application form on time, answer queries, fix the dates of the inspection. It also needs to be present throughout the inspection.

It is suggested that the Applicant Team has a coordinator who is responsible for:

1. Coordinating the activities and tasks linked to the preparation of the application form
2. Coordinating with the TEIC to fix the dates of the inspection visit and arrange for stay, etc.
3. Ensuring a high level of professional conduct and ethics by the TEI Team throughout the application process, especially the inspection

The next sections shall detail out more information relevant to the application process.

Some elements of the framework used in this Handbook for TEIs have been adapted from an Exercise Workbook designed by Teacher Education Accreditation Council (TEAC)¹, a US based accreditation agency for Teacher Education Institutions. These elements have been adapted to make them appropriate to the Indian context and the shift in objective from accreditation of TE programs to recognition of TEIs.

¹ The TEAC Exercise Workbook is an exhaustive worksheet based document meant for TE program faculty to help them write the Inquiry Brief (akin to a Grant Proposal) for their Program.

Exhibit 1: TEI Application process

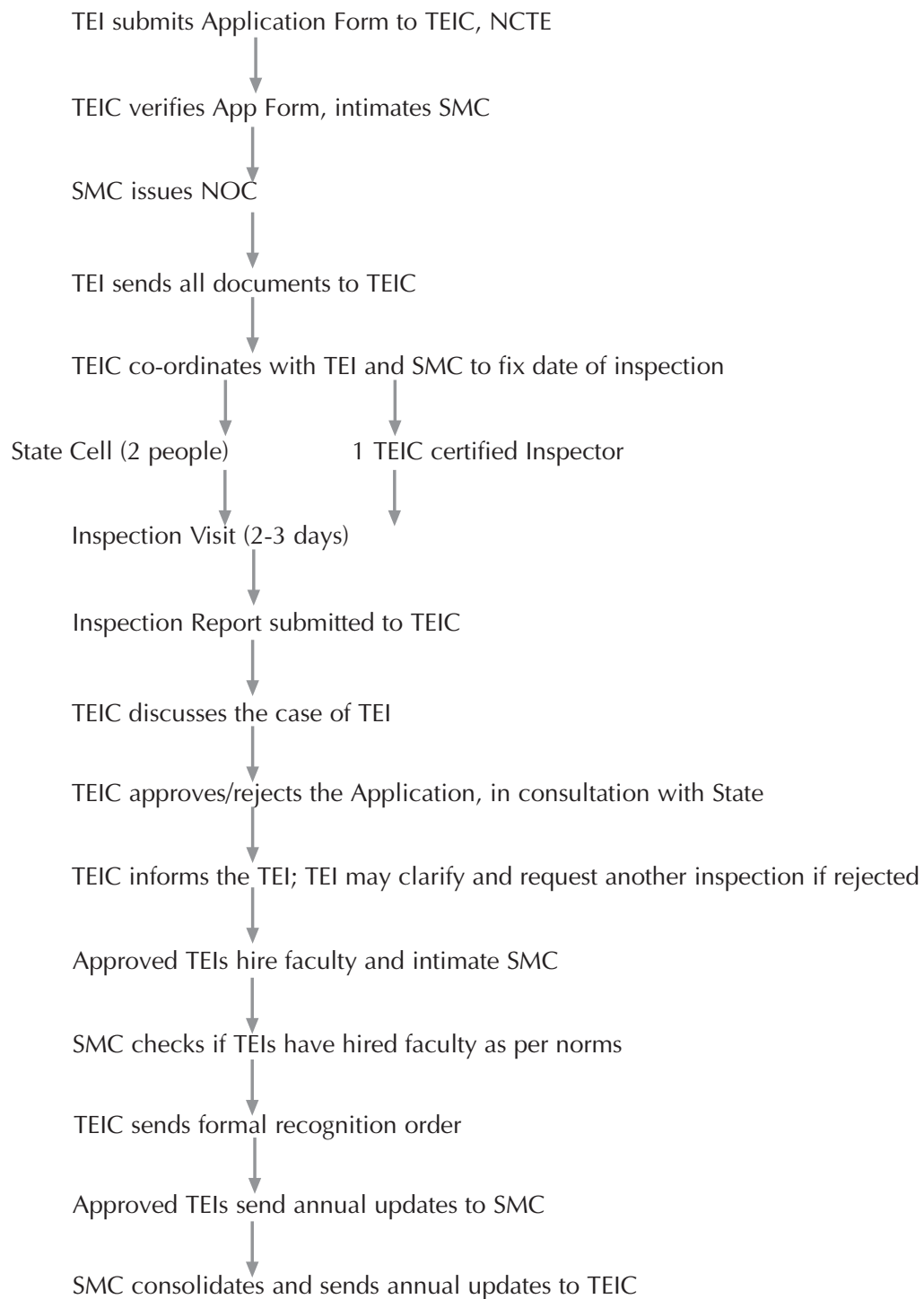


Exhibit 2: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE			
Application Stage	TEI	State Monitoring Cell	TEIC, NCTE
Application submitted	The TEI fills and submits the application form to the TEIC along with the application fee.	SMC receives intimation from TEIC about the application.	TEIC checks if application form is complete, reverts to TEI in case of any clarifications within 30 days of receipt of the application
Clarifications provided	TEIC responds to queries on the form within 15 days	SMC receives a copy of the reply	TEIC confirms all details are complete
Processing Stage	TEI	State Monitoring Cell	TEIC, NCTE
Website launched, NOC process started	Launches own website or has it ready within 15 days of approval from TEIC. Provides any clarifications to SMC.	Starts checking details about the TEI to issue a No Objection Certificate (NOC)	Displays details of TEI on its website and informs it about the approval
NOC issued	The TEI receives intimation about whether the application has been approved for the next stage. If approved, it sends physical documents.	SMC issues an NOC based on credibility and reputation of the TEI. It can also issue and objection certificate if it feels the TEI would offer poor quality education.	TEIC receives the certificate from the SMC and intimates TEI to prepare for inspection. In case SMC has objected to the TEI application, it may ask SMC for more details.
Inspection Stage	TEI	State Monitoring Cell	TEIC, NCTE
Pre-Inspection meeting	The TEI fixes the date of inspection with the TEIC. It notifies staff and faculty and prepares for inspection.	The SMC coordinates with TEIC for the dates. It sets up a 2 member team which meets the TEIC certified Inspector to identify areas of concern with the TEI application.	TEIC fixes the inspection dates in consultation with the TEI. It nominates a TEIC certified Inspector for the inspection. The SMC nominates and the TEIC Inspector form the Inspection Team.
Inspection	TEI provides documents or other evidence for verification when asked for by the Inspection Team. It may present clarifications at any point in this process.	The Inspection Team visits the TEI for 2-3 days and satisfies its concerns about how the TEI meets or would meet the TEIC Standards. They look closely at the appropriateness, validity and sufficiency of evidence.	The Inspection Team visits the TEI for 2-3 days and satisfies its concerns about how the TEI meets or would meet the TEIC Standards. They look closely at the appropriateness, validity and sufficiency of evidence.

Exhibit 2: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE (contd.)

Inspection	TEI	State Monitoring Cell	TEIC, NCTE
Inspection Team Report submitted	The Inspection Team and TEI discuss the broad findings. TEI may respond or clarify any queries from the Inspection Team.	The Inspection Team prepares and submits the Inspection Report to the TEIC and SMC within 10 days of the visit.	The Inspection Team prepares and submits the Inspection Report to the TEIC and SMC within 10 days of the visit.
Approval and Recognition	TEI	State	TEIC, NCTE
TEIC meeting	TEI representative may be requested to be a part of the meeting for approval of TEI recognition held by TEIC.	SMC members may be requested to be present at the meeting for approval of TEI recognition held by TEIC.	TEIC conducts meeting, goes through the Inspection Team's Report and other data
Approval or Rejection of Recognition	TEI receives the decision from TEIC. In case of rejection, the reasons are clearly stated. The TEI can re-apply after one year from the date of decision.	SMC receives copy of the decision.	
Formal Recognition	TEI hires faculty and displays this on website. It informs SMC and TEIC	SMC cross check information about faculty. Confirms it to TEIC	TEIC, on confirmation from SMC, send formal recognition order.

2. The Types of Applications

2.1 The Application for Initial Recognition

In its *Application (Form 1A)*, a TEI displays evidence that it meets or is ready to meet all the Standards pertaining to the four dimensions of Teaching-Learning, Infrastructure, People and Governance and has an effective system for monitoring these Standards.

The *Application for Initial Recognition* is appropriate for a new TEI which is not currently recognized and plans to offer TE courses or an existing recognized TEI planning to offer a new TE course or increase its intake.

The Applicant Team may not have evidence that its Teaching-Learning processes are working well since there might be no students in the program at present but they do have evidence of their ability to offer a good quality TE program, evidence of a sound monitoring system, evidence that the institution is committed and financially healthy to offer the program, and a plan for acquiring evidence over time to meet such Standards as laid down by the TEIC. It might also include an internal inspection report.

The *Application for Initial Recognition* is a scholarly-cum-administrative work in which the Applicant Team demonstrates that they are financially healthy, have access to quality infrastructure and propose the method by which they will find evidence (qualitative, quantitative, or both) to demonstrate that if the Lol is given, they will meet all the Standards for a TEI.

Although the Applicant Team may only restrict themselves to the Standards in the Form, they may also show how they will use student and faculty assessments to improve both the program and the system they have in place to improve the quality of the program.

The *Application for Initial Recognition* is based primarily on existing documents, such as reports of ongoing inquiry or audit, land and building records, contractual agreements with the faculty, recognition and accreditation reports and faculty/institution research and publications.

2.2 The Application for Renewal of Recognition

The *Application for Renewal of Recognition (Form 2A)* is appropriate for TEIs that have already been recognized earlier by TEIC/NCTE, whose recognition is ending at the end of current academic year and are planning to offer the same TE programs in the next academic year. The TEI in its Application Form displays evidence that it meets all the Standards pertaining to the four dimensions of Teaching-Learning, Infrastructure, People and Governance and has an effective system for monitoring these Standards.

Though the Applicant Team may only restrict themselves to the Standards in the Form, they may also show how they will use student and faculty assessments to improve both the program and the system they have in place to improve the quality of the program. It can also include an internal inspection report which highlights the quality of the TEI and the program it offers.

The *Application for Renewal of Recognition* is based primarily on existing documents, such as earlier inspection reports, reports of ongoing audit, land and building records,

contractual agreements with the faculty, recognition and accreditation reports, and institution research and publications.

The difference between the two types of applications has been outlined in Exhibit 3:

Exhibit 3: Applications for Recognition		
	Initial Recognition	Renewal of Recognition
Applicant	A TEI which is planning to offer a TE course not offered in the previous year	A TEI, currently recognized, which is planning to offer the same TE course(s)
Process	Application Form 1A to be filled by the TEI	Application Form 2A to be filled by the TEI
Inspection Process	Focus on infrastructure and plans made by the TEI to meet the Standards	Focus on all Standards being continuously met
Duration of Recognition	Not exceeding one year. Formal Recognition order to be given after confirmation by SMC	3 years

3. Suggested Steps for making the Application¹

a) Review of the Application Process: The Application Team studies and understands the TEIC process, requirements and deadlines. It develops knowledge of the requirements for each of the Standards across the four dimensions. It should navigate the website (www.TEICindia.in)² for the most up-to-date information and contact people in the TEIC for any queries.

b) Identify available Evidence: The Applicant Team examines evidence it already has in line with the indicative examples for each Standard as given in the Application Form, noting what evidence the TEIC could count as trustworthy, appropriate and sufficient.

c) Conduct an Internal Inspection: Next, the Applicant Team could conduct an internal inspection requesting peers (other TEIs, faculty in other programs) and draft an internal inspection report (Appendix A).

d) Re-Review: The Applicant Team now meets together to review what it has learned about the program in Steps 1-3 and fills in the gaps.

e) Write and Re-write the Application Form: The Applicant Team now writes up the Application Form. Usually, it will take two-three re-writes of the Application Form before the one that will be submitted to TEIC is finalized.

f) Submit the *Application Form*: The Applicant Team should plan well ahead and submit the Application Form before the last date in time for TEIC to revert with any clarifications or deficiencies. Once the Application Form has been sent to the TEIC, it must confirm with the TEIC if it has received the Application Form through the TEIC website. The relevant tab (New Applications) in the TEIC website would indicate when the Application Form was received.

A planning checklist for preparing the Application form, with duties and timelines has been shown in Exhibit 4.

¹ Application refers to both, Application Form for Initial Recognition as well as Application Form for Renewal of Recognition

² Yet to developed

Exhibit 4: Planning checklist for preparing the Application Form

First draft: 6-9 months before Application Submission date

Final draft: 3 months before Application Submission date

Target date for submission: _____

Who shall submit: _____

1. Review	When	How
TEIC's Standards and documentation		
TEIC's recognition process		
2. Inventory available evidence	When	How
TEI overview- Part 1		
Dimension 1 – Teaching Learning		
Dimension 2 – Infrastructure		
Dimension 3 - People		
Dimension 4 – Governance		
3. Conduct an Internal Inspection	When	How
Plan and conduct an Internal Inspection		
Draft the Internal Inspection report (Appendix A)		
4. Re-Review	When	How
Review all materials, the Internal Inspection report and findings to date		
5. Write and Re-Write the Application Form	When	How
Align your evidence for the Standards met		
Check sufficiency, appropriateness and validity of your evidence		
6. Submit and Follow up	When	How
Compare draft against checklists		
Submit Application Form to TEIC		
Confirm with TEIC that they have received the Application Form		

4. TEIC Resources

TEIC offers the following print and electronic resources and guidance:

a) Website: TEIC's website (www.TEICindia.in) is a comprehensive and up-to-date guide to TEIC, the recognition process, and details on inspection. The TEIC website is regularly updated on policies and procedures, announcements about events and members. TEIC members receive periodic email announcements. The TEIC website offers substantial details on the process and there is a query box wherein the TEI can email its issues. There is also a telephone helpline which can help the TEI while drafting the Application Form. Responses to email are usually quick.

b) Publications (available on the TEIC website in PDF format)

Handbook for TEIs: A comprehensive guide for the faculty, staff, and administrators of TEIs for initial and renewal of recognition for teacher education. The guide includes a description of TEIC's principles and standards; the recognition process and detailed instructions on writing the Application Form.

Handbook for Inspectors: A comprehensive guide to the inspection process, including responsibilities of the program, TEIC staff, and inspectors. It also includes a checklist for tracking the inspection process.

c) Guidance and feedback: TEIC provides a Coordination and Query desk to assist the TEIs when the Applicant Team is writing the Application Form, offering feedback on Standards and interpretations of evidence. On request, TEIC can provide workshops for a TEI or the State.

5. The Context

5.1 Before you write Part 1 of the Application Form

The Applicant Team from your TEI ensures that all documentation is in order as they fill this Part of the Application Form.

The Applicant Team must also discuss:

1. Overall logic: guiding philosophy and orientation of the TEI and why does it really want to offer TE (what gap is it filling? How is its program really unique?)
2. Shared Vision of the Institution
3. Program areas, levels, specialties, and other Programs offered by the same TEI or part of the same umbrella
4. Application history of the program
5. Demographics of the area where the TEI would most likely get its students from
6. Table of enrollment trends, analysis of student and faculty profile in a similar TEI

These might not be filled in the Application Form. However, they might be useful to provide evidence and answer questions from Inspectors.

5.2 Before you write Part 2 of the Application Form

5.2.1 Understanding Standards

In its application for recognition, your institution has to demonstrate that it meets the quality standards set by the Teacher Education Council or that it has the potential or capability to meet these standards in a stipulated period of time.

Establishing standards (called Standards from here onwards) for recognition of TEIs in India can be a useful and practical way to strengthen their quality. These Standards could be expected to:

1. Provide a framework for consistent, coherent and comprehensive definition of quality for a TEI.
2. Affirm the recognition and approval process of TEIs.
3. Contribute to the quality assurance within and between institutions and allow comparison between different states.
4. Establish minimum thresholds for operation which could be used by new and existing TEIs.
5. Allow more flexibility and create innovative ways to meet the Standards of TE.
6. Strengthen public confidence in TEIs.

One of the main objectives of creating a national set of standards for TEIs, therefore, is to establish and refer to an agreed set of threshold levels which all TEIs must reach. These Standards, therefore, represent the minimum levels of performance and resources that every institution conducting/running a TE program must be capable of offering.

Any TEI which does not meet even one of the Standards is not allowed to offer TE programs.

The Standards mentioned in this document have been evolved based on desk reviews of recognition and accreditation practices and processes in India, UK, USA and Australia. The visits to TEIs, Universities and state agencies in different states across the country revealed that quality teacher education institutions have their own internal means of maintaining quality through minimum norms for infrastructure, stringent admission criteria, documenting teaching-learning outcomes, focusing on student-teacher scores and hiring faculty with the right qualifications.

These Standards have been evolved after a thorough discussion of the manuals, policies and guidelines being used by the accreditation agencies and viewing them in light of the findings from the state visits. Care was taken that these Standards build on the existing norms and checks developed by NCTE, and the criteria developed in the collaboration with NAAC and NCTE for TEIs. This would make it easier for both TEIs and the regulatory bodies to relate to them.

The other principles which were kept in mind while developing the Standards were:

- (a) Evidence based clear and transparent judgement should be possible
- (b) Students, faculty, management and the institutional needs are considered
- (c) Procedures are easy to understand and describe ways of how a Standard can be met
- (d) The Standards are generative and offered as suggestions rather than prescriptions. They encourage innovation, flexibility and creativity

Before we describe these Standards, it is critical to highlight that a list of Standards which would cover every aspect of TEI functioning would be difficult to develop. Further, even if such a comprehensive list is developed, it would involve an intensive effort of data collection and analysis. It is also quite likely that the inspection would become time consuming and draw resources away from the TEI's primary task of providing quality education to future teachers. Hence, the present list of Standards has been developed to provide a thorough yet parsimonious method of paying attention to all the key activities under the purview of the TEI for which it can be held accountable.

In an attempt to provide a more concise view of the different facets of TEI functioning, these Standards have been collated and mapped into the following four dimensions:

1. Teaching and Learning
2. People
3. Infrastructure
4. Governance

The Standards are interwoven in these four dimensions of a TEI's functioning - its academic, administrative and management activities. Hence, besides being concise and easier to focus on, these dimensions also represent possible directions which the TEI may venture into to improve its academic and administrative functioning.

5.2.2 Dimensions and Standards

This section provides a brief overview of the Dimensions and the Standards they comprise. Exhibit 5 provides a more detailed listing of the Standards within the dimensions.

a) 1st Dimension: Teaching and Learning

A sound strategy for teaching and learning forms the core in facilitating teacher-student interactions and learning. It is important that such Teaching and Learning practices are appropriate for the student composition. The learning environment must be stimulating for diverse learners and engages students as inquirers and thinkers. Further, the teaching-learning processes in a TEI need to be aligned towards not just preparing graduates who have a mastery over their subjects but are also able to translate it into effective teaching. A key component is the school experience (Practice teaching/Internship) and hence would focus on efforts which forge closer and richer links between the TEI and the school.

This Dimension also covers how Teacher Educators are influenced. The environment, for instance, could encourage Teacher educators to engage in reflection and evaluation of their own practice and to participate in continuing professional development as teachers.

b) 2nd Dimension: People

The Standards linked to this dimension aim to ensure that the right people are chosen to teach the courses and run the program. The faculty must have the requisite knowledge and understanding of the subject matter they teach besides being aware of the latest educational trends. Hence, there is a need to go beyond faculty qualifications and assess how the faculty is teaching to reflect on current educational practices understanding in their domains.

Further, the head of the institution plays a key role in providing both academic and managerial leadership, hence he/she needs to be aware of academic and administrative issues of the college. She must be able to encourage faculty, students and staff to be effective in their work.

Further, there should be enough opportunities and incentives for professional development and growth of all teacher educators and enough ways and measures to keep students, teacher educators and staff satisfied with the work culture in the institution.

Exhibit 5: The Dimensions and Standards governing TEI recognition

1.	Teaching and Learning Dimension	Exemplar evidence(s)
1.1	The teaching and learning strategy proposed is appropriate for the institutional type as reflected in its mission (programme types, research, teaching), mode(s) of delivery (contact/distance/e-learning), and its student composition (age, full-time/part-time, advantaged/disadvantaged).	Proposed teaching strategy respects the learner and builds student knowledge constructively; Teacher manual encourages systematic reflection on teaching practices; Student feedback is taken during and after the course; Technology (software/hardware) is available for submission of assignments; Special educators are present to help teachers include all students in classrooms activities.
1.2	Teaching and learning encourages a stimulating learning environment for diverse learners.	Availability of recent and classic books, articles, magazines, movies on teacher preparation, aims of education and so on; Varied assessment practices are planned; Academic calendar has a variety of education activities planned throughout the year.
1.3	Practical aspects of teaching are well integrated into theory.	Each subject has practical application aspects; Teachers hired know of various methods to integrate practice and theory.
1.4	School experience/Internship is well planned.	Schools have been identified and contacted for practice teaching in the early part of school year; Plans exist on how students will reflect on their practice teaching; Plans ready for mentoring student teachers; Regular visits are planned by teacher educators to schools.
1.5	School experience/internship is well documented.	Self observation, peer observation and teacher observation formats are ready; Video recording of student practice teaching lessons is done; All lesson plans prepared by students are documented; Retrospective reports are prepared by students.
1.6	Assessment of students is fair and comprehensive.	Student Portfolios exist which record student growth; Assessment is done frequently and feedback given promptly.

2.	Infrastructure Dimension	Exemplar evidence(s)
2.1	The infrastructure and facilities ensure a safe and healthy environment.	
2.1.1	Rooms and Corridors	Enough windows and doors for ventilation; Good natural/artificial light at all times; No seepage/foul smell; Exits labelled for emergency; No protruding nails, splinters, holes or loose boards.
2.1.2	Ramps and Stairs	Good natural/artificial light at all times; No seepage/foul smell; Exits labelled for emergency; No protruding nails, splinters, holes or loose boards; Railings/support for walking.
2.1.3	Furniture	Furniture is easy to move; Chairs are comfortable for long sitting; There is space for books and other materials.
2.1.4	Electrical Safety	There is electrical earthing; All electronic sockets well covered.
2.1.5	Fire Safety	Fire alarms are well distributed and functioning; Instructional charts as a precautionary measure have been put up; Exits are clearly labelled; Fire extinguishers are well placed; Schedule/procedure exist for replacing expired fire extinguishers.
2.1.6	Drinking Water	There is continuous supply of water; Drinking water is easily accessible to all.
2.1.7	Reporting Hazards	Hazardous materials are clearly labelled; Warning boards are clearly visible; Mechanism exists for reporting any hazards, leakages etc.
2.1.8	Medical Facility	A clean, separate room or space is available for unwell people; Doctor is available on call.
2.1.9	Library	The library is conveniently accessible to all; Books are easy to browse (cabinets are unlocked); The Librarian is well aware of the books, journals and magazines available; There is provision for digital access to articles.

2.	Infrastructure Dimension (Cont.)	Exemplar evidence(s)
2.1.10	House keeping	There is a cleanliness schedule for all facilities; The schedule is monitored regularly; There are always enough people to keep the facilities clean; The schedule is available on public display.
2.2	The instructional infrastructure and facilities promote academic and reflective thinking.	There are quiet reading spaces; There are places for holding discussions in addition to classrooms; There is availability of whiteboards or other writing areas; Basic supplies like chalk and blackboards are usable; Labs have reasonable space and testing facilities.
2.3	There are learning resources available to promote academic thinking and reflection.	TLMs are well thought; All learning material is listed; TLMs are enough for the students, TLMs are interactive.
2.4	The infrastructure and the learning resources are disabled friendly.	Ramps and lifts for those with wheelchairs; Appropriate washrooms; Low colour scheme is used for people with low vision; Books/reading material is available in Braille; Special software is present for visually disabled; Sign board at the main gate has large font size; Appropriate labels/direction boards throughout the building.
3.	People Dimension	Exemplar evidence(s)
3.1	Profile and number of selected teacher educators is appropriate for the proposed program.	Teacher qualifications vis-a-vis course is as per norms; Teacher have more than 5 years experience; Teacher-student ratio is less than 1:30
3.2	The Principal is appropriate for the Program being offered.	Principal is well qualified and has led other programs of a similar nature; Parents of students, teachers and administrative staff is satisfied with the Principal.
3.3	The Principal has strong leadership qualities.	Principal has a clear and documented vision for the TEI; Principal has ideas on how to support teachers and students; Principal has good rapport with the Board; Principal is aware of the key issues which impact quality.
3.4	The Board Member(s) have a good understanding of the Education domain.	At least two Board members have more than 5 years experience in the education sector; They are well aware of the academic issues of a TEI; They are aware of rules and regulations NCF, RTE and NCTE regulations. They would support the Principal in his/her efforts to improve quality.

4.	Governance Dimension	Exemplar evidence(s)
4.1	The institution has a clearly stated vision and mission which is communicated to all stake holders.	Vision and Mission of the institution is printed in handbook/prospectus; Vision and Mission is shared with the staff, students and faculty.
4.2	The policy and process followed for admission is inclusive and transparent.	The handbook and prospectus do not give any candidate preference except as mandated by law; The redressal mechanism is clear and easy to follow, website is easy to locate and has all details linked to admission
4.3	Recruitment of faculty is transparent.	Recruitment is done in line with state norms; Background checks are done to minimize fraud; system in place to intimate state department when teachers leave or join.
4.4	Access to current information about the programme and procedure is easy.	Prospectus has details of the course/ programme/ faculty; The website contains details of the program; Handbook/ Prospectus clearly states the requirements from the interested candidates.
4.5	The Grievance redressal mechanism is fair and clearly mentioned. <ul style="list-style-type: none"> • For Students • For Faculty 	Documented grievance redressal mechanism is made available to students and faculty; A guidance and counselling service is provided to students and faculty; Rules and guidelines for formation of student and teacher unions are laid out.
4.6	Conduct and discipline of students and teachers is monitored. <ul style="list-style-type: none"> • For Students • For Faculty 	Documented rules for behaviour and discipline within the premises; Guidelines exist for use of college facilities such as computers, library etc.; Guidelines exist on which members can represent the TEI in different forums and how; Code of ethics for students and faculty; Clear and just consequences are outlined if misdemeanour occurs.
4.7	Attendance is recorded and monitored. <ul style="list-style-type: none"> • For Students • For Faculty 	Documents ready to register attendance; Practices to monitor and motivate students with attendance issues through interaction with parents/legal guardians, counselling; Rules clearly laid out for student and faculty leave; Incentives provided for students with high attendance or tying in attendance with assessment; A biometric system is ready for tracking attendance.

4.	Governance Dimension (Cont.)	Exemplar evidence(s)
4.8	Fee policy is fair and transparent.	Break up of fee is indicated; Students are made aware of fee payment schedules at the start of the year; Sufficient time is provided for payment of fees; Fee increases are made with justification and with sufficient notice as indicated in policy document.
4.9	Appraisal of faculty and staff is transparent.	Faculty and staff are provided clear information regarding the nature and timings of the appraisal;
4.10	Professional development of teachers is taken sincerely.	Provision of training days or workshops in the calendar; Financial norms outlined for training expenses; System in place for teaching students when teacher is away on trainings; Provision of resource persons to come to institution for workshops.
4.11	All standards shall continue to be maintained after recognition.	Mechanism and processes to regularly monitor all standards - cleanliness schedule, inventory records, Duties assigned to cleaning staff; Supervisor duties include regular monitoring; Reports to be sent to Principal on Standards. Process in place on how annual updates on maintaining Standards shall be kept.

c) 3rd Dimension: Infrastructure

A safe and comfortable infrastructure is a basic requirement for any educational institution. Open and well-lit classrooms, clean toilets, fire safety and comfortable room-temperatures are a must. The infrastructure must also be friendly for people with disabilities. Most of the Standards developed in this dimension have been aligned with the current NCTE norms.

Access to a wide range and depth of resources is critical for students and faculty of any teacher education program. Having a well-stocked and well-indexed library with a range of books and TLMs is likely to promote academic thinking and reflection. The library needs to be an open and inviting space.

d) 4th Dimension: Governance

The institution must have policies which document how decisions will be made. A clear cut and transparent admission policy which is inclusive and publicized is necessary. The students must be able to access information about the TEI and the admission procedure. They must also be able to challenge any unfair admissions or discipline issues using a redressal mechanism. The institution must have a fool-proof system of recording and monitoring student attendance and

participation. The institution must have a fair and transparent fee policy. Similarly, there need to be policies on how the faculty may address their grievances or how their attendance is tracked.

There should also be clear documented policies in place on how the Standards will continue to be met throughout the year. This will ensure that quality of TEIs is sustained even when there are no regular external inspections.

5.3 Filling up Part 2: an example

In this section, we illustrate how to actually fill Part 2 of the Application Form.

For an already established TEI, one of the Standards linked to the Dimension of Teaching-Learning is:

School experience/Internship is well planned

The examples suggested for this Standard are :

Schools identified and contacted for practice teaching in early part of school year;

School experience is monitored;

Feedback from school teachers and Principal on practice teaching;

Students reflect on their practice teaching;

Effective mentoring of student teachers by school teachers;

Classroom participation and assessments draw upon the practice teaching experience;

Regular visits planned by teacher educators to schools.

Hence the space provided below each of Standards needs to be filled up with similar statements which shall indicate that the TEI is indeed meeting that Standard and has evidence to show it.

Please note:

- (a) The list of examples is only indicative and suggestive. There are other equally valid alternatives for the TEI to meet the Standard. For instance, the TEI may have a carefully thought through mechanism mapping the student teachers to the schools – which shall support their evidence for meeting this Standard.
- (b) The evidence for each of the statements made would be checked during the inspection or at any other time as deemed by TEIC. Hence, please ensure that it is available readily. Absence of evidence may be assumed to mean that the Standard is not being met.

(c) The evidence provided must be

1. Appropriate – It must link to the Standard. In the example above, a document showing the daily visit plan of School Principal is not appropriate to the Standard.
2. Sufficient - All the Statements made, when supported with evidence, would be enough to prove that the Standard is being met. In the example given, only one Statement is unlikely to prove that the TEI is meeting the Standard.
3. Trustworthy – This evidence must be something which is not fabricated.

Please closely study Part 2 of the Application Forms relevant to your TEI to get a more concrete idea of how these Standards have been defined and what kind of examples could be used to show that the Standard is being met.

6. Questions and Answers

a) How does the TEIC go through an Applicant submitted by a TEI?

TEIC would evaluate your *Application* in a sequence of four steps:

1. Application evaluation with the assistance of the State Monitoring Cell
2. Inspection visit and Inspection report by the Inspection team,
3. Final evaluation and recommendation by the Inspection team and
4. Recognition decision by the Recognition/Executive Committee.

Answers below shall provide more clarity. For additional details, please review the website on the current process and deadlines linked to it.

b) What does the TEIC check for in the Application before coming for inspection?

The TEIC staff goes through the Application Form and checks for all the relevant documentation pertaining to Part 1. It shall look for authenticity and validity of the documentation submitted. Checks will be done and any discrepancy shall result in forfeit of the fees. If there is a query or a gap, a Deficiency list is prepared and sent to the TEI within a stipulated time.

For Part 2, the TEIC shall closely see that elements requested for have been supplied and there is enough evidence that the TEI has understood the TEIC Standards and is ready for inspection.

The TEIC also requires an NOC and takes inputs from a special cell in the state, the State Monitoring Cell (SMC) where the TEI is based. The TEI is strongly suggested NOT to approach the SMC in any case before or during the application process. All queries need to be directed to the Coordination and Query Desk at TEIC. Approaching the SMC or its members may be construed as an attempt to influence the application process and could lead to rejection of the application and forfeit of the fees.

c) What is the inspection process like? How much time does it take? How many inspectors would come? What will the inspectors ask for or need?

The TEIC inspector shall get in touch with you to fix up the date of inspection. Usually an Inspection will take 2 days, but it might take up to 4 days in case the Inspectors need to check for more evidence. You might be requested to suggest stay and travel options.

The Inspection team shall verify the evidence the Application Team cites in the *Application for Renewal of Recognition* or *Application for Initial Recognition* in support of its Standards.

The inspectors determine whether or not the evidence in the *Application* is appropriate, sufficient and trustworthy. To do so, the inspectors need access to the raw data, spreadsheets, reports, forms, legal documents and certificates used by the Application Team. The Application Team should be prepared to show the TEIC inspectors the data

(records, journals, ratings, evaluations, transcripts, artifacts, etc.) that are suggested in the Application Form. As the TEIC inspectors will try to verify as much of the *Application* as can be practically managed from the TEIC's offices, the Application Team may be asked to send the supporting source data to the TEIC before the inspection. By its very nature, a substantial portion of the inspection, however, must be conducted on site.

Inspection of TEI applying for initial recognition: During the inspection of an *Application for Initial Recognition*, the inspectors will verify the institution's commitment to the TE program. They will also search on site for possible lines of evidence that can be used to support the TEI's progress towards and potential methods of meeting TEIC Standards.

Inspection of a TEI applying for renewal of recognition: The main purpose of the inspection of an *Application for Renewal of Recognition* is to verify the evidence provided in the Application Form. The inspectors select samples of evidence that they predict will show and represent the complete evidence the Application Team has cited in the *Application Form*. The inspectors are free to probe and search for additional evidence during inspection and these discoveries may support, strengthen, or weaken the evidence.

d) How will the Final decision happen? Who will take it and what role, if any, does the TEI need to play?

The Inspection Team shall submit its report to the TEIC. The TEIC shall determine if the evidence, as verified by the inspectors, is consistent with the requirements of the TEIC system.

The Inspection Team shall also recommend approval or rejection of the Application to the TEIC Executive Committee which shall take the final decision.

However, at no stage, should the TEI approach the TEIC Executive Committee directly. This might be assumed as influencing the TEIC decision and lead to a rejection.

TEIC's Executive Committee makes two decisions: (1) whether the TEIC followed its own guidelines and processes and (2) whether there is anything in the record that would call the Inspection Team's recommendation into question. Based on their experience and their rich experience of understanding TEIs, the Executive Committee shall take a decision on whether to Approve or Reject the TEI application. If approved, the TEI shall receive a confirmation letter (for TEIs who have submitted Form 1A) or Renewal of Recognition Certificate (for TEIS who have submitted Form 2A). Once a confirmation letter is received, the TEI shall proceed to hire the faculty. Once done, it shall approach the SMC who may inspect the new faculty hired. If this is approved by the SMC, they shall inform the TEIC who shall issue a Recognition Certificate for the new TEI.

In case of rejection of application, the TEI can approach the courts if it is not satisfied with the decision of the Executive Committee.

e) Why does the TEIC insist on clear and precise language when filling up the Application Forms?

TEIC stresses clear and precise language because of the kinds of evidence that TEIC asks of its candidates for recognition.

Teacher education institutions seeking TEIC recognition must provide solid evidence in a precise language, otherwise it is likely that the Application Form would invite too many queries during the application approval stage and might get delayed on the grounds of vagueness and ambiguity.

Vague, imprecise language will not only obscure the procedures of the TEI but it will make it more difficult for the inspectors to verify the text of the *Application* because the inspectors need to determine whether or not the errors they may find in the text alter the meaning of the *Application* or would mislead a reader. Ambiguous text is likely to be open to multiple interpretations, some of which may not even have been intended by the Application Team, but which if adopted may alter the meaning of the text. For this reason, checking the precision of the language and evidence of the *Application for Renewal of Recognition* and *Application for Initial Recognition* is very important. TEIC staff and inspectors focus on language and precision to determine if the *Application* means exactly what the Application Team intended to say.

To help a TEI better understand how to write the Application Form clearly, an example has been provided on the next page.

Exercise A: Study the evidences below. Are they appropriate and valid to the TEIC framework?

Evidence	Acceptable	Perhaps acceptable	Not acceptable
1. Our students know their subjects			
2. Our students score above average in their methods			
3. Our infrastructure is of superior quality			
4. Our graduates almost always know the answers to any question about content asked by their students.			
5. The faculty is well paid.			
6. The faculty is well versed with Technology			
7. The school internship program is documented through reflection reports by students and faculty			
8. There are ramps on each floor for people with disability			
9. The faculty lesson plans are discussed every fortnight with the Principal and peers			
10. The students have access to a redressal book and staff, who they can approach during working hours			

The statements 1-6 are not acceptable as evidence. They are rather vague claims about the TEI. The statements 7-10 are more precise and can be supported by evidence. In addition, as you write a statement as an evidence of meeting a TEIC Standard, it is important to ask- **What other evidence could make it wrong?**

Checklist for Evidence:

- 1. Is this the only evidence we have for this Standard or are there other evidences that will be used?** (Usually one evidence is rarely enough to meet a Standard)
- 2. Is the statement of evidence simple to read and understand? Are other interpretations possible?**
- 3. Do we have enough sources that validate this evidence and make it trustworthy? What documents or records do we have access to?**
- 4. How does the evidence relate to the Standard?**

Repeat this exercise for each evidence relevant to the Standard

Each evidence statement has to be APPROPRIATE and CREDIBLE. All statements in support of the Standard have to be SUFFICIENT when taken together.

References

NCERT (2009). *Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education- A Report*. National Council of Educational Research and Training, New Delhi -110 016

NCTE (2009). *National Curriculum Framework on Teacher Education*. Retrieved, February 15, 2012 from [www.ncte-india.org/publicnotice/NCFTE 2010.pdf](http://www.ncte-india.org/publicnotice/NCFTE%2010.pdf)

Planning Commission (2009). *Report on the Proposed Structure of the New System*. Retrieved July 2, 2012 from [http://planningcommission.nic.in/reports/genrep/skilldev/sub ac_crd.pdf](http://planningcommission.nic.in/reports/genrep/skilldev/sub%20ac_crd.pdf)

Websites

www.ncte-india.org - National Council For Teacher Education

www.naac.gov.in - National Assessment and Accreditation Council

www.teac.org/ - Teacher Education Accreditation Council

Annexure A: Internal Inspection Report

The Internal Inspection could be one of the best tools for building capacity within the TEI. A structured exercise would make the faculty, the management, the students and the staff aware of what makes their program strong and unique. It would also highlight areas of improvement.

Please choose inspectors who not only have experience in Teacher Education but also understand the administrative aspects of running an educational program. It would be advisable to choose a team comprising faculty of similar institutions, administrative officers from another TEI and TEIC inspectors well versed with the TEIC application process.

This inspection, may be done anytime and not just during the phase of filling the Application Form.

Questions for TEI

1. Who is doing the Inspection? How many people? What is their experience?
2. Have you requested them to highlight both Negative as well as Positive elements of the TEI?
3. Have you given them enough time (at least 1 day) and support (all faculty being present, access to documents, possibly a draft filled-in Application Form)?
4. Have you designed a form to document the Internal Inspection? This might be requested during the TEIC inspection.

Questions for the Inspection Team

1. Please go through Part 1 and Part 2 of the Application Form? **Design an inspection plan** Start by identifying the points at which you will need more clarity about the system. Then list the categories of questions. Sketch out a possible sequence of the inspection (what leads to what). Be prepared to share your plan with the TEI.
2. Have you designed a format to document and share your findings?
3. Discuss each Standard with the TEI and request for evidence. Is the evidence :
 - 3.1. Appropriate
 - 3.2. Trustworthy
 - 3.3. Sufficient
4. What procedures or mechanisms do they have in place for ensuring that Standards will continue to be met?
5. From the Application Form, which Standards do you think the TEI is not meeting?

6. What procedures or mechanisms does the TEI rely upon to make sure that the teaching in the program is of high quality?
7. What procedures inform the faculty about candidates' performance on measures sensitive to TEIC's Standards and cross-cutting themes?
8. How did the faculty and TEI staff respond to your requests for evidence?
9. What are the examples of good practice which you found during the inspection? Were these highlighted in the Application Form?
10. Are there any areas of improvements that you might like to suggest?

