

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

## **Volume 1: Report**

Volume 2: Handbook for TEIs

Volume 3: Handbook for Inspection Team

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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



# Chapter 1

## Introduction

The National Curriculum Framework for Teacher Education (NCFTE) 2009 aims to prepare professional and humane teachers for Indian Schools. It proposes detailed reforms in the curriculum, pedagogy, evaluation and models of teacher education programs. The Teacher Education Institutions (TEIs) are envisioned as active centers of practical experiments directed to the educational methods, curricula and research (NCTE 2009a, p. v.). It suggests that if teacher education institutions could be organized to become “dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated” (NCFTE, 2009). This conviction underscores the importance of the nature of Teacher Education Institutions in our country.

The role of the teacher as culled out from the Right of Children to Free and Compulsory Education Act, RtE 2009, National Council for Education Research and Training (NCERT, 2005) and the National Curriculum Framework requires the teacher to work with children and to respond to the children’s needs in imaginative and dynamic ways. In the light of this, the quality of Teacher Education Institutions (TEIs) in providing the kind of preparation that would meet the demands of the current scenario is directly under question.

### 1.1 Current state of TEIs in India

There has been a large increase in the number of TEIs in the country in the last decade. Different developmental programs such as SSA and Operation Blackboard have contributed to the rise in school enrollments (NCTE 2009a, p.5). There has been a demand for trained teachers leading to a mushrooming of teacher education institutes, especially in the private sector.

The number of courses offered at different stages - pre-primary, elementary (D.Ed) and secondary (B.Ed), (in both face-to-face and distance modes); programs of Masters in Education (M.Ed) and M.A Education,(face-to-face and distance modes), Certificate in Physical Education (C.P.Ed.), Bachelors in Physical Education (B.P.Ed.) and Masters in Physical Education (M.P.Ed.) have increased almost four-fold from 3,489 courses in 3,199 institutions in

March, 2004 to 14,792 courses in 11,861 institutions in March 2010. The approved student intake has likewise increased from 2,74,072 to 11,11,680 during this period (NCTE, 2009b). In addition there are a range of programmes for the education of special educators which offer certificates, diplomas and degrees.

Such a quick expansion of colleges and institutes has been accompanied by a deterioration in the quality of programs. The Planning Commission report on Improvement of Accreditation and Certification systems states, “Many reasons have been cited for the lack of quality in our educational institutions, such as inappropriate pedagogy, outdated curriculum, poor resources/ infrastructure, inadequate connectivity and bandwidth, unavailability of blended learning processes, irrelevant assessments, the limited participation of the private sector etc. to name a few.” (GoI, 2009). The report further suggests that the root cause of this problem lies in the absence of a strong regulatory and monitoring mechanism which sets forth quality standards and systems to ensure that standards are met.

The National Council of Teacher Education (NCTE) which is the statutory body with the mandate of monitoring and ensuring the quality of teacher education programs has been largely unsuccessful in fulfilling its role. In a recent judgement in December 2011, the Supreme Court of India observed that the field of education has become a fertile, perennial and profitable business with the least capital outlay in some States and that societies and individuals were establishing such institutions without complying with the statutory requirements. Despite similar pronouncements in the past two decades there has been no serious endeavour to stop the mushrooming of such ill-equipped institutions. Hence, the court directed that NCTE should make arrangements for inspection of TEIs to ensure that they follow the norms and provide high quality teacher education (GoI, 2011).

The Honourable Supreme Court appointed a Commission in May 2011 to examine the issues which impact the quality of teacher education as well as to improve the regulatory functions of the

NCTE. The Commission set up under the chairmanship of Justice J.S. Verma gave its recommendations in August, 2012 (GoI, 2012).

The Ministry of Human Resource Development (MHRD) envisaged a research project which could review the recognition framework and practices in ensuring quality of TEIs and develop processes and guidelines to ensure an effective system of recognition of TEIs. The Tata Institute of Social Sciences (TISS) instituted a team in February, 2012 under the guidance of Professor Padma Sarangapani with this objective. The team comprised Mr. Gopal Midha, Ms. Proma Basu Roy, Ms. Maya Krishnan, Ms. Nayana Yeole, Ms. Bhanu Jain, Mr. Janak Boro and Ms. Lalita Pradeep (DIET Principal, Lucknow).

The project followed the following plan:

1. Understanding practices in India and of other countries: Desk review of Accreditation/Recognition/Certification systems of NCTE, NAAC, India, United Kingdom, United States, Australia and Pakistan: March-April, 2012.
2. Comprehending the national context: Visit to various states (Andhra Pradesh, Madhya Pradesh, Karnataka and Tamil Nadu) to gather feedback on the current process of inspection of TEIs and areas of concern through interactions with state institutions, universities and TEIs: April-May, 2012.
3. Discussion and feedback from Guidance Committee: Expert advice and feedback was sought from Professor Rama of National Accreditation and Assessment Council (NAAC); Ms. Bhupathiraju Seshukumari of SCERT, Andhra Pradesh; Dr. Archana Mehendale and Dr. Disha Nawani, TISS, Mumbai and Ms. Shabda Bedi of Azim Premji Foundation and Professor C Seshadri. Two meetings were held - April 13,

2012 in Mumbai and July 24, 2012 in Hyderabad.

4. Formulating new processes and guidelines for recognition of TEIs by the team members - April, 2012 onwards.
5. Pilot-testing new inspection formats in Kolkata and Hyderabad - July-September, 2012.
6. Sharing Final Report with MHRD - October, 2012.

The aim of this report is to present a framework which can be used to review and decide on the suitability of a TEI to function as a site of teacher education. It builds on the strengths of the current TEI inspection processes and practices followed by NCTE, NAAC and Universities in India; and also adapts good inspection practices followed in other countries. The revised framework may serve as a useful step towards improving the quality of recognition processes and practices of TEIs in India.

The suggested framework aims at strengthening the process for recognition of TEIs and additionally aims to provide a clearer picture of

- (a) what is expected from an institution that prepares teachers.
- (b) what is expected from the Inspectors when they visit a TEI for inspection.
- (c) the role of the state in ensuring that only quality TEIs are allowed to function.

Hopefully, the study and its suggestions will lead to further discussions on how the revised framework, guidelines and TEI inspection formats suggested herein could be incorporated in the larger arena of TE reforms.

The discussions, guidelines and formats presented herein are applicable to all face-to-face TEI programs like the D.Ed, B.Ed and M.Ed. They do not cover Physical Education or blended programs learning models of Teacher Education.

## Chapter 2

# Recognition practices for TEIs in India and abroad: A brief overview

### 2.1 Introduction

The quality of TEIs in India is regulated and maintained through different agencies. These agencies often play different and complementary roles in ensuring quality of TEIs. Two of these agencies, the National Council for Teacher Education (NCTE) and National Assessment and Accreditation Council (NAAC) have been set up by the state and are each a single independent body. The third agency are the various state and central Universities who act as affiliating and examining boards for the TEIs which run B.Ed and M.Ed programmes. Institutions offering

Diploma in Education or similar programs are generally under the purview of the state for continual affiliation. A Committee of members from different departments in state education regularly visit and monitor the institutions for quality. In terms of their roles, NCTE provides recognition to all TEIs, the various Universities affiliate the TEIs and conduct examinations and NAAC provides accreditation to the TEIs. The difference in the processes of recognition, affiliation and accreditation have been highlighted in Exhibit 2.1.

**Exhibit 2.1: Key Processes in ensuring quality of TEIs**

	Recognition	Accreditation	Affiliation
Description	The statutory approval required for a TEI to offer TE programs. It checks for basic infrastructure and presence of faculty through specific norms	The rating of the quality of TEIs based on seven criteria including infrastructure, teaching-learning, faculty, curriculum, research, governance, etc. Not offered for TEIs providing Diploma in Education	The approval of TEI by a body which shall assess the student teachers and certify their preparedness
Certifying Agency	NCTE	NAAC	The State or Central University for B.Ed and M.Ed, State Department of Education/ Affiliation Committee comprising state officials for D.Ed.
Mandatoriness	Yes	No. Unless a TEI is increasing its student intake or offering another TE program.	Yes, the affiliation mandates the specific TE programme and the affiliating authority becomes the examining authority which certifies and awards the certificate of completion and grades to the students
Validity	State practices differ. One year- Lifetime	1-3 years. This process is only for institutions offering B.Ed and M.Ed and not those offering D.Ed.	Practices differ, however affiliation is usually for one year, which is then renewed

The Government of India, keeping in view the recommendations of the Education Commission (1964-66), established the National Council for Teacher Education (NCTE) in 1973. Its role was to advise the Central and State Governments on all matters relating to teacher education.

The Council created nation-wide awareness on issues relating to teacher education and developed a “National Framework for Teacher Education Curriculum” in 1978. However, regulatory functions like preventing the proliferation of sub-standard teacher education institutions/programs and maintaining norms and standards could not be undertaken by the NCTE as it was a non-statutory body.

The need to regulate TEIs was re-emphasized in the National Policy of Education, NPE 1986. In 1993, NCTE was therefore established as a statutory body with a comprehensive list of functions which not only gave it the powers to recognize TEIs and lay down norms, but also to co-ordinate and monitor the growth of teacher education in India (see Exhibit 2.2 ). NCTE developed a process of recognition of TEIs to ensure that not only the existing TEIs but also new TEIs planning to offer courses in education meet certain standards. It further evolved a structure which would help ensure that the process is followed smoothly.

### Exhibit 2.2: Functions of the Council, NCTE Act 1993

#### Functions of NCTE

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may -

- (a) undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- (b) make recommendations to the Central and State Government, Universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programs in the field of teacher education;
- (c) co-ordinate and monitor teacher education and its development in the country;
- (d) lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions;
- (e) lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;
- (f) lay down guidelines for compliance by recognized institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification;
- (g) lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
- (h) lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions;
- (i) promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- (j) examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institution;
- (k) evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions;
- (l) formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher development programs;
- (m) take all necessary steps to prevent commercialization of teacher education; and
- (n) perform such other functions as may be entrusted to it by the Central Government.

Source: NCTE (2012a)

The other agency which promotes quality in TEIs is the National Assessment and Accreditation Council (NAAC). It is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It was set up based on the recommendations of the National Policy in Education (1986) to address the issues of quality of higher education institutions. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. NAAC ranks and accredits the institutions on certain parameters which the institutions can use as an indication of their quality (NAAC, 2012).

All TEIs running B.Ed programmes in the country need to be affiliated to a central or state university which will conduct the examinations and assess students. The Universities also follow a process similar to that of NCTE in recognizing and regulating TEIs running B.Ed programs both private aided and unaided and the government. They often use inspections to ensure that colleges follow the norms that have been set by the University. Institutions running D.Ed programmes are generally under the State Councils for Education Research and Training. TEIs may be government run (including the DIETs and Government colleges of teacher education), aided institutions or privately managed.

The next section describes the structure and process developed by NCTE in more detail.

## **2.2 The Process of Recognition of TEIs and the regulatory structure**

### **a. The Structure**

The National Council for Teacher Education (NCTE) has its headquarters in New Delhi and has set up four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to plan and co-ordinate developments in teacher education. The NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in service programs. (NCTE, 2012a) The NCTE is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

### **b. The Process**

NCTE has laid out an extensive process to recognize Teacher Education Institutions (TEIs). The activities in this process may be categorized into various stages as shown in Exhibit 2.3 and Exhibit 2.4.

### **Exhibit 2.3: Recognition of TEIs by NCTE**

#### **1) Application Stage**

This involves an application process (online) which must be submitted by the TEI to the concerned Regional Committee. Applications which are complete in all respects are processed by the office of the Regional Committee concerned within 30 days of receipt of such applications. In case the applications are incomplete in any respect, the office of the Regional Committee points out the deficiencies within 30 days of receipt of the applications, which the applicants are expected to resolve within 90 days. The date of receipt of the application after completion of deficiencies is treated as the date of receipt of the complete application.

#### **2) Processing Stage**

- (i) The particulars of the institutions are hosted on the official website of the Regional Committee which serves as an electronic communication to the applicant and also the State Government/UT Administration so that they can follow up. A written communication is also sent to the applicant.
- (ii) A written communication along with a copy of the application form submitted by the institution(s) of the concerned state/U.T. is sent to the State Government/U.T. Administration concerned.
- (iii) On receipt of the communication, the State Government/UT Administration sends its recommendations on the applications to the office of the Regional Committee of NCTE

*(Contd. on next page)*

within 60 days from receipt. If the recommendation is negative, these are taken into consideration by the Regional Committee concerned while deciding the application. If no communication is received from the State Government/UT Administration within the stipulated 60 days, it is presumed that the State Government/UT Administration concerned has no recommendation to make.

Importantly, all the applicant institutions are expected to launch their own website simultaneously with the submission of their applications with the details of the institution, its location, name of the course applied for, with intake, availability of physical infrastructure (land, building, office, classrooms, and other facilities/amenities), instructional facilities (laboratory, library etc.) and the particulars of their proposed teaching and non-teaching staff etc. with photographs for information of all concerned.

### **3) Inspection Stage**

- (i) Usually, the inspection of infrastructure, equipment, instructional facilities etc. of an institution is conducted within 30 days of completion of processing of the application by the office of the Regional Committee with a view to assessing the level of preparedness of the institution to commence the course.
- (ii) At the time of visit of the team of experts to an institution, the institution concerned arranges for the inspection to be videographed in a manner that all important facilities are videographed along with interaction with the management and the staff (if available). The visiting teams finalize and courier their reports along with the video tapes on the same day.

### **4) Approval Stage**

- (i) The application and the report along with the video tapes of the team which visited the TEI for inspection is placed before the Regional Committee concerned for consideration of grant of recognition or permission to an institution in its next meeting.
- (ii) The Regional Committee decides grant of recognition or permission to an institution only after it is satisfied that the institution fulfills all the conditions prescribed by the NCTE under the NCTE Act, Rules or Regulations, including, inter alia, the norms and standards laid down for the relevant teacher education program/course. This is done within the ambit of the National Council for Teacher Education Act, 1993, the National Council for Teacher Education Rules, 1997 as amended from time to time and the regulations including the norms and standards for various teacher education programs. The Regional Directors are responsible for ensuring that the decisions of the Regional Committees are not in contravention of the NCTE Act, NCTE Rules and regulations including the norms and standards.
- (iii) The institution is informed of the decision for grant of recognition or permission subject to appointment of qualified faculty members before the commencement of the academic session.
- (iv) If the Regional Committee, after consideration of the report of the Visiting Team, is of the opinion that the institution does not fulfill the requirements for starting/conducting the course, such an institution will be allowed one more opportunity for inspection after removal of the deficiencies. This might involve more fees.

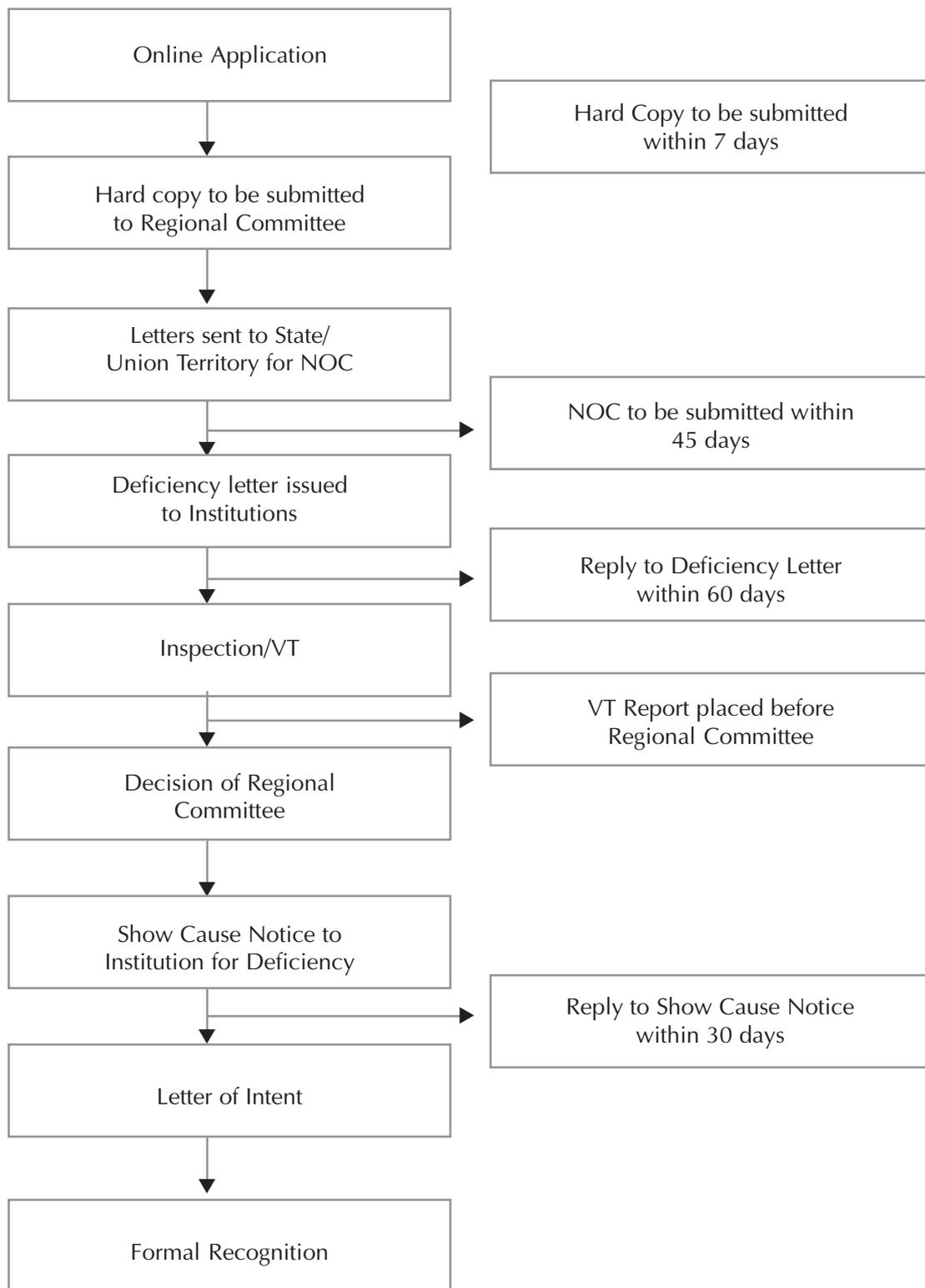
### **5) Recognition Stage**

The institution concerned, after appointing the requisite faculty/staff, puts the information on its official website and also formally informs the Regional Committee concerned. The Regional Committee concerned then issues a formal unconditional recognition order.

The reports of inspection of the institutions along with the names of the Visiting Team Experts are made available on the official website of the Regional Committee concerned after the same have been considered by the Regional Committee.

*Source: (NCTE, 2012b)*

**Exhibit 2.4: A visual depiction of the NCTE process of TEI recognition**



Source: Document from the Southern Regional Committee, NCTE

Any institution which plans to offer a TE program has to obtain recognition from NCTE. This approval is a one-time process but the NCTE may continue to inspect these institutions annually to ensure that the norms that have been set continue to be followed by the TEI.

NCTE does not provide a quality rating to the TEI. It only certifies that the TEI has the capacity to offer a TE program because it has the necessary infrastructure, faculty and other resources in place. However, if the TEIs intend to get an assessment of their own quality, then they could approach NAAC for accreditation.

### **2.3 Approach to Quality Assurance: NAAC and its role.**

The NAAC facilitates the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and through participation of the institution. The role of NAAC is to accredit Higher Education Institutions (HEIs) in India. These institutions are given a Cumulative Grade Point Average and a Letter Grade based on NAAC determined parameters.

NAAC has identified the following seven criteria to serve as the basis of its assessment procedures:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Innovations and Best Practices

These criteria are applicable to all HEIs and NAAC has modified them for institutions offering TE programs. The elements of practice teaching, engaging its teachers in research in education and preparing student teachers for diverse learning environment in the schools are few such modifications.

The TEI has to prepare a self-appraisal report in two parts, where Part I is the organization of data pertaining to the above criteria and Part II is the self-analysis based on Part I. This is followed by a 1-2 day visit to the institution. The peer team who visits the institution comprises Teacher educators, principals and/or professors who are given training prior to the inspection. The peers interact with the various constituents of the institution and

also check documentary evidence to understand the functioning of the institution. The aim, during the visit to the institution, is to look for evidences to validate the self-appraisal report. The Executive Committee of NAAC reviews the report based on this inspection and takes a decision about the grade of the institution. These results are then put online for the public. This accreditation status usually holds for 5 years. At present, NAAC covers about 300 TEIs in India.

NAAC has a set of detailed manuals and guidelines for the institutions to fill in the accreditation process. The focus is on supporting institutions to think about quality for themselves and develop mechanisms to sustain this quality. NAAC supports institutions to maintain quality. This is done through an Internal Quality Assurance Cell (IQAC) as a post-accreditation measure. This is an internal team of the institution comprising head of institution, teachers, administration and even community. This ensures that quality standards do not fall.

Accreditation by NAAC is not mandatory. However institutions that wish to be allocated additional B.Ed seats or to offer M.Ed. are required to have NAAC accreditation. NAAC covers only B.Ed and M.Ed. and D.Ed or other programs of teacher education.

### **2.4 Affiliation: The role of the Universities**

NCTE provides recognition to a TEI and certifies its capacity to prepare caring and competent teachers. It does not, however, certify the graduates of the TEI so that they may be recognized by the schools as capable teachers. Further, NCTE does not prescribe a TE curriculum in detail. This role of designing different elements of the curriculum, assessing the student teachers and certifying them is usually played by an examination body. This body provides the syllabus and lends its name to the TEI while ensuring that the TEI is run professionally through issuance of norms and subsequent inspections to check if norms are being followed.

The various State, Central and autonomous universities can act as the affiliation bodies for B.Ed and M.Ed programs while the D.Ed programs are usually affiliated by the state department of education and is decided by a committee comprising officials from different departments. It is important to note that the recent Teacher

Eligibility Tests add another layer of assessment and certification of teacher quality.

The University plays an active role in the quality of the TELs. This affiliation usually involves an inspection of the TEI by a designated team of the University. The TEI also has to adhere to the norms and guidelines issued by the university from time to time which might be different from those issued by NCTE.

Similarly, for the D.Ed programs, states often form an affiliation committee which plays an active role in ensuring quality of the TELs, through an annual inspection. The TEI is allowed to continue only if it passes the inspection. The TEI, therefore, is re-recognized annually.

## **2.5 Quality of TELs: Findings across the states on Inspection and Recognition practices**

This extensive process of recognition, affiliation and accreditation has, however, not led to strengthening quality in TELs nor prevented poor quality TELs from being established. As noted by the GoI (2012, p.6), “The NCTE, even as a statutory body, has not been able to control the proliferation of sub-standard teacher education institutions due to its inability to enforce the prescribed norms and also inability to continuously supervise the institutions recognized by it. This has led to commercialization of teacher education in the country, thereby adversely affecting the quality of teacher education”.

### **Exhibit 2.5: Justice Verma Commission Findings about TEI inspections**

1. Absence of an Institutional Mechanism to Review Norms and Standards: No institutional mechanism has been set up in the NCTE to obtain feedback and review the norms on a continuing basis.
2. Recognition of Courses Rather than Institutions: This has led to stand-alone institutions for a specific course. This policy has led to isolation within the system of teacher education as different programs are run like parallel streams and not as interlinked, inter-dependent and mutually reinforcing components of the same system.
3. Lack of Guidelines for Innovative Programs of Teacher Education: Except in institutions other than RIEs and constituent Colleges of the University of Delhi..
4. Lack of Norms in Certain Subjects: E.g. such as B.Ed. (English), B.Ed. (Sanskrit), Pandit or Oriental training Courses in languages
5. Implementation of Section 13 of the NCTE Act: No regular inspections. Only 168 (out of a total of approximately 13,000 institutions) could be inspected in 2010-11.
6. Revision of Inspection Proformas: Not aligned to the revision of norms; vague and generalized reports from Visiting Teams make the task of Regional Committee difficult and arbitrary.
7. Timely Processing of Applications: Should be done by July 31. However, Regional Offices find it difficult to adhere to the stipulated time schedule in respect of all the applications due to (i) delays in receiving the recommendations of the state governments, (ii) delays in getting response to deficiency letters, (iii) delays in causing inspections due to non-availability of members to visit the TEI during a particular period; (iv) shortage of junior level staff in the Regional Offices.
8. No Objection Certificate from the State Government: This is rarely provided by the State. Poor co-ordination between the State and the Regional Committee.
9. Expertise of Visiting Team (VT) Members: It has been observed that many a time the members chosen for a VT are not competent to perform the task entrusted to them. For instance, a lecturer of an elementary teacher education institution may not be an appropriate person to inspect a secondary teacher education institution and a Professor of education in a University may not be an appropriate choice for a Physical Education Institution.

*Source: GoI (2012)*

The recently published report by the Justice Verma Commission explains the reasons for the poor quality of TEI inspections in Exhibit 2.5.

As part of understanding the nature of recognition and the current recognition practices, the research team also visited D.Ed, B.Ed and M.Ed colleges in Maharashtra, Madhya Pradesh, Andhra Pradesh, Tamil Nadu and Karnataka to understand their perspective and experience of the recognition and inspection processes. The team also held meetings with experts from NCTE and NAAC to understand the issues in strengthening recognition and inspection practices.

These issues were as follows:

### **1. Inspection focuses on Infrastructure**

The present process of inspection focuses primarily on the infrastructural facilities and faculty qualifications (See Annexure D). These two areas are essential requirements for any TEI and if they are in place, they ensure that there is a certain permanency to the running of the TEI.

For infrastructure, land and building blueprints and registered documents are verified using a checklist. The applicant has to list the number and size of physical amenities of the institution or whether certain facilities are present or not.

The appointment of faculty, their continued presence during the year and their qualifications are checked rigorously. Besides being critical, these are the usual areas where possibilities of fraud exist.

The teaching-learning processes are not subjected to inspection. The approaches to teaching, the support provided to student teachers during practice teaching and the richness of experiences provided to the student teachers are usually not assessed during the inspection process. A check is maintained on the projects and assignments submitted by the students. Such checks are often to make sure that the projects have indeed been done by the students rather than exploring the quality of the projects and what students have learned from them.

### **2. Norms driven by implicit Standards**

Norms are extensively specified, however they do not clearly define standards from which they have been derived in the case of NCTE. The norms define aspects such as size of classrooms and laboratories. This is to ensure that each TEI has

enough space for students to sit and study and is thus an implicit standard which the norm attempt to meet. The TEI inspection and recognition process, therefore, revolves around checking only if the norms have been met without communicating a larger and more concrete framework to the TEI on why such norms are in place

Further, the norms limit acceptable variations Since norms are specific and standard for all TEIs, they do not allow flexibility based on the context or uniqueness of each TEI. Further, being quantitative, they do not capture the qualitative details which could be described through a narrative.

The norms can be considered as a specific instance of meeting certain basic minimum standards. For instance, since classrooms need to be large enough to accommodate all the students, the norms define minimum floor area per student and the overall classroom area. This increase in specificity increases the ease of inspection but may still not be enough to strengthen quality. A classroom could, for instance, not have adequate lighting or good ventilation. Further, it could be too wide or too narrow for effective instruction and group work.

At times, the norms are vague. For instance, the specification that “Safeguard against fire hazard be provided in all parts of the building” (NCTE, 2012c) does not clearly lay out what needs to be checked and how. Further, the process of checking the norms does not require that the inspectors interact with the students or faculty in a manner that could lead to more comprehensive and genuine feedback.

The norms that govern the current process have been developed through years of experience and reflect internal, implicit set of standards which drive them. Their primary benefit is specificity so that TEIs do not have any wriggling space when they are not able to provide enough space or to hire the right faculty. The TEIs which were met during the study, at times, expressed the usefulness of norms in providing a clear and exact picture of what is expected of them.

### **3. No Training for Inspectors**

Visiting teams are constituted by the Regional Committees of NCTE for inspection of the applicant institutions before grant of recognition to the institution for the purpose of verifying whether the institutions fulfill the provisions of

NCTE Act, rules and regulations including norms and standards for particular teacher training programs and such other conditions required for proper functioning of the institution for starting/ conducting a teacher training course. This team uses a standard performa to obtain the presence/ absence of the infrastructure in the inspected college/institute to facilitate the possibility of recognizing the institute. A visiting team comprises two experts in teacher education.

However, there is no fixed panel of members for the visiting team. Further, there are no training or induction programs offered to orient the NCTE inspectors or to ensure that their inspection skills are continually updated. There are no documents or handbooks for reference or a detailed code of ethics which govern the inspection.

#### **4. Inspection focuses on verifying quantitative details**

The present application format capture quantitative details (often in a Yes/No form) and exclude Teaching-learning processes (See Annexure D). The Inspection format asks the Inspector to verify whether the number of rooms and facilities is as mentioned in the Application Form or whether the mandatory meetings were held or not. It does not encourage qualitative reporting.

#### **5. Inspections and recognition practices differ across states**

The process of inspection, especially for renewal of recognition, differs from one state to another.

- a) **Continual Inspections:** In Andhra Pradesh (AP), the SCERT formulates a team of two people -one from administration (District Education Officer) and one from academics department (usually, the DIET Principal) to visit D.Ed TEIs once a year for inspection. In Madhya Pradesh (MP), no such inspection is carried out by the state.
- b) **No Surprise Inspections:** All inspections are scheduled and intimated to the colleges. There are no surprise inspections conducted by the state although affiliating universities are known to conduct them. States like Tamil Nadu do not conduct inspections of private colleges and the DIETs have to send monthly reports which are discussed at the Directorate of Teacher Education Research and Training.

- c) **Role of the state:** In AP, the state plays an active in allowing D.Ed colleges to function. It has formed an Affiliation committee comprising the Director of School Education (Chair), SCERT Director, DIET Principal, Director of Government Examinations and representation from the University who view the inspection reports and documents for each TEI offering D.Ed courses. After thorough scrutiny of the proposals, the Affiliation committee submits its recommendation for each college to the government after which affiliation orders are issued. The TEI has to pay upto Rs 25000 as fee for such continued affiliation. In UP, a similar committee is formed under the Divisional Commissioner which inspects TEIs offering Diploma in Elementary Education and provides them affiliation.
- d) **Duration:** The duration of inspection varies from a couple of hours to 1 day.
- e) **The purpose and focus of inspection varies:** In Andhra Pradesh, the D.Ed college inspection serves to ensure that enough posts have been sanctioned and filled in each TEI. Further, it also keeps a check on the faculty names and profiles to ensure that the faculty is not working as full-time professors in more than one TEI. In Tamil Nadu, the inspections act as a continued verification of the details filled in by the TEI.

#### **6. Data is captured and stored physically**

The Inspection data is not entered digitally. The data usually remains in the form of reports written by the Inspectors. The documents submitted by the TEI are also not usually scanned and preserved. Hence, the same data is requested for and checked every time the inspection happens.

#### **7. Recognition is given for perpetuity**

The initial inspection conducted by NCTE and the recognition granted is practically valid forever. There is no time limit prescribed by the NCTE within which an institution that has been granted recognition must start functioning. While the NCTE Act Sections 13 and 17 outline the provisions for Inspection and consequences of any contravention of the provisions of the Act, it is not mandatory for Inspections to be conducted on a regular basis. There is an annual check by the NCTE when the college is supposed to fill out

the NCTE format and send it to the SCERT/State Department. However, there is no monitoring or physical inspection of institutions once the recognition is granted.

During the study it was found that in one of the states, only after 4 years of having received recognition, a private college decided to actually admit students. When NCTE was contacted regarding this case, they said that once the recognition is given, it is for a lifetime.

### **8. System suffers from malpractice**

- a) **Student Attendance:** Regular attendance is a key consideration for preparing good teachers. Most TEIs, however, do not have enough mechanisms to ensure student attendance. The attendance is usually taken by the faculty in a physical register. Unfortunately, some private TEIs allow students to be absent from classes and yet give them full attendance by charging a fee. This allows the students to enroll in a D.Ed or B.Ed institution while working or studying for another course. Such practices are easily masked during inspection since the students can be called in just for the day of inspection. This also makes it difficult for the more strict TEIs to attract students.
- b) **Faculty Attendance:** There is also an internal buy-in for such practices in such colleges as the faculty too can afford to be absent and follow other pursuits.
- c) **Infrastructure:** Sometimes, the same space is used for two different institutions. Two private college principals mentioned that classroom number and names were re-printed and students shifted during the inspection to show more classrooms than were being used during regular days.
- d) **Corruption:** The discussions with people from NCTE and TEIs also highlighted the issue of bribes and gifts being given during the inspections. Some of the TEIs visited during the study raised the problem of gifts and money being used by other private colleges to get a favourable inspection report. At present, the inspectors have only their professional integrity to ward off such practices. However, it is not easy. During the field visits, an inspector shared how the TEIs

would often cite cultural norms as the reasons behind giving gifts putting the inspector in a awkward position if she does not accept the gift. Also, the TEIs would provide a luxurious stay to the inspectors hoping to impact the inspection results. Since the decision to renew the recognition of a TEI is often taken on the basis of a sound inspection report, there have been instances of such decisions being influenced by gifts. Also, at times, the decision to renew affiliation is in the powers of an individual with little transparency in the process. The decision, in case, it is taken by a committee would likely minimize the chances of graft.

### **9. Time consuming for TEIs**

The task of filling out the Application forms was perceived as time consuming. The TEIs visited mentioned that it could take up to two person-days to fill the application form and then more time needed to be allocated to answer any queries. The current Application Form requires details of legal records of infrastructure and the exact specifications of land and building. The online application by NCTE also needs to be printed out and sent along with extensive documentation to the NCTE regional office. The online process is used only for a quick check on land registration and property details. For those states where the TEI has to reapply for renewing its affiliation, it has to resubmit all its documentation to the state agency or University.

### **10. Scale of Inspections is large**

The number of inspections to be done is so large and time consuming that experts of the visiting team, drawn from other regular pursuits are unable to provide sufficient time to their other official duties. Sometimes, the inspectors from the Universities conduct such inspections quickly, covering 10-15 TEIs in one day.

The issues listed above seem to be unique to the recognition and inspection practices in India. This is partly due to the large number of TEIs that need to be regulated and the large scale of inspections that need to be carried out. There are over 11,000 TEIs in India while Australia has only 40 schools of education which need to be regulated. However, it would be useful to understand how other countries maintain quality in their TEIs. This might help provide direction to resolve some of the issues outlined so far.

## **2.5 Strengthening TEI quality: Desk review of international practices**

A desk review of Accreditation/Recognition/Certification systems of United Kingdom, United States, Australia and Pakistan brought up the following points:

1. The number and size of teacher education institutions in most of these countries is much lower as compared to India. For instance, there are only 60 Universities and colleges in the United Kingdom which offer teacher training programs, while Australia has fewer than 40 Schools of Education with about 13,000 graduates (GoA, 2003). This low number impacts the nature and depth of quality mechanisms that have been put in place.
2. Each country studied has well defined accreditation mechanisms. Often, recognition and accreditation are inter-dependent as the institution cannot start offering a TE program without being accredited by a state-approved agency. Although such agencies are private (US, Australia), they may be state-owned (UK). The State follows a detailed check on recognizing these accreditation agencies thus ensuring quality in the system. The agencies accredit the TEI based on an elaborate procedure. In the United States, accreditation is carried out by private, nonprofit organizations designed only for this purpose. External quality review of higher education is a non governmental enterprise. The federal government relies on accreditation to assure the quality of institutions and programs for which the government provides federal funds and for which the government provides federal aid to students. Most state governments initially license institutions and programs without accreditation. However, states subsequently require accreditation to make state funds available.
3. The accreditation process is detailed. It is usually self-evaluation based on standards, site visit and report finally leading to the award of recognition status. The procedure used by Teacher Education Accreditation Council (TEAC) in the USA follows the process highlighted in Exhibit 2.6 on page 14. This

process, divided across 11 steps, begins with the program faculty intensively occupied with the formative evaluation and submitting the proposal (Inquiry Brief). This is followed by an audit where the program faculty hosts the auditing team and presents evidence for each claim they have made in support of meeting certain quality principles as decided by TEAC. These Quality Principles have been highlighted in Exhibit 2.7 on page 15. Often, such documentation comprises more than 1000 pages of data and reports.

4. Inspection is critical and thought through. Inspection or audit is a 2-5 day event focussed primarily on verifying the details given by the institution in the Self-Appraisal form. The inspections usually go beyond scrutiny of documents to include discussions with trainees. Institutions like Office for Standards in Teacher Education (OfSTED) provide detailed guidelines on how such inspections need to be carried out. Exhibit 2.7 illustrates how OfSTED uses pen portraits of the trainees to assess their level of achievement. The Inspectors undergo regular training to ensure that their skills are updated. Further, detailed codes of conduct for its Inspectors and the school staff during the inspections have been laid out.
5. The agencies follow a Standards or Quality Principles based approach. The TEIs, to gain accreditation, are expected to fulfill certain documented Standards mandated by the accreditation agency or the government (OfSTED, UK). These Standards usually illustrate how an institution ensures that its graduates meet certain professional standards (see Exhibit 2.8 on page 17). They do so by usually providing claims on how such standards are being/likely to be met and supporting those claims with evidences. It is these evidences which are carefully validated during the inspection.
6. Accreditation is valid for a limited time. The Institutions are usually accredited for 3-5 years. During these years, they are expected to submit an annual report through which they show how they continue to meet the Standards and report any substantive changes.

### Exhibit 2.6: TEAC accreditation process

Steps	Program faculty actions	TEAC actions
1. Application	Program faculty prepares and submits on-line application and sends membership fee	TEAC staff consults with the institution and program faculty; TEAC accepts or rejects application (on eligibility requirements) and accepts or returns fee accordingly**
2. Formative evaluation	<ul style="list-style-type: none"> <li>• Program faculty attends TEAC workshops on writing the Inquiry Brief or Inquiry Brief Proposal (optional)**</li> <li>• Program faculty submits draft of the Brief* with checklist</li> </ul>	<ul style="list-style-type: none"> <li>• TEAC staff reviews draft Brief or sections for coverage, clarity, and auditability and returns drafts for revisions and resubmission as needed</li> <li>• If appropriate, TEAC solicits outside reviews on technical matters, claims, and rationale**</li> </ul>
3. Inquiry Brief or Inquiry Brief Proposal	<ul style="list-style-type: none"> <li>• Program faculty responds to TEAC staff and reviewers' comments**</li> <li>• Program submits final Brief with checklist</li> </ul>	<ul style="list-style-type: none"> <li>• TEAC declares Brief auditable and instructs program to submit final version of Brief</li> <li>• TEAC accepts Brief for audit and submits it to the lead auditor for instructions to audit team</li> </ul>
4. Call for comment	Program faculty distributes call-for-comment letter to all specified parties	TEAC places program on TEAC website's "call-for-comment" page
5. Survey	Program sends email addresses for faculty, students, and cooperating teachers	TEAC electronically surveys the faculty, students, and cooperating teachers who send their responses anonymously to TEAC through a third-party vendor
6. Audit	<ul style="list-style-type: none"> <li>• Program faculty submits data for audit as requested</li> <li>• Program faculty responds to any clarification questions as needed</li> <li>• Program faculty receives and hosts auditors during visit (2–4 days)</li> <li>• Program faculty responds to audit report**</li> </ul>	<ul style="list-style-type: none"> <li>• TEAC schedules audit and sends Guide to the Audit**</li> <li>• Auditors verify submitted data and formulate questions for the audit</li> <li>• Auditors complete visit to campus</li> <li>• Auditors prepare audit report and send to program faculty</li> <li>• TEAC staff responds to program faculty's comments about the draft audit report**</li> <li>• Auditors prepare final audit report and send it to program faculty, copying state representatives when applicable</li> </ul>
7. Case analysis	Faculty responds to accuracy of case analysis (optional)	<ul style="list-style-type: none"> <li>• TEAC sends Brief, audit report, and faculty response to panel members</li> <li>• TEAC completes case analysis and sends to program and panel members**</li> </ul>
8. Accreditation Panel	<ul style="list-style-type: none"> <li>• Program representatives attend meeting (optional)</li> <li>• Program faculty responds (within 2 weeks)**</li> </ul>	<ul style="list-style-type: none"> <li>• Panel meets to make accreditation recommendation</li> <li>• TEAC sends Accreditation Panel report to program faculty</li> <li>• TEAC staff responds to program faculty as needed**</li> <li>• Call for comment announced via email and website</li> </ul>
9. Accreditation Committee		<ul style="list-style-type: none"> <li>• TEAC sends Brief, reviewers' comments (if applicable), audit report, case analysis, Accreditation Panel report to Accreditation Committee for decision</li> <li>• Accreditation Committee meets to accept or revise the Accreditation Panel recommendation</li> <li>• TEAC sends Accreditation Committee's decision to program</li> </ul>
10. Acceptance or appeal	Program faculty accepts or appeals TEAC's action (within 30 days)**	<ul style="list-style-type: none"> <li>• If the decision is to accredit and the program accepts the decision, TEAC announces the decision and schedules the annual report</li> <li>• If the decision is not to accredit and the program appeals, TEAC initiates its appeal process</li> </ul>
11. Annual report	Program faculty submits annual report and fees to TEAC**	TEAC reviews annual reports for as many years as required by program's status with TEAC**

Key: \*\* signifies the process continues until there is consensus among the parties

\* TEAC uses "Brief" to refer to both the Inquiry Brief and the Inquiry Brief Proposal

Source: TEAC (2012a)

## Exhibit 2.7: TEAC Quality Principles

- 1.0 Quality Principle I: Evidence of candidate learning
  - 1.1 Evidence of candidates' subject matter knowledge
  - 1.2 Evidence of candidates' pedagogical knowledge
  - 1.3 Evidence of candidates' caring and effective teaching skill.
  - 1.4 Evidence of the crosscutting liberal education themes
    - 1.4.1 Learning how to learn
    - 1.4.2 Multicultural perspectives and accuracy
    - 1.4.3 Technology
  - 1.5 Evidence of valid interpretations of the assessments
- 2.0 Quality Principle II: Evidence of faculty learning and inquiry
  - 2.1 Rationale for assessments
  - 2.2 Program decisions and planning based on evidence
  - 2.3 Influential quality control system
    - 2.3.1 Curriculum meets professional license requirements
    - 2.3.2 Faculty accept TEAC goal and program's Inquiry Brief / Inquiry Brief Proposal and have an accurate and balanced understanding of the field
    - 2.3.3 Candidates: admissions policies encourage diversity and service in high-demand areas and student services contribute to candidate success in learning
    - 2.3.4 Resources monitored and enhanced by the program's quality control system
- 3.0 Quality Principle III: Evidence of institutional commitment and capacity for program quality
  - 3.1 Commitment (parity)
    - 3.1.1 Curriculum meets institutional standards and degree requirements
    - 3.1.2 Faculty qualifications are equal to or better than the statistics for the institution as a whole
    - 3.1.3 Facilities are proportionate to the overall institutional resources
    - 3.1.4 Fiscal and administrative resources adequate to promote candidate learning as required by Quality Principle I and in parity with the institution
    - 3.1.5 Candidate support equal to the level of support services provided by the institution as a whole
    - 3.1.6 Candidate complaints proportionally no greater or significant than the complaints by candidates in the institution's other programs
  - 3.2 Capacity (sufficiency)
    - 3.2.1 Curriculum reflects an appropriate number of credits and credit hour requirements for the components of *Quality Principle I*
    - 3.2.2 Faculty are qualified for their teaching assignments
    - 3.2.3 Facilities are appropriate and adequate to promote success in candidate learning as required by *Quality Principle I*
    - 3.2.4 Fiscal and administrative: institution is financially sound and there is an appropriate level of institutional resources for faculty development
    - 3.2.5 Candidate support services are sufficient to support successful completion of the program
    - 3.2.6 Policies and practices are adequate for program quality and satisfy federal requirements

Source :TEAC(2012b)

## 2.6 : Revisiting the role of NAAC

As might be observed, the accreditation process of NAAC is also similar to some of the findings of the desk review. NAAC, being an accreditation agency in India, therefore provides useful learnings to strengthen the quality of TEIs in India. However, the NAAC model might not fit the current requirements of the TEI recognition process because of the following reasons:

1. NAAC accreditation is voluntary for higher education institutions. It is compulsory only when institutions wish to expand beyond NCTE norms for e.g. an increase in class size from 50 to 100 or to start an M.Ed program.
2. It does not give accreditation to Diploma level courses so none of the D.Ed. colleges are covered by them. There are no plans to include them in the future as well because of limited number of assessors. Currently, NAAC accredits only B.Ed, M.Ed and M.P.Ed programs.
3. NAAC does not cover new institutions but only those that have been in existence for more than 3 years or at least 2 of its batches must have graduated. This means, the criteria developed will not be applicable to any new TEI which has a ready infrastructure and plans to hire the all faculty and admit students.
4. NAAC provides a rating to the institutions based on a weighted average of the scores in the seven criteria outlined earlier. Hence, it is not a yes/no decision as in the case of recognition.
5. Finally, NAAC provides guidelines and not standards of quality.

However, the experience of NAAC has helped highlight the importance of the following:

- (a) Teaching-learning must be a key area of assessment and evaluation of a TEI. The practice teaching phase therefore needs to be carefully planned for and implemented.
- (b) TEIs must engage in self-appraisal. This not only provides them more awareness of their own institutions, but also ensures that the

onus for maintaining quality is shared between NAAC and the TEI.

- (c) Inspectors need to be continually trained and their skills need to match the rigour of the inspection process. Further, they need to follow a professional code of conduct.
- (d) Having a defined set of criteria on which the TEI shall be assessed is helpful in focussing on quality.
- (e) Quality needs to be upheld even though inspections might not be taking place. NAAC requires an Internal Quality Assurance Cell which maintains quality in the TEIs

## 2.7 Key learnings from the visits

The desk review of international practices, the findings from the visits to different states and the discussions with state agencies and TEIs have been described in this chapter. Some of the key learnings may be summarized as:

- (i) Recognition, affiliation and accreditation have different purposes and foci. They all need to play a critical and complementary role to ensure the teacher education is of high quality. Regular interactions between these agencies would be useful.
- (ii) The current system of recognition needs to be strengthened. The focus of TEI recognition needs to go beyond assessing infrastructure and checking faculty qualifications. Teaching-learning processes must be included to assess the quality of any TEI.
- (iii) Although norms are useful in providing specificity to TEIs and the inspectors, they could be reframed and explicitly guided by a broader set of standards, criteria or principles. These would provide the professionals engaged in TE a richer conceptual framework and notion of quality in TEIs.
- (iv) The strengthening of recognition processes needs to take into account the large number of TEIs in India. International and national good practices need to be adapted to meet the challenges of such a large number of TEIs.

### Exhibit 2.8: Pen portraits of case study trainees

For each of the trainees involved in the case study sample the provider should supply a 'pen portrait' that includes:

- the provider's evaluation of the trainee's current level of achievement
- a synthesis of information gathered during selection and in the early stages of the course to determine the trainee's potential, and strengths and specific training needs (this does not have to be graded)
- the provider's evaluation of the trainee's progress against these expectations to current level of achievement
- a brief account of particular features of training that have led to this progress (for example, any interventions)
- interview records
- initial and current audits, for example subject knowledge
- written feedback following observations of their teaching
- records of meetings with mentors/tutors including the targets set and review of these targets
- records of interim assessments
- trainee's own evaluations of their progress
- copies of any relevant assignments and/or completed tasks
- records of evidence against the Qualified Teacher Status Standards or assessment requirements (initial teacher education for further education).

*Source: (OfSTED, 2012)*

- (v) A more active role by the states in quality checks for TEIs is useful in bringing more accountability. Expanding their role to go beyond NoCs would be useful.
- (vi) TEIs also need support and guidance in helping them reflect on their own programs

and processes. A structured self-appraisal would be useful in helping build internal capacity and focus on quality.

The next chapter builds upon these learnings to evolve a more comprehensive framework for recognition of Teacher Education Institutions.



## Chapter 3

# Quality in TEIs: Building a case for Standards

### 3.1 Introduction

The recognition of any Teacher Education Institution is meant to validate that the institution is capable of meeting the objective of providing quality education to prepare teachers. It means that the TEI has the necessary curriculum, people, infrastructure, resources and processes in place to ensure that its students get quality education which would enable them to become teachers.

The current system of recognition is based on a notion of quality which could be achieved by the TEI meeting norms linked mostly to capacity of infrastructure and faculty qualifications. Norms are very useful in providing a concrete and verifiable description of what needs to be done by the TEI. But they do not explain how meeting the norms will ensure provision of good quality education to future teachers. Also, they do not encourage flexibility and innovation in teaching learning processes or providing infrastructure which encourages quality teaching. The current system of inspection is focussed on Yes/No indicators and offers little scope for dialogue on teaching-learning processes or capturing different ways in which the TEI could provide a healthy learning environment within the same set of norms.

Standards provide another approach to assessing TEIs on their capacity to prepare competent and caring teachers. They not only provide a rigorous way to assess the capacity of an institution to prepare quality teachers but also encourage opportunities for sharing good practices and innovations. In the previous chapter, we discussed how such standards are used by various quality assurance agencies in assessing and strengthening Teacher Education Institutions. The use of such standards is not new in strengthening TE programs in India too. The Advancement of Educational Performance through Teacher Support (ADEPTS) program, an MHRD-UNICEF initiative has evolved performance standards for in-service training of teachers under the Sarva Shiksha Abhiyaan (SSA)[see exhibit 3.1]. NAAC also bases its accreditation on how well the Higher Education Institutions meet the seven key criteria it has designed along with NCTE for TEIs. These criteria are an alternative method of assessing and ranking the performance and capacity of the TEI against standards of quality.

Internationally, standards are used by many organizations to accredit TEIs. In USA, the Teacher Education Accreditation Council (TEAC) has established quality principles and standards for teacher educator and educational leadership programs (see Exhibit 2.6). In Australia, the national accreditation process for initial teacher education programs defines program standards, which describe key features expected of high-quality initial teacher education programs which give confidence that the Graduate Teacher Standards will be achieved (MCEECDY, 2011).

### 3.2 Defining Standards: Setting a minimum threshold

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 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

### Exhibit 3.1: 'Teacher Support' in ADEPTS

Developed in 2006-07 as an MHRD-UNICEF initiative, ADEPTS aims at in-service education of teachers and addresses the key questions of:

- (a) How do we improve teachers' performance – based on what they actually do in class?
- (b) How do we enable CRCs-BRCs-DIETs (teacher support institutions) to enable improved teacher performance?

As part of this exercise, various states collaborated to develop Standards pertaining to:

1. Teacher Performance
2. Trainer Performance
3. Teacher Support Institutions (District Institute of Education and Training, SCERT, Block and Cluster Resource Centers)

The view taken in ADEPTS is that the teacher's performance is really the outcome of a chain of connected colleagues and institutions – the head teacher, the trainer, the CRCC, the BRC, the DIET, and the SCERT. Putting the onus on the teacher and developing performance standards only for the teacher is unlikely to yield improvement. It suggests that real improvement is possible only if those in the entire chain perform according to desired standards and support or enable the teacher to bring about a vibrant, learning classroom. Hence a linked set of standards need to be evolved, for teachers, trainers and the teacher support system. The intention is to move beyond the 'giving instructions' mode to a partnership approach with teachers. Thus the Teacher Support (TS) in ADEPTS is not a convenient or 'smart' acronym, but an expression of belief.

*Source: UNICEF (2011)*

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, focussing on student-teacher scores and hiring faculty with 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 on the criteria developed by 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 as well as administrative functioning.

### **3.3 Dimensions and Standards**

The sections ahead provide a brief overview of the Dimensions and the Standards they comprise. Exhibit 3.2 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 as identified in the previous chapter 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.

#### **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.

**Exhibit 3.2: The Dimensions and Standards governing TEI recognition**

<b>1.</b>	<b>Teaching and Learning Dimension</b>	<b>Exemplar evidence(s)</b>
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.
<b>2.</b>	<b>Infrastructure Dimension</b>	<b>Exemplar evidence(s)</b>
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.

<b>2.</b>	<b>Infrastructure Dimension (Cont.)</b>	<b>Exemplar evidence(s)</b>
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; Chair are comfortable; There is space for books and other materials.
2.1.4	Electrical Safety	There is electrical earthing; All electronic sockets are 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 exists 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.
2.1.10	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 white-boards 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.

<b>2.</b>	<b>Infrastructure Dimension (Cont.)</b>	<b>Exemplar evidence(s)</b>
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.
<b>3.</b>	<b>People Dimension</b>	<b>Exemplar evidence(s)</b>
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; Teachers 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.
<b>4.</b>	<b>Governance Dimension</b>	<b>Exemplar evidence(s)</b>
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.	<b>Governance Dimension (Cont.)</b>	<b>Exemplar evidence(s)</b>
4.5	<p>The Grievance redressal mechanism is fair and clearly mentioned.</p> <ul style="list-style-type: none"> <li>• For Students</li> <li>• For Faculty</li> </ul>	<p>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.</p>
4.6	<p>Conduct and discipline of students and teachers is monitored.</p> <ul style="list-style-type: none"> <li>• For Students</li> <li>• For Faculty</li> </ul>	<p>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.</p>
4.7	<p>Attendance is recorded and monitored.</p> <ul style="list-style-type: none"> <li>• For Students</li> <li>• For Faculty</li> </ul>	<p>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.</p>
4.8	<p>Fee policy is fair and transparent.</p>	<p>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.</p>
4.9	<p>Appraisal of faculty and staff is transparent.</p>	<p>Faculty and staff are provided clear information regarding the nature and timings of the appraisal.</p>
4.10	<p>Professional development of teachers is taken sincerely.</p>	<p>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.</p>
4.11	<p>All standards shall continue to be maintained after recognition.</p>	<p>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 shared.</p>

### 3.4 Standards: Other key aspects

#### a) The role of evidence

The Standards listed need to be verified. The TEI must present evidence by which they can establish their claim that the Standards are being met and the Inspectors can verify these evidence(s). Examples of such evidence will depend on the Standard being met. For example, the Standard for keeping a safe and healthy environment could be met by enough windows and doors for ventilation; good natural/artificial light at all times; lack of seepage/foul smell; exits labelled for emergency; furniture that is well made and sturdy without protruding nails, splinters, holes or loose boards, which the TEI could demonstrate.

It is important that the evidence is appropriate, trustworthy and sufficient. Evidence which tries to demonstrate safety of infrastructure by newly painted walls would be inappropriate. Also, it is quite unlikely that any single evidence would be sufficient to prove that the TEI is meeting a given Standard. Usually, a Standard would require a variety of evidences. Finally, evidences need to be valid and true. The TEI application forms have been designed with examples of how the TEI could prove that it is meeting a Standard. This would not only help TEIs get a richer understanding of what the Standard means but also help the Inspectors ask specific questions when visiting the TEI.

#### b) Not a means to rank TEIs

Although Standards mentioned herein are useful ways to assess quality, they might be conceived of as useful for ranking institutions, promoting a particular way to build infrastructure, enforcing particular teaching methodologies and other purposes. However, they have not been developed with any such purpose. They represent the basic minimum that each TEI must meet. Hence, it might be useful to illustrate what the Standards are not meant to be used for. The Standards developed in this documents are *not* meant to:

- Form the basis for any kind of relative grading or ranking (explicit or implicit) for TEIs.
- Be a one-in-all solution of academic and other quality issues linked to Teacher Education.
- Recommend or enforce any specific ways of teaching or administering a TE program.
- Act as a bureaucratic or technical hurdle which the TEIs must pass and which could open up possibilities of seeking rent.

#### c) Do not assess curriculum

TEIs in India are expected to be affiliated to a body that is authorised to provide the curriculum and conduct examinations. Hence having a recognised curriculum and being examined for this through some recognised process by an appropriate authority is a 'given' and not a variable for an institution. In such a scenario, it would be inappropriate to expect Standards to assess the curriculum. The Standards, therefore, aim to assess how the given curriculum is interpreted and used by teachers to strengthen student understanding.

#### d) 'Quality' vs. 'minimum standards'

The Standards are aimed at ensuring that minimum requirements for each TEI are met and are not to be confused with 'quality standards'. Hence innovations in teaching-learning processes, social responsibilities of a TEI and such other additional dimensions may be acknowledged, however recognition would not be conditional on the presence or absence of these.

#### e) Continued review and development

These Standards need to be upheld throughout the life of the TEI and not just during the days of inspection. Hence, besides the spot checks, there need to be monitoring processes in place which the TEIs could use continually to regulate themselves.

As a sound development practice, an annual review of these Standards would not only be useful but necessary. Continued development of these Standards, therefore, must be by a community of teacher educators, researchers and other education professionals who have a deep understanding of the theoretical underpinnings of the teacher education discipline and are aware of what happens on the ground.

As a means to achieve quality in TEIs, the Standards described in this chapter can be useful. However, they need to be understood clearly by both the regulatory agencies and the TEIs. While examples of evidences to prove that the Standard is being met have been given in the Application Form, it is necessary that the whole recognition process is structured around how a shared understanding of these Standards is achieved and applied. The next chapter describes the revisions in the recognition structure and processes.

## Chapter 4

# Suggested Structure and Process

### 4.1 Introduction

The earlier chapters have highlighted the need to strengthen the existing recognition process for Teacher Education Institutions (TEIs). The previous chapter described the rationale for mandating Standards which every TEI must achieve. A TEI which fails on any of the Standards, therefore will not be granted recognition. This introduction of Standards based recognition and the increased role of the state would involve changes in the existing process of recognition of TEIs. This chapter lays out this revised process of recognition of Teacher Education Institutions. This process has been built upon the existing process of TEI recognition by NCTE. The aim is to make the process stronger and more comprehensive and yet not too different from the existing processes so that the TEIs can easily fill the forms, prepare for the inspections and run effective TE programs.

### 4.2 Revised structure, revised roles

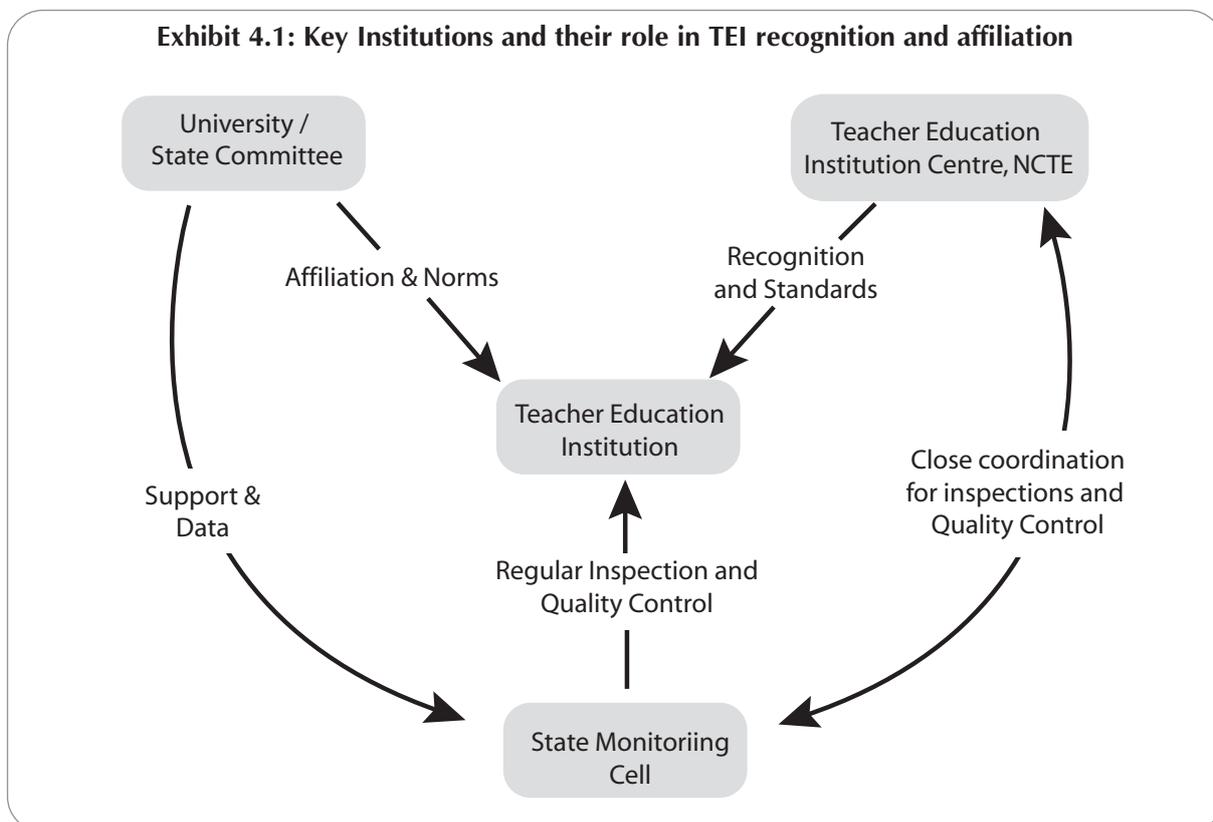
The process suggested envisages a centralized autonomous centre to help improve and

maintain quality of the TEIs throughout the country, ensure regulation and proper maintenance of Standards in the TEIs, train and certify inspectors and conduct regulation of all aspects of recognition. Most of these functions are covered under the NCTE as shown in Exhibit 2.2 in Chapter 2. However, the introduction of Standards, the additional functions of training and certifying inspectors and conducting research on improving quality of TEIs would require restructuring the organisation to enable a focus on these additional functions. This could take the form of a Teacher Education Institution Center (TEIC) within the NCTE that would focus on regulating and strengthening the institutions that provide teacher education.

#### 4.2.1 Strengthening NCTE functions in the domain of regulation and recognition:

TEIC could have the following functions:

1. Determine and apply Standards for compliance by TEIs, for new or existing courses or trainings. These Standards, as discussed, shall relate to instructional



facilities, staff qualifications, governance and teaching-learning processes and outcomes (see Exhibit 3.2).

2. Train and certify inspectors who would inspect TEIs. Certify education professionals as inspectors who would form part of every team of inspection of TEIs. It would conduct regular courses for them to update their knowledge and build a shared understanding of the Standards. Maintain the database of all certified inspectors.
3. Train people from the respective state departments who shall accompany the Inspectors during TEI inspections.
4. Develop and maintain a knowledge database of current TEI and higher education institution inspection practices across the world.
5. Undertake surveys and studies relating to strengthening TEIs and publish them.
6. Make recommendations to the Central and State governments, Universities and University Grants Commission to improve the quality of TEIs.
7. Take steps to prevent commercialization of teacher education.

#### **4.2.2 Increased role of States in regulation and recognition**

The next change in the regulation and recognition of TEIs shall be a more active role and voice of the state in TEI regulation. The states are directly responsible for the quality of their Teacher Education Institutions, and answerable to students for lapses and poor quality. The states need to be made more knowledgeable about how TEI quality can be assessed and maintained. This would help the states do continual quality checks on TEIs and assist the NCTE to professionally and efficiently conduct the inspection of over 11000 TEIs in India. The NCTE would benefit from the experience of the states in maintaining quality in TEIs, which in turn would help improve Standards. Hence, the present role of the states, which is currently limited to providing No Objection Certificates (NOC) at the time of recognition of the TEIs, would change.

The creation of a specific team within each state that would co-ordinate with NCTE to recognize

and regulate TEIs is critical. It would bring more accountability to the states for the quality of their TEIs. This team, that could be called the State Monitoring Cell (SMC), would be a specific unit within a state department.

The State Monitoring Cell will oversee all the TEIs of the state. It shall assume overall responsibility for ensuring that the TEIs in the state continue to maintain the Standards. The SMC shall:

- Co-ordinate with NCTE for conducting the inspections.
- Provide regular reports to NCTE, updating the status of recognized TEIs.
- Create and enforce norms for TEIs in line with the NCTE Standards.
- Depute officials who shall conduct the TEI inspections with NCTE certified inspectors.
- Provide the necessary No-objection Certificates to NCTE after due verification of the TEI documentation.
- Make recommendations to NCTE on improving the Standards for TEI recognition

All the TEIs of the state shall come under the supervision of the State Monitoring Cell, including those affiliated to any University. This SMC could be formed under the SCERT which is usually responsible for the inspection and quality of D.Ed colleges in most of the states. The states, though, can choose to structure this SMC within other departments or as a separate unit by itself.

The Universities that affiliate and conduct teacher education programs along with the SMC shall work in close coordination with NCTE for all aspects related to TEI inspection and recognition. The Universities shall extend full co-operation to the State Monitoring Cell for conducting inspections and maintaining the Standards of the TEIs. They may continue to regulate their affiliated institutions through their own norms and inspections. However, they need to ensure that their norms do not come in direct conflict or dilute the Standards of NCTE. If not already created, the Universities could also set up a Quality Assurance Team similar to the State Monitoring Cell for regulating the TEIs affiliated to them.

The relationship of these institutions has been highlighted in Exhibit 4.1.

### 4.3 The TEI Recognition Process

The creation of the new structures of NCTE and the SMC will lead to changes in the current process of recognition of TEIs. The revised TEI recognition

process builds upon the current processes of NCTE but involves the state more actively. This is shown in Exhibit 4.2 and Exhibit 4.3:

#### Exhibit 4.2: Proposed process for recognition of TEIs by TEIC, NCTE

##### 1) Application Stage

- (i) This involves an application form (online) which is submitted by the TEI to the TEIC, NCTE. Applications which are complete in all respects shall be processed by the TEIC within 30 days of receipt of the such applications. In case the applications are incomplete in any respect, the TEIC shall point these out within 30 days of receipt of the applications, which the applicants are expected to remove within 15 days. The date of receipt of the application after completion of deficiencies is treated as the date of receipt of the complete application.
- (ii) The TEIC also informs the SMC about the receipt of the application. The SMC is also marked on any communication regarding the deficiencies.
- (iii) The TEI does not send any physical documents to TEIC during this stage. All documents are scanned and electronically sent in a portable document format.

##### 2) Processing Stage

Once the application is found complete:

- (i) The particulars of the application are hosted on the official website of TEIC which serves as an electronic communication to the applicant. The TEI is requested to send the physical documents and the signed application form to TEIC.
- (ii) The SMC is also notified and requested to issue the NOC within 30 days from receipt of this notification.
- (iii) On receipt of this notification, the SMC will do its own checks and send its recommendations on the applications to the TEIC. The SMC can reject an application only in case of deficiencies in the application or evidence of fraud. It must submit the NOC within 30 days. In case, no communication is received from the SMC, the TEIC shall assume that the SMC has approved the application. However, it will notify MHRD about the non-receipt of the NOC within the given time frame. Regular delays in receipt of NOCs would impact any funding or technical support given to the SMC.
- (iv) The TEI would be expected to launch its website within 15 days of the receipt of the electronic communication from TEIC. The website must clearly indicate the details of the institution, its location, name of the course applied for with intake, availability of physical infrastructure (land, building, office, classrooms, and other facilities/amenities), instructional facilities (laboratory, library etc.) and the particulars of their proposed teaching and non-teaching staff etc. with photographs for information of all concerned.

##### 3) Inspection Stage

- (i) The TEI, the SMC and the TEIC co-ordinate to fix the date of the inspection. This inspection of infrastructure, equipment, instructional facilities etc. of an institution must be conducted within 45 days of receipt of the NOC from the SMC.
- (ii) The SMC shall nominate 2 of its team members to accompany 1 certified Inspector from TEIC for this inspection. They shall comprise the Inspection Team.
- (iii) The Inspector and the nominated team from SMC would meet at least 2 days before the due inspection date to discuss any specific areas of concern or matters to be checked during the inspection.

*(Contd. on next page)*

*(Contd. from previous page)*

- (iv) At the time of visit of the Inspection Team, the TEI shall keep ready all documentation which proves that they are meeting the Standards.
- (v) The Inspection Team shall videograph their visit using digital media. They shall take pictures and videos of the facilities and some of their conversations with the TEI and its faculty.
- (vi) Before the Inspection Team returns, they shall meet the TEI to share broad findings and give the TEI an opportunity to clarify, present data or evidence to prove that they are meeting the Standards.
- (vii) The Inspection Team shall submit a report of their findings to TEIC within 10 days of the inspection.

#### **4) Approval Stage**

- (i) The application and the report from the Inspection Team along with the audio-video recordings is placed before TEIC for grant of recognition to the TEI
- (ii) The TEIC decides grant of recognition or permission to an institution only after satisfying itself that the institution fulfills all the Standards as laid down in the earlier chapter.
- (iii) The TEI is informed of the decision for grant of recognition or permission subject to appointment of qualified faculty members before the commencement of the academic session.
- (iv) If the TEIC, after consideration of the report of the Inspection Team, is of the opinion that the institution does not fulfill the requirements for starting/conducting the course, such an institution will be allowed one more opportunity for inspection after removal of the deficiencies. This might involve more fees.

#### **5) Recognition Stage**

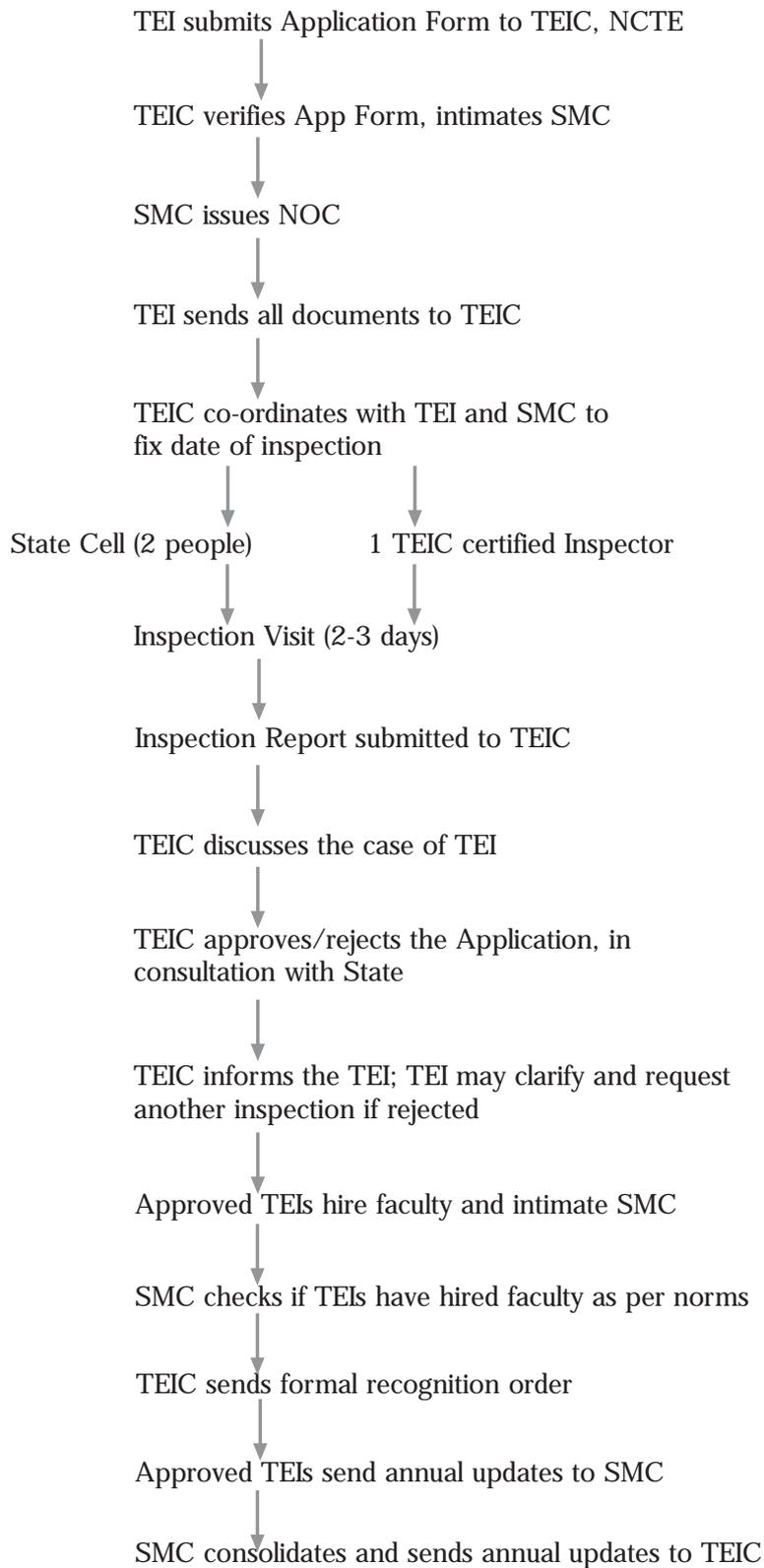
- (i) The TEI concerned, after appointing the requisite faculty/staff, puts the information on its public website and also formally informs the TEIC. The TEIC then requests the SMC to verify the appointments. Once, the SMC confirms that the requisite faculty has indeed been hired, TEIC issues a formal recognition order. This formal recognition order would be for a duration as decided by the TEIC.
- (ii) The report of the Inspection Team (in brief) along with the names of the team members shall be made available on the NCTE website. The full report will be entered digitally in an NCTE database and can be used for data analysis.

#### **6) Post Recognition**

- (i) TEI, if granted recognition for one year, applies again before the next academic year begins. This is done as per timelines suggested by TEIC.
- (ii) TEI, if granted recognition for more than one year, sends annual updates to SMC indicating how they continue to meet the Standards. They can re-fill the Application Form. SMC may decide to do another inspection.
- (iii) SMC sends TEIC a consolidated report of all TEIs in the state. This will be done at least once a year.

This process has been highlighted in exhibit 4.3. The process, with respect to roles of the TEI, the SMC and the TEIC has been described in more detail in section 4.5.

**Exhibit 4.3: The proposed TEI Recognition process**



#### 4.4 Initial Recognition and Renewal of Recognition

The current NCTE process envisages that once recognition is given, the TEI may offer a TE course when it is ready. Further, in practice, there are few inspections or checks done to monitor the quality of the TEI regularly. Only when a TEI is offering a new program or increasing its student intake does it need to apply again and in some cases, get NAAC accreditation as a pre-requisite. Quality in TEIs, however, needs to be monitored regularly.

The revised process shall provide recognition to TEIs for 1 to 3 years as decided by the TEIC. This would ensure that TEIs have to re-apply and renew their recognition continually and quality check happens regularly. The distinction between which TEIs would get recognition for one year and which would get for more would be related to the history of the TEI in offering TE programs.

A TEI which is not currently recognized and plans to offer TE courses or an existing TEI planning to offer a new TE course will get recognition for one year. The TEI will go through the process of Initial Recognition. It would use application forms designed specifically for this purpose (see Form 1A- Appendix C) and would need to renew its recognition before the beginning of the next academic year. A calendar has been suggested later in this chapter.

A TEI, already recognized under the current NCTE norms and which has been offering courses for more than one year and plans to continue offering the same course will usually get a formal recognition for 3 years. Since this TEI is already recognized, it will go through the process for Renewal of Recognition. The Application Form

to be used by such TEIs shall differ from that to be used by a new TEI for Initial Recognition. This has been attached in Appendix D ( Form 2A).

The differences between the two processes has been outlined in Exhibit 4.4.

This distinction not only acknowledges the experience and performance of existing TEIs but also helps focus on distinct elements during the inspection process.

#### 4.5 Revised Process: Role and Tasks of different agencies

The revised process for recognition has been described earlier in section 4.3. In this section, we flesh out the process with regard to the roles of the TEI, the SMC and TEIC. Exhibit 4.5 also shows the roles of these institutions according to different phases of TEI recognition.

##### 4.5.1 The Role and Tasks of the TEI in the different stages of recognition

The primary aim of a pre-service teacher education program is to provide professional training and education to future teachers that prepares them to become able and caring educators. A TEI needs to envision its teacher education program in a similar manner. When applying for recognition, a TEI must satisfy certain pre-requisites as follows:-

- i. The applicant institute must be financially healthy.
- ii. It must be able to establish that it can fulfill the Standards stipulated by TEIC.
- iii. The TEI will help TEIC with regard to any information about itself so far as it pertains to the quality of the TE it plans to provide.

Exhibit 4.4: Applications for Recognition		
	Initial Recognition	Renewal of Recognition
Applicant	A TEI which is planning to offer a TE course(s) 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

**Exhibit 4.5: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE**

<b>Application Stage</b>	<b>TEI</b>	<b>State Monitoring Cell</b>	<b>TEIC, NCTE</b>
<b>Application submitted</b>	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
<b>Clarifications provided</b>	TEIC responds to queries on the form within 15 days	SMC receives a copy of the reply	TEIC confirms all details are complete
<b>Processing Stage</b>	<b>TEI</b>	<b>State Monitoring Cell</b>	<b>TEIC, NCTE</b>
<b>Website launched, NOC process started</b>	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
<b>NOC issued</b>	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.
<b>Inspection Stage</b>	<b>TEI</b>	<b>State Monitoring Cell</b>	<b>TEIC, NCTE</b>
<b>Pre-Inspection meeting</b>	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 nominations and the TEIC Inspector form the Inspection Team.
<b>Inspection</b>	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 4.5: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE (contd.)**

<b>Inspection</b>	<b>TEI</b>	<b>State Monitoring Cell</b>	<b>TEIC, NCTE</b>
<b>Inspection Team Report submitted</b>	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.
<b>Approval and Recognition</b>	<b>TEI</b>	<b>State</b>	<b>TEIC, NCTE</b>
<b>TEIC meeting</b>	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
<b>Approval or Rejection of Recognition</b>	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.	
<b>Formal Recognition</b>	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.

### a) Application Stage

To start the application process, the TEI needs to complete the application for recognition form and submit the application fee. This process must be started well in advance to ensure that the Recognition is received in time before the

admissions process. The time-lines for a semester based D.Ed/B.Ed/M.Ed program are given in Exhibit 4.6 and 4.7. The timeline for an existing TEI requesting Renewal of Recognition also has other activities from the imagined academic calendar to give an idea of how the application process might be paced.

**Exhibit 4.6: Imagined Academic Calendar for a new TEI requesting Initial Recognition for 2013**

1.	TEI submits Application Form for Initial Recognition to TEIC.	Upto September 1, 2012
2.	TEIC responds with any queries or asks clarifications.	Upto October 1, 2012
3.	TEI responds to any queries. The website is up.	Upto October 15, 2012
4.	TEIC intimates date for inspection (usually a 2 week notice to help TEI prepare)	Upto November 15, 2012
5.	Inspection Team visits for 2-3 days.	Upto December 15, 2012
6.	Inspection Team shares deficiencies and feedback.	Upto December 25, 2012
7.	TEIC gives decision on Application for Recognition.	January 20, 2013
8.	TEI can now hire faculty, advertise its courses and do all proposed groundwork to begin offering the program.	
9.	TEI intimates SMC that faculty has been hired as per norms.	Upto March 1, 2013
10.	SMC verifies through a physical visit, if required. Confirms to TEIC.	Upto March 15, 2013
11.	TEIC issues Formal Recognition Letter.	By April, 2013
12.	TEI applies for Renewal of Recognition.	By September 1, 2013

**Exhibit 4.7: Imagined Academic Calendar for an existing recognized TEI offering the same course as in the previous year and requesting Renewal of Recognition for 2013 onwards**

1.	TEI submits Application Form for Renewal of Recognition to TEIC.	Upto September 1, 2012
	Admissions process for new students for 2012-2013.	Up to 1/10/2012
	Second Semester for Existing Students in Progress.	
2.	TEIC responds with any queries or asks clarifications.	Upto October 1, 2012
	1st Semester Begins for new students.	11/10/2012
3.	TEI responds to any queries.	Upto October 15, 2012
	Second Semester Exams for Existing Students.	October 15-October 31, 2012
4.	TEIC intimates date for inspection. (usually a 2 week notice to help TEI prepare)	Upto November 15, 2012
5.	Inspection Team visits for 2-3 days.	Upto December 15, 2012
	School Experience Program.	01/12/2010 to 15/12/2010
6.	Inspection Team shares deficiencies and feedback.	Upto December 25, 2012
	Evaluation of Students.	16/12/2010 to 31/12/2010
7.	TEIC gives decision on Recognition. (usually valid for 3 years)	January 20, 2013
	Examination 1st Semester. Semester Break	23/04/2013 to 07/05/2013
8.	TEI sends annual updates to SMC.	By September of each year
9.	TEI applies for Renewal of Recognition.	By September 1, 2016

The Application Form is the key document which the TEI prepares and around which its efforts must be focussed. The completion of the Application Form could involve:

- (a) representatives from the Management,
- (b) the Principal,
- (c) the faculty (proposed or existing) and
- (d) education experts.

A team comprising such members could meet regularly to draft evidences for meeting each Standard. The TEI Handbooks prepared and continuously updated by TEIC will offer a comprehensive and detailed understanding of the rationale behind each Standard and what would count as valid evidences. They also provide instructions and applicable check-lists for filling out the Application Form and preparing for the inspection visits.

The TEIC recognition process is based on the evidences that the TEI claims it has to meet all the Standards. The Inspection Team verifies the

evidence presented is appropriate, trustworthy and sufficient with respect to the Standards.

Given the effort required in completing the Application Form, sufficient time has been given to the TEI (about 5 months from the usual year-end break for students).

**b) Inspection Stage**

The TEI will host the team of Inspectors. During the inspection the TEI shall ensure that :

- Representatives from the TEI management are adequately represented.
- Documentation relating to the claims in the Application Form is immediately available for review. A general rule is if the document was needed when filling the Application Form, then it must be kept within immediate access for inspection.
- Full faculty is present. In case of a new TEI, at least two of the proposed faculty members (excluding the Principal) must be present.

- the students are present. (Not applicable to a TEI applying for initial recognition)
- the TEI is functioning as it does during normal days with classes being conducted and the teaching-learning processes in action (Not applicable to a TEI applying for initial recognition).

The TEI has the right to request a brief discussion and sharing of preliminary findings of the inspection from the Team at the end of the inspection. They may provide additional documentation or evidences to claim that they are meeting the Standards.

#### **c) Recognition Stage**

The TEI might be requested to provide clarifications by the TEIC and must revert within 7 working days of the receipt of the queries. They might also be requested by the TEIC to send a representative during the decision-making process of the TEIC

The TEI, if granted approval, must begin hiring all faculty and notify the SMC as soon as that process has been completed. Once the formal recognition order is received from TEIC, the TEI must begin teaching the program within one year.

The TEI, if rejected Initial Recognition or Renewal of Recognition, has the right to appeal against the decision to the court. However, they can only re-apply after the lapse of one year of the decision.

#### **d) Post Recognition Stage**

The TEI must continue to send annual updates to the SMC. These updates will reflect how the TEI continues to meet the Standards. The Application Form 2A can be filled as part of this annual update and evidences attached.

### **4.5.2 The Role and Tasks of the State Monitoring Cell**

The State Monitoring Cell provides the critical local context perspective to the TEI recognition process. The SMC must develop a rich understanding of the conditions of TEIs in the state. It would be useful for the SMC to regularly visit the TEIC offices for refresher trainings and understanding new approaches to develop TEIs. Further, the SMC can participate actively in ensuring that the state has a significant number of certified Inspectors from TEIC. This will help during the inspections as one person from the Inspection Team must be a TEIC certified Inspector.

#### **a) Application Stage**

The State Monitoring Cell shall ensure that the quality of TEIs in the state meets TEIC Standards. Once the SMC receives the Application Form (or a copy of it) from the TEIC, it shall verify the land records and other documentation sent by the TEI and do a preliminary check on the credentials of the applicant organization. It may speak to the TEI management or visit the site for inspection. Once satisfied that the applicant organization is genuine and fulfills the Standards for infrastructure, it shall issue the No-Objection-Certificate (NOC) and send it to TEIC. This must be done within one month of receiving the Application Form from TEIC.

The SMC must issue an Objection Certificate if it is not satisfied with the credentials of the TEI and/or it thinks that the TEIC Standards shall not be met. In such a case, the TEIC shall reject the TEI Application citing the reasons given by the State Monitoring Cell in the Objection Certificate. The NOC, however, cannot be withheld in case the state thinks that there is a surplus of supply (too many TEIs) in the region.

#### **b) Inspection Stage**

The State Monitoring Cell shall nominate a team of 2-3 people to visit the TEI for inspection along with the TEIC certified inspector. Before the inspection, this appointed team shall go through the Application Form in detail to identify areas of concern and particular evidences that need to be checked. This State team shall meet the TEIC Inspector before undertaking the visit to get a shared and common understanding of the TEI, the context of TEI's operation and particular evidences which must be verified. They would also discuss how best to conduct the inspection and how they would share their feedback during the inspection days. The TEIC certified Inspector shall be the Chair for the Inspection Team.

At the end of the inspection, the Inspection Team shall submit its report to the TEIC and the SMC. In case there are any queries, it would ask the TEI for clarifications and/or additional documentation and inform TEIC accordingly.

#### **c) Recognition Stage**

It would be useful for a representative from the SMC to attend the TEIC meetings when decisions on the TEIs of the state are being taken.

If the TEI is applying for Initial Recognition and their application is approved, it needs to hire the faculty at least 5 months before the next academic year begins. The SMC will be notified and it will check and confirm to TEIC that the appropriate faculty as per norms have been hired.

#### **d) Post Recognition Stage**

Once the recognition has been given, the State Monitoring Cell has to ensure that TEIC Standards continue to be upheld the TEI. They may do this through a regular monitoring mechanism which could involve regular reports, annual updates from the TEIs and surprise inspections.

### **4.5.3 The Role and Tasks of the TEIC**

The TEIC is the central agency responsible for not only developing the Standards but also closely co-ordinating with all SMCs to ensure that the recognition process is timely and effective. Its role during the different stages can be described as below:

#### **a) Application Stage**

The processing of the application begins when the TEIC receives the online Application Form from the TEI.

TEIC approves or rejects the application based on completeness and receipt of fee. In case of any clarifications, it contacts the TEI.

If the Application is complete, the TEIC sends a copy of the Application Form to the SMC. Once it receives the NOC from State, it intimates the same to the TEI and requests the TEI to send the physical form and all associated documents. In case it receives an Objection Certificate from SMC, it will intimate the TEI that its application has been rejected based on the reasons given by the SMC. TEIC may request the SMC to provide corroborating evidence for the Objection Certificate before intimating the TEI.

#### **b) Inspection Stage**

TEIC fixes the inspection dates in consultation with the TEI and the SMC. It draws upon its database and notifies a TEIC certified Inspector. An Inspection Team comprising the Inspector and representatives from the SMC is formed and meets before the visit to share notes and identify areas of concern that need to be thoroughly checked. The Chair (Inspector from TEIC) ensures that roles of each member are clearly specified and each member is aware of the code of conduct.

The Team visits the TEI for 2-3 days and satisfies its concerns about how the TEI meets or would meet the Standards. They look closely at the appropriateness, validity and sufficiency of evidence.

The Team prepares a short report which is shared with the TEI for discussion at the end of the visit or within 10 days of the visit. The team writes the Inspection report which is submitted to TEIC and the SMC. The report describes the overall situation of the institution, highlighting the Standards that are (not) achieved and any areas that need improvement. The Inspection team proposes a decision to provide or reject recognition in its report to TEIC.

#### **c) Recognition Stage**

A meeting is conducted twice a year by TEIC for decisions linked to award of recognition to TEIs. It may request a representative from TEI and/or the State Monitoring Cell team to be present. Based on the Inspection Team's report, the applicant details and any feedback from SMC, a decision is made by the TEIC for recognition. The TEI is intimated of the decision of the TEIC along with any provisions. A copy of the decision is sent to the SMC.

#### **d) Post Recognition Stage**

TEIC shall continue to track the progress of TEIs which have been granted recognition, through its own research and reports sent by the SMC. A copy of the annual report submitted by the TEI to the SMC may also be requested by the TEIC. In case there are any adverse reports about the functioning of a TEI, the TEIC can, on its own accord or with the help of the SMC, conduct surprise inspections and decide to terminate the recognition of the TEI.

### **4.6 Suggested member profiles for the TEIC and the SMC**

The decisions regarding change in Standards, policies and processes of recognition need to be taken by a group of members which would include both the national and the state voices. The decisions may be taken by an Executive Committee comprising:

- a Chairperson - to be appointed by the Central Government who must have been or is the Dean or Senior Faculty of a Department of Education in a state recognized university;

- a Vice-Chairperson- to be appointed by the Central Government- who must have been or is a Faculty or Senior Faculty of a Department of Education in a state recognized university;
- the Secretary to the Government of India in the Department dealing with Education;
- the Director or his/her appointee, National Council of Educational Research and Training, ex-officio;
- the Director or his/her nominee, National Institute of Educational Planning and Administration, ex-officio;
- Two Directors (SCERT) from any of the states, ex-officio.
- \* Two experts from the field of teacher education
- \* Two experts from the field of organizational design and change management

In terms of the process of decision making, it is suggested that the Executive Committee meets twice every year to take decisions on Recognition of TEIs based on the applications submitted by the TEIs, the inspection reports and the updates received from the states. It would also discuss any issues linked to Standards and their implementation. Further terms of office, conditions of service, frequency of meetings and voting rights for the members of this Committee are mentioned in Appendix F.

TEIC would also have teams to certify and train inspectors, co-ordinate with the states, verify

applications on recognition of TEIs, co-ordinate inspection visits, handle disputes and respond to queries. It would be useful to have people with both academic as well as administrative orientation for such teams. It would also be useful to have faculty from DIETs, IASEs, CTEs and Universities as part of the teams. Since the work of TEIC is centered around strengthening quality of organizations, people with rich experience in management and organizational development could also be considered.

All applications need to be processed in-house and therefore any kind of outsourcing should not be considered. Further, except the TEIC certified inspectors, it will be useful to have all the roles being performed by full time employees of TEIC.

Further, it might be useful to set up a Legal Cell within TEIC as per the recommendations of the Justice Verma Commission(GoI, 2012) to manage all the court cases as described in Exhibit 4.8.

The SMC could comprise people with an administrative, managerial and academic understanding of issues in a TEI. Similar to the profile of people in TEIC, the SMC could have faculty from government institutions providing teacher education. It would be useful to have the SMC be an integral part of state department, say the SCERT. This will facilitate richer interactions between the SMC and teams engaging in curriculum development and teaching.

The role of the SMC is also full time and goes beyond regular inspections with TEIC inspectors. The SMC could be a think-tank for all efforts by the state in providing quality teacher education. It

#### **Exhibit 4.8: Legal Cell - Recommendations of Justice J.S. Verma Commission**

The Council needs to evolve a system for effectively dealing with court cases. It is recommended that the Council should set up a Legal Cell in the headquarters headed by a person with a legal background and well versed with the NCTE Act, Rules and Regulations.

Similarly, each of the Regional Committees should also have a Legal Cell. The Cell would be responsible for providing facts and comments on the court cases, periodic follow-up with the Standing Counsels, holding meetings of the Counsel to apprise them of recent developments/changes in the NCTE Rules / Regulations, important decisions of the Supreme Court/High Court. The Legal Cell at the Headquarters should develop a compendium of important decisions of the Supreme Court / High Court which should be periodically updated and shared with all the Standing Counsels and also placed on the NCTE website for wider dissemination. The NCTE should also evolve and put in place a procedure for appointment of Standing Counsels, remuneration, and systems to review their performance before renewal of their contracts.

*Source : Gol(2012)*

could also regularly interact with universities on improving the affiliation process and complementing the inspections that are done by the universities.

#### **4.7 Inspectors and their preparation**

The TEIC process relies on the capability and preparedness of the Inspectors who chair the Inspection Teams and guide them through the inspection. TEIC will have an intense process of preparing and certifying Inspectors.

The applicants who want to be certified as Inspectors must be people who have experience in teacher education and are willing to go through a preparation program. These applicants could be people with:

- (a) At least 3 years experience in education as faculty in a TEI/DIET/IASE/CTE or as School Principals/Head Teacher.
- (b) Strong communication and interpersonal skills
- (c) Commitment to teacher education

TEIC could conduct interviews to shortlist applicants for entry into the certification program. The certification program could have the following aims:

- (a) Provide a deeper conceptual understanding of the role of recognition, need for standards and the current developments in assessments of TEIs in India and other countries.

- (b) Build proficiency in understanding and interpreting TEIC Standards.
- (c) Increase skills in verifying evidences offered by the TEI.
- (d) Strengthen capacity to communicate and write in judgemental terms, with sensitivity.

The program could include visits to TEIs which can be used as both a learning as well as an assessment tool. Once certified, the Inspectors will form part of a common database kept by TEIC and would be intimated about TEI inspections which they could take up.

The certification of an Inspector could be valid for 3 years and would need to be renewed through a refresher course offered by TEIC.

Also, TEIC could revoke certification and file a legal case against the Inspector if he/she is found guilty of malpractices.

There would be challenges to this new process and new structures. New institutions and roles take time to work efficiently. The changes to the recognition processes also need different institutional structures of TEIC and the SMC to be formulated and rolled out. The introduction of Standards, certified Inspectors, time-bound recognition and revised application forms would require a shift in perspective. The next chapter outlines some of these operational issues and challenges.

## Chapter 5

# Operational Issues and Challenges

The present study has tried to evolve a new system for recognition of all TEIs. It attempts to build on the existing knowledge and experience of people from NCTE, NAAC, SCERT, Universities and TEIs, and the frameworks being applied in other countries. This document has provided a rationale for establishing Standards to ensure quality in TEIs and has also suggested changes in the current organization structures and roles played by different agencies.

However, many challenge remain, which may be highlighted as follows:

- a) Issues in restructuring and revision: Legal approval may complicate formats. Further the revised formats and procedures are unlikely to mitigate political pressure to continue sub-standard TEIs. The new organization structures would take time to develop and strengthen. The State Monitoring Cell, although critical, would need to comprise the right people. Ensuring that everyone follows a strict code of professional conduct is not likely to be easy.
- b) Difficulty in developing inspection expertise: Finding enough professionals who would be keen to become Inspectors could take immense time. Designing and implementing an effective training/certification program would be a challenge
- c) Support: A supporting mechanism would be needed for those TEIs who are committed to TE. They would need a helping hand to re-imagine themselves and meet the Standards. SMC teams would also need regular trainings.
- d) Covering all TEIs: Ensuring that all TEIs and their programs are covered is critical. Standards and processes need to be re-imagined for (a) Distance Programs and for (b) Innovative Programs

We continue to hope that this report would at least provide an impetus to think through the TE challenges and when supported within the larger framework and the recommendations of the Justice J.S. Verma Commission report, would help improve TEI quality and put an end to sub-standard Teacher Education Institutions.



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## **Annexure A**

### **Abbreviations**

B.A / B.Sc	Bachelor of Arts / Bachelor of Science
B.Ed	Bachelor of Education
B.El.Ed	Bachelor of Elementary Education
B.P.Ed	Bachelor of Physical Education
CTE	College of Teacher Education
D.Ed	Diploma in Education
D.El.Ed	Diploma in Elementary Education
DIET	District Institute of Education and Training
D.P.Ed	Diploma in Physical Education
M.Ed	Masters in Education
MHRD	Ministry of Human Resource Development
M.P.Ed	Masters in Physical Education
NAAC	National Accreditation and Assessment Council
NCERT	National Council of Educational Research and Training
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NOC	No Objection Certificate
RtE	Right of Children to Free and Compulsory Education Act
SCERT	State Council of Educational Research and Training
SMC	State Monitoring Cell
TEI	Teacher Education Institution
TEIC	Teacher Education Institution Center, NCTE
TISS	Tata Institute of Social Sciences
UGC	University Grants Commission
UNICEF	United Nations International Children's Emergency Funds
UNESCO	United Nations Educational, Scientific and Cultural Organization



**Annexure B**

**Form 1A: Application for Initial Recognition**

(Instructions: Please fill the form in CAPITAL LETTERS. All dates to be in dd/mm/yyyy format.  
Please read the Handbook for TEIs before filling this form.)

Name of Institution

Academic Year Applied for

**PART I**

**INSTITUTION DETAILS**

**1 BASIC DETAILS**

**1.1 Particulars of the Authorized Applicant**

Name of the Applicant

Pan Card No./ Passport No.

Position in the Governing Body of the society/trust

Position in the Applicant Institution

\_\_\_\_\_  
Signature

**1.2 Particulars of Society/Trust/Body**

Name of the Society/Trust/Body

Date of Registration

A copy of Certificate of Registration and MOA/Bye-laws attached? Y  N

**(Applicable in case the institution if managed by Society/Trust)**

**Complete Postal Address (Strike out/Leave blank any of the following which is not applicable)**

Plot No. \_\_\_\_\_ Street No. \_\_\_\_\_

Village/Town/City \_\_\_\_\_ Post Office \_\_\_\_\_

Tehsil/Taluka \_\_\_\_\_ District \_\_\_\_\_

Pin Code \_\_\_\_\_ State \_\_\_\_\_

Telephone  STD Code  Mobile

Fax  Email Id

Website address

PAN

Copy of last 3 years Income Tax Returns attached? Y  N



Level of the course applied for: Diploma/Bachelors/Masters/PG \_\_\_\_\_

Medium(s) of Instruction \_\_\_\_\_

Whether Course Curriculum fulfils the norms and standards stipulated by NCTE? Y  N

Intake Proposed \_\_\_\_\_

Mode (Distance/Face to face) \_\_\_\_\_

Affiliating body/University \_\_\_\_\_

Proposed Month of commencement \_\_\_\_\_

---

## 2 INFRASTRUCTURE AND FACILITIES

### 2.1 Details of Infrastructural Facilities available for proposed programme/course

Area of the land in possession (in sq. mts.) \_\_\_\_\_

Built up area earmarked for the course (in sq. mts.) \_\_\_\_\_

Has an affidavit on Rs. 100 stamp paper duly attested by Notary or Oath Commissioner on the prescribed format as required under Clause 8(8) of the NCTE Regulations, 2007 been submitted? Y  N

Are certified copies of land ownership/lease documents enclosed as per Regulation 8(8) of the Regulations, 2007 ? Y  N

Are English Version of Land Ownership/Lease Documents, duly Notarized enclosed ? Y  N

Is a copy of building completion certificate enclosed? Y  N

---

### 2.2 Building

Please refer to Clause 8 of NCTE (Recognition Norms and Procedure) Regulations, 2007

1. Date of approval of the Building plan by the competent authority/State Govt.  
\_\_\_\_\_

2. Date of completion of construction \_\_\_\_\_

3. Name and address of the competent authority for approval of building plan and issue of completion certificate \_\_\_\_\_

4. Has a completion certificate been obtained from a competent authority? Y  N

5. No. Of classrooms allocated for this course ...

6. Are these classrooms being used for any other purposes? Y  N

## 2.3 Specifications of infrastructural facilities

For each of the following, please provide :

- a) Number of rooms \_\_\_\_\_
- b) Capacity - how many students or people can use the room at a given time \_\_\_\_\_

### (Example - 1. Class Room : (a) 8; (b) 35)

- |                        |  |
|------------------------|--|
| 1. Class Room          | 14. Music Room   |
| 2. Auditorium/Hall     | 15. SUPW Room  |
| 3. Multipurpose Room   | 16. Activity Lab   |
| 4. Seminar Room        | 17. Science Lab  |
| 5. Tutorial Room       | 18. Math Lab   |
| 6. Library             | 19. Computer Lab   |
| 7. Principal Room      | 20. Workshop   |
| 8. Admin Office        | 21. Grounds  |
| 9. Store Room          | 22. Sports Facility  |
| 10. Sports Room        | 23. Teachers common room   |
| 11. Girls Toilet       | 24. Medical facility / Sick room                                 |
| 12. Boys Toilet        | 25. Support Services (Bank/ATM/<br>Photocopy/Bookshop/any other) |
| 13. Art and Craft Room | 26. Any other Hall/Room  |

## PART II

### STANDARDS

#### 3 TEACHING AND LEARNING

- 3.1 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).

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Examples: Proposed teaching strategy respects the learner and builds student knowledge constructively; Teacher manual encourages systematic reflection on teaching practices; Student feedback to be taken during and after the course; Technology (software/hardware) is available for submission of assignments; Special educators shall be present to help teachers include all students in classrooms activities.

3.2 Teaching and learning would encourage a stimulating learning environment for diverse learners.

Examples: 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 a variety of education activities planned throughout the year.

3.3 Practical aspects of teaching are well integrated into theory.

Examples: Each subject has practical application aspects; Teachers hired know of various methods to integrate practice and theory.

3.4 School experience/Internship is well planned.

Examples: Schools have been identified and contacted for practice teaching in early part of school year; Plans on how students will reflect on their practice teaching; Plan for mentoring student teachers; Regular visits planned by teacher educators to schools.

3.5 School experience/internship would be well documented

Examples: Self observation, Peer observation and teacher observation formats are ready; Video recording of student practice teaching lessons; All lesson plans prepared by students will be documented; Retrospective reports will be prepared by students.

3.6 Assessment of students will be fair and comprehensive

Examples: Provision for preparing Student Portfolios which shall record student growth; Assessment will be done frequently and feedback given promptly

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## 4 INFRASTRUCTURE

### 4.1 The infrastructure and facilities ensure a safe and healthy environment.

#### *Rooms and Corridors*

Examples: 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

### ***Ramps and Stairs***

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Examples: 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

### ***Furniture***

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Examples: Furniture is easy to move; Chairs are comfortable; There is space for books and other materials

### ***Electrical Safety***

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Examples: There is electrical earthing; All electronic sockets are well covered

### ***Fire Safety***

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Example: 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 present for replacing expired fire extinguishers

### ***Drinking Water***

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Examples: There is continuous supply of water; Drinking water is easily accessible to all

### ***Reporting Hazards***

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Examples: Hazardous material is clearly labelled; Warning boards clearly visible; Mechanism for reporting any hazards, leakages etc.

### ***Medical Facility***

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Examples: Provision of a clean, separate room or space for unwell people; Doctor available on call

## ***Library***

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Examples: 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;

## ***House keeping***

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Examples: 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.

### **4.2 The instructional infrastructure and facilities promote academic and reflective thinking.**

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---

Examples: There are quiet reading spaces; There are places for holding discussions in addition to classrooms; There is availability of white-boards or other writing areas; Basic supplies like chalk and blackboards are usable; Labs with reasonable space and testing facilities.

### **4.3 There are learning resources available to promote academic thinking and reflection.**

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---

Examples: TLMs are well thought; All learning material is listed; TLMs are enough for the students, TLMs are interactive

### **4.4 The infrastructure and the learning resources are disabled friendly.**

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Examples: Ramps and lifts for those with wheelchairs ; Appropriate washrooms; Low colour scheme used for people with low vision; Books/reading materials in Braille; Special software for visually disabled; Sign board at the main gate with large font size ; Appropriate labels/direction boards throughout the building.

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## **5 PEOPLE**

### **5.1 Profile and number of selected teacher educators is appropriate for the proposed program**

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Examples: Teacher qualifications vis-a-vis course is as per norms; Teacher has more than 5 years experience; Teacher-student ratio is less than 1:30

**5.2 The Principal is appropriate for the Program being offered.**

---

---

Examples: Principal is well qualified and has led other programs of a similar nature; Teachers and administrative staff is satisfied with the Principal

**5.3 The Principal has strong leadership qualities.**

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---

Example: Principal has a clear and documented vision for the TEI; Principal has ideas on how to support teachers and students; Principal has a good rapport with the Board; Principal is aware of the key issues which impact quality.

**5.4 The Board Member(s) have a good understanding of the Education domain.**

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Examples: 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 of NCF, RTE and NCTE. They would support the Principal in his/her efforts to improve quality.

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**6 GOVERNANCE**

**6.1 The institution has a clearly stated vision and mission which is communicated to all stake holders.**

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Examples: Vision and Mission of the institution is printed in handbook/prospectus; Vision and Mission is shared with the staff, students and faculty.

**6.2 The policy and process followed for admission is inclusive and transparent.**

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Examples: 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

**6.3 Recruitment of faculty is transparent.**

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---

Examples: Recruitment to be done in line with state norms; Background check to minimize fraud; system in place to intimate state department when teachers leave or join.

**6.4 Access to current information about the programme and procedure is easy.**

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---

Examples: 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.

**6.5 The Grievance redressal mechanism is fair and clearly mentioned.**

***For Students***

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***For Faculty***

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Examples: Documented grievance redressal mechanism would be made available to students and faculty; A guidance and counselling service is proposed to be provided for students and faculty; Rules and guidelines for formation of student and teacher unions are laid out.

**6.6 Conduct and discipline of students and teachers shall be monitored.**

***For Students***

---

---

***For Faculty***

---

---

Examples: Documented rules for behaviour and discipline within the premises; Guidelines for use of college facilities such as computers, library etc. ; Guidelines 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.

**6.7 Attendance shall be recorded and monitored.**

***For Students***

---

---

***For Faculty***

---

---

Examples: 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.

**6.8 Fee policy is fair and transparent.**

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---

Examples: Break up of fee is indicated; Students shall be made aware of fee payment schedules at the start of the year; Sufficient time is provided for payment of fees; Fee increases to be made with justification and with sufficient notice as indicated in policy document.

**6.9 Appraisal of faculty and staff is transparent**

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Examples: Faculty and staff shall be provided clear information regarding the nature and timings of the appraisal.

**6.10 Professional development of teachers is taken sincerely.**

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Examples: 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.

**6.11 All standards shall continue to be maintained after recognition.**

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Examples: 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. Processes in place on providing annual updates on how Standards shall be maintained.

**Checklist:**

1. Form is neat and clearly written, preferably typed.
2. At least two members of the Faculty and the Principal were involved at all stages of filling the Application Forms.
3. Supporting documents and samples as evidence for meeting the given Standards have been attached.
4. The following have been attached:
  - Relevant Land and Building certificates
  - Certificates issued by Government
  - Tax returns for the last 3 years
5. Extra sheets have been attached for the evidence if required.
6. No answer has been left blank. N.A. has been written in case the answer was Not Applicable.



## Annexure C

### Form 2A: Application for Renewal of Recognition

(Instructions: Please fill the form in CAPITAL LETTERS. All dates to be in dd/mm/yyyy format.  
Please read the Handbook for TEIs before filling this form.)

Name of Institution

Academic Year Applied for

#### PART I

#### INSTITUTION DETAILS

##### 1 BASIC DETAILS

##### 1.1 Particulars of the Authorized Applicant

Name of the Applicant

Pan Card No./ Passport No.

Position in the Governing  
Body of the society/trust

Position in the  
Applicant Institution

\_\_\_\_\_  
Signature

##### 1.2 Particulars of the Applicant Institution

Name of the institution

Date of Registration

##### Complete Postal Address (Strike out/Leave blank any of the following which is not applicable)

Plot No. \_\_\_\_\_ Street No. \_\_\_\_\_

Village/Town/City \_\_\_\_\_ Post Office \_\_\_\_\_

Tehsil/Taluka \_\_\_\_\_ District \_\_\_\_\_

Pin Code \_\_\_\_\_ State \_\_\_\_\_

Telephone  STD Code  Mobile

Fax  Email Id

Website address

PAN

Is the property from where the TEI functions a) Owned by management? b) On rent?

\_\_\_\_\_

Is the institution for (a) Boys (b) Girls (c) Co-ed ?

\_\_\_\_\_

Is the institution a minority institution ?

Y  N

(Attach documentary proof issued by the Govt.)

**Type of Management** (Please tick only one out of the following)

1. A Government institution
2. A Govt.-aided institution
3. A University department
4. A deemed to be university (Pvt./Govt.)
5. A self-financing private institution
6. If any other, please specify

(Please attach supporting documents. In case of institutions financed by Central Govt./State Govt./ UT Admn. to the extent of not less than 50 percent of their recurring cost, a certificate to this effect from the government concerned must be attached)

Copy of last 3 years Income Tax Returns attached.

Y  N

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### 1.3 Course/Program Details

#### Nature of Proposal:

Name of the course applied for \_\_\_\_\_

Level of the course applied for: Diploma/Bachelors/Masters/PG \_\_\_\_\_

Medium(s) of Instruction \_\_\_\_\_

Whether Course Curriculum fulfils the norms and standards stipulated by NCTE? Y  N

Intake \_\_\_\_\_

Mode (Distance/Face to face) \_\_\_\_\_

Affiliating body/University \_\_\_\_\_

Month of commencement \_\_\_\_\_

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## 2 INFRASTRUCTURE AND FACILITIES

(This section to be filled ONLY IF the land or building details have changed since the last inspection)

### 2.1 Details of Infrastructural Facilities available for programme/course

Area of the land in possession (in sq. mts.) \_\_\_\_\_

Built up area earmarked for the course (in sq. mts.) \_\_\_\_\_

Has an affidavit on Rs. 100 stamp paper duly attested by Notary or Oath Commissioner on the prescribed format as required under Clause 8(8) of the NCTE Regulations, 2007 been submitted? Y  N

Are certified copies of land ownership/lease documents enclosed as per Regulation 8(8) of the Regulations, 2007 ? Y  N

Are English Version of Land Ownership/Lease Documents, duly Notarized enclosed ? Y  N

Is a copy of building completion certificate enclosed? Y  N

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## 2.2 Building

Please refer to Clause 8 of NCTE (Recognition Norms and Procedure) Regulations, 2007

1. Date of approval of the Building plan by the competent authority/State Govt.  
\_\_\_\_\_
2. Date of completion of construction \_\_\_\_\_
3. Name and address of the competent authority for approval of building plan and issue of completion certificate \_\_\_\_\_  
\_\_\_\_\_
4. Whether completion certificate obtained from the competent authority? Y  N
5. No. Of classrooms allocated for this course ...
6. Are these classrooms being used for any other purposes? Y  N

## 2.3 Specifications of infrastructural facilities

For each of the following, please provide :

- a) Number of rooms \_\_\_\_\_
- b) Capacity - how many students or people can use the room at a given time \_\_\_\_\_

### (Example - 1. Class Room : (a) 8; (b) 35)

- |                        |  |
|------------------------|--|
| 1. Class Room          | 14. Music Room   |
| 2. Auditorium/Hall     | 15. SUPW Room  |
| 3. Multipurpose Room   | 16. Activity Lab   |
| 4. Seminar Room        | 17. Science Lab  |
| 5. Tutorial Room       | 18. Math Lab   |
| 6. Library             | 19. Computer Lab   |
| 7. Principal Room      | 20. Workshop   |
| 8. Admin Office        | 21. Grounds  |
| 9. Store Room          | 22. Sports Facility  |
| 10. Sports Room        | 23. Teachers common room   |
| 11. Girls Toilet       | 24. Medical facility / Sick room                                 |
| 12. Boys Toilet        | 25. Support Services (Bank/ATM/<br>Photocopy/Bookshop/any other) |
| 13. Art and Craft Room | 26. Any other Hall/Room  |

## PART II

### STANDARDS

#### 3 TEACHING AND LEARNING

- 3.1 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).

Examples: 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.

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*For Students*

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*For Faculty*

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Examples: 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.

**6.11 All standards shall continue to be maintained after renewal of recognition.**

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Examples: 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. Processes in place on providing annual updates on how Standards shall be maintained.

**Checklist:**

1. Form is neat and clearly written, preferably typed.
2. At least two members of the Faculty and the Principal were involved at all stages of filling the Application Forms.
3. Supporting documents and samples as evidence for meeting the given Standards have been attached.
4. The following have been attached:
  - Relevant Land and Building certificates
  - Certificates issued by Government
  - Tax returns for the last 3 years
5. Extra sheets have been attached for the evidence if required.
6. No answer has been left blank. N.A. has been written in case the answer was Not Applicable.



**Annexure D**  
**Current NCTE Application for Recognition**

<u>For office use</u>	
Code No. _____	Year _____
_____ Regional Committee	
Date of Application _____	
Course _____	
Category: New Institution/New Course/Additional Intake	
Type of Management _____	
Affiliating Body _____	

**Form of Application for Grant of Recognition to Institutions including Permission  
for Conducting a New Course/Additional Intake in Teacher Education Programme  
under Section 14/15 the NCTE Act, 1993**



**National Council for Teacher Education**  
*Address of the Regional Committee concerned*  
*with address of the Website/e-mail/Telephone/Fax*

Price Rs. 1000/-

**Application for Grant of Recognition/Permission to Institutions for conducting a New Course/Enhancement of Intake under Section 14/15 of the NCTE Act, 1993**

**NOTE:** Please refer to the instructions at page-14 before submitting the application.

**DATE OF SUBMISSION** \_\_\_\_\_ **APPLICATION ID** \_\_\_\_\_

**1. Particulars of the authorized applicant**

- 1.1 Name of the Applicant \_\_\_\_\_
- 1.2 Father's/Husband's Name \_\_\_\_\_
- 1.3 Occupation \_\_\_\_\_
- 1.4 Official Position in the Governing Body of the Society/Trust \_\_\_\_\_

**2. Particulars of applicant Society/Trust/Body**

2.1 Name of the applicant Society/Trust/Body

2.2 Whether a copy of Certificate of Registration and MOA/ Bye-laws attached. 

Yes	No
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(Applicable in case the institution is managed by Society/Trust)

2.3 Complete Postal Address of the applicant Body.  
(Strike out/ Leave blank any of the following which is not applicable)

Door/Plot Number \_\_\_\_\_

Street Number \_\_\_\_\_

Village/Town \_\_\_\_\_

Post office \_\_\_\_\_

Tehsil/Taluka \_\_\_\_\_ Town/City \_\_\_\_\_

District \_\_\_\_\_ Pin Code \_\_\_\_\_

State \_\_\_\_\_ STD Code \_\_\_\_\_

Telephone No. \_\_\_\_\_ Mobile No. \_\_\_\_\_

Fax No. \_\_\_\_\_ E-Mail ID \_\_\_\_\_

Website Address \_\_\_\_\_

2.4 Permanent Account Number of Society/Trust/Body: - \_\_\_\_\_

**3. Details about the programme/course applied for**

(i)	Nature of proposal (Please tick only one choice)	<ul style="list-style-type: none"> <li>- First Time Recognition</li> <li>- Enhancement of Intake</li> <li>- Additional Course</li> </ul>	
(ii)	Name of the Course applied for		
(iii)	Level of the Course applied for		
(iv)	Medium of Instruction		
(v)	Whether Course Curriculum fulfills the duration stipulated by NCTE norms and standards		
(vi)	Mode	Distance/ Face to Face	
(vii)	Intake proposed		
(viii)	Affiliating Body/University	Name	
		Address	
		Telephone No.	
(ix)	Normal month of commencement of the course		

**4. Particulars of the applicant institution**

4.1 Name of the Institution  
(in capital letters)

4.2 Complete Postal Address [As mentioned in the Affidavit]  
(Strike out/ Leave blank any of the following which is not applicable)

Land Identification (Plot/Khasra No.) \_\_\_\_\_

Address of the Land \_\_\_\_\_

Door/Plot Number \_\_\_\_\_

Street Number \_\_\_\_\_

Village/Town \_\_\_\_\_

Post office \_\_\_\_\_

Tehsil/Taluka \_\_\_\_\_ Town/City \_\_\_\_\_

District \_\_\_\_\_ Pin Code \_\_\_\_\_

State \_\_\_\_\_ STD Code \_\_\_\_\_

Telephone No. \_\_\_\_\_ Mobile No. \_\_\_\_\_

Fax No. \_\_\_\_\_ E-Mail ID \_\_\_\_\_

Website Address \_\_\_\_\_

4.3 Whether the institution is for (tick in the box)

Boys  Girls  Co-Ed

4.4 Whether the Institution is a Minority institution  Yes  No  
(Attach documentary proof issued by the Govt. concerned)

4.5 Type of Management (Please tick only one out of the following)

- (i) A Govt. institution
- (ii) A Govt.-aided institution
- (iii) A university department
- (iv) A deemed to be university Pvt/ Govt.
- (v) A self- financing private institution
- (vi) Any other, please specify.

(Please attach supporting documents. In case of institutions financed by Central Govt./State Govt./UT Admn. to the extent of not less than 50% of their recurring cost, a certificate to this effect from the Government concerned.)

4.6 Details of the existing Teacher Education Programmes/courses run by the same applicant Society/Trust/ Body.

Sl. No	Name of the institution	Name of the programme	Academic session from which commenced	Existing approved intake	Regional Committee		Name of Affiliating Body	
					Recognition Order Number	Date	Name	Date of Affiliation

4.7 Details of courses other than Teacher Education Programme if any, run by the same applicant Society/ Trust/ Body.

Sl. No.	Name of the institution	Name of the course/programme	Level of the course	Duration of the course	Year of starting of the course	Affiliating Body	
						Name	Date of Affiliation

4.8 Details of the application(s) for teacher education programme(s)/course(s) already submitted by the same applicant society/trust/body which is/are pending for final decision

Sl. No	Name of the institution	Date of application	Code No.	Name of the programme	Academic session for which applied	Proposed intake	Regional Committee to whom applied	Status

**5. Fees and Funds**

5.1 Details of cost of application form of Rs. 1000/- (not applicable in case of application submitted online)

Draft Number	
Date	
Name of the Nationalized Bank	
Name of the Branch	
Address	
Receipt Number, if purchased	

5.2. Details of Processing Fee of Rs. 40,000/- only

Draft Number			
Date			
Name of the Nationalized Bank			
Name of the Branch			
Address			
Has the DD will enclosed in original	<table border="1"> <tr> <td><b>Y</b></td> <td><b>N</b></td> </tr> </table>	<b>Y</b>	<b>N</b>
<b>Y</b>	<b>N</b>		

(Please see Rule 9 of NCTE Rules, 1997 in terms of which Government Institutions are exempt from payment of processing fee)

5.3 Details of the Endowment fund (self-financed institutions/programmes)?  
(Please see Clause 10 (1) of the NCTE (Recognition Norms and Procedure) Regulations, 2007 published on 10.12.2007)

- (i) Particulars of the Endowment fund (to be filled in the case of self-financed institutions/ programmes)?

Amount of Endowment Fund			
Fixed Deposit Receipt Number			
Duration of the FDR (Minimum five years)			
Date of issue			
Name of the Nationalized Bank			
Full address			
Phone numbers.			
Has the FDR been enclosed in original	<table border="1"><tr><td>Y</td><td>N</td></tr></table>	Y	N
Y	N		

(ii) Particulars of the reserve fund (to be filled in the case of self-financed institutions/ programmes)?

Amount of Reserve Fund			
Fixed Deposit Receipt Number			
Duration of the FDR (Minimum five years)			
Date of issue			
Name of the Nationalized Bank			
Full address			
Phone numbers.			
Has the FDR been enclosed in original	<table border="1"><tr><td>Y</td><td>N</td></tr></table>	Y	N
Y	N		

**6. Details of Infrastructural Facilities available for proposed programme/course**

- (i) Area of the land in possession (in sq. mts.) 

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- (ii) Built up area earmarked for the course (in sq. mts.) 

--	--	--
- (iii) Whether an affidavit on Rs. 100/- stamp paper duly attested by Notary / Oath Commissioner on the prescribed format as required under Clause 8(8) of the NCTE Regulations, 2007 has been submitted. 

Yes	No
-----	----
- (iv) Whether certified copies of land ownership/lease documents are enclosed as per Regulation 8(8) of the Regulations, 2007 

Yes	No
-----	----

- (v) Whether English Version of Land Ownership/Lease Documents, duly Notarized are enclosed 

Yes	No
-----	----
- (vi) Whether copy of approved building plan is enclosed. 

Yes	No
-----	----
- (vii) Whether copy of building completion certificate is enclosed, in case building is constructed 

Yes	No
-----	----
- (viii) Whether the building constructed is proposed to be constructed in the same land as indicated in col. 4.2 

Yes	No
-----	----

6.1 Building

(Please refer to Clause 8 of NCTE (Recognition Norms and Procedure) Regulations, 2007

Description	To be filled in by Institution																
i) Date of approval of the Building plan by the competent authority/State Govt.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td><td>Y</td><td>Y</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	D	D	M	M	Y	Y	Y	Y								
D	D	M	M	Y	Y	Y	Y										
ii) Date of completion of construction of the building, if already completed	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td><td>Y</td><td>Y</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	D	D	M	M	Y	Y	Y	Y								
D	D	M	M	Y	Y	Y	Y										
iii) If construction of the building is not complete, the likely date of completion of construction	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td><td>Y</td><td>Y</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	D	D	M	M	Y	Y	Y	Y								
D	D	M	M	Y	Y	Y	Y										
iv) Name and address of the competent authority for approval of building plan and issue of completion certificate																	
v) Whether completion certificate obtained from the competent authority	Y/ N																
vi) Whether Bldg. disabled –friendly as per relevant laws.	Y/ N																
vii) Whether fire safety norms are being followed.	Y/ N																
viii) Total Built up Area (in sq. meter) (in sq.ft.)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>																

## 6.2 Specification of Rooms and other infrastructural facilities

S.No.	Description	Room No.	Length In meter	Breadth In meter	Carpet area in sq. meter
1	2	3	4	5	6
1	Class Room				
2	Class Room				
3	Multipurpose Hall				
4	Multipurpose Room				
5	Seminar room/tutorial room				
6	Library				
7	Principal Room				
8	Administrative office				
9	Store Room				
10	Sports Store Room				
11	Girls Common Room				
12	Boys Common Room				
13	Art & Crafts Room				
14	Music Room				
15	Socially Useful Productive Work (SUPW) Room				
16	Science Lab1				
17	Science Lab2				
18	Psychology lab				
19	Educational Technology (ET) /ICT Lab				
20	Workshop				

S.No.	Description	Room No.	Length In meter	Breadth In meter	Carpet area in sq. meter
1	2	3	4	5	6
21	Any other Room/Hall				
22	Toilets				
	(i) Male				
	(ii) Female				
23	Any other facility may be specified				

## 7. Instructional Facilities

7.1 Library  
Total number of Books

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7.2 Manpower

7.2.1 Academic and Non-Academic Staff (Applicable for existing institutions)

7.2.1.1 Details of Academic Posts available at present

Name of the Post	Number of Post	Pay Scale	No. of Filled Posts	No. of Vacant Posts

7.2.1.2 Details of Non-Academic Staff available at present

Name of the Post	Number of Post	Pay Scale	No. of Filled Posts	No. of Vacant Posts

8. Arrangement for Games and Sports

8.1 Details of availability of playgrounds

Sl. No.	Number of Playgrounds	Length in meter	Breadth in meter	Area in sq mt.

(Signature of the authorized designated authority giving undertaking alongwith his/her official position and office Seal)

**Undertaking**

That I have read and understood the contents of the application and the same are true and correct on the basis of my personal knowledge and on the basis of records of the institution.

2. In connection with my/our application for grant of recognition/permission of ..... (Name of the Institution) to conduct \_\_\_\_\_ course with \_\_\_\_\_ intake/additional intake, and hereby undertake to comply with the following:-

- (i) That infrastructural, instructional and other facilities has been/shall be provided as per the NCTE norms, standards and guidelines prescribed from time to time.

- (ii) That admission to the Course will be made only after recognition is granted by the concerned Regional Committee of the NCTE and affiliation is granted by the concerned University/Affiliating Body.
- (iii) That admission of students, satisfying the eligibility conditions will be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Govt./University as per its policy.
- (iv) That there shall be reservation of seats for SC/ST/OBC/other categories etc. as per the Policy of State Govt.
- (v) That the supporting and other staff will be appointed as per the guidelines of the State Govt./the affiliating University.
- (vi) That the tuition and other fees will be charged at rates prescribed by the concerned state Govt./affiliating University.
- (vii) That the academic and other staff of the institution (including part time staff) shall be paid such salary as may be prescribed by the concerned State Govt./University from time to time.
- (viii) That the Management shall discharge the statutory obligations relating to provident fund, pension, gratuity etc. in respect of all its employees.
- (ix) That the Management will make adequate funds available for providing satisfactory facilities and for proper programme implementation.
- (x) That the accounts of the institution will be properly maintained and audited annually by the audit authorities or a Chartered Accountant, and will be open for inspection.
- (xi) That the Management will strictly follow all conditions and norms prescribed by NCTE from time to time, conduct the programme in all earnestness, and submit itself to inspection by the NCTE.
- (xii) In the event of non-compliance by the .....(Name of the Society/Trustee/College/ Institution etc.) with regard to the norms and standards and any other condition laid down/prescribed by the NCTE from time to time, the NCTE or a body or a person authorized by it will be free to take all necessary measures for effecting withdrawal of its recognition or permission, without consideration of any other issue, and that all liabilities arising out of such a withdrawal would solely be that of the Institution/Management.
- (xiii) That the Management will not cause or allow discontinuation of the Course in any year or for any batch after grant of recognition, and that where compelled to do so, it will seek the concurrence of NCTE for discontinuation on the completion of the year/batch.

(xiv) The (College/Institution) by virtue of the approval given by the NCTE shall not automatically become claimant of any financial grant or assistance from the Central or State Govt., or support from the NCTE.

**(Signature of the authorized designated authority alongwith his/her official position and office Seal)**

Place: \_\_\_\_\_

NAME IN BLOCK LETTERS

Date: \_\_\_\_\_

(Format of affidavit to be given on Rs. 100 Non-Judicial stamp paper duly attested by Oath Commissioner/ Notary Public)  
(In terms of provision of NCTE (Recognition Norms and Procedure) Regulation 2007 as amended to time to time)

**AFFIDAVIT**

I, \_\_\_\_\_ (Name of the authorized person)  
son of \_\_\_\_\_ and \_\_\_\_\_ of the  
\_\_\_\_\_ (name of the College / Institution /  
Trust / Society, etc.) aged about \_\_\_\_\_ years, resident of

\_\_\_\_\_, am the authorized signatory of the application made to  
the Regional Committee of the National Council for Teacher Education at  
Bhopal/Bhubaneshwar/Jaipur/Bangalore seeking grant of recognition / permission for  
conducting a course in Teacher Education titled \_\_\_\_\_ with  
intake/additional intake of \_\_\_\_\_.

2. That the \_\_\_\_\_ Society / Trust / Institution /  
College (strike out whichever is not applicable) is in possession of land as per the following  
description: -

2.1 Total Area of the land (in sqr. Mts.)

2.2 Address:

Plot No:

Khasra No:

Village/Town/City:

District:

State:

Bounded by

North:

South:

East:

West:

Registered in the office of: \_\_\_\_\_  
on \_\_\_\_\_

3. That the land is on ownership basis / lease from Govt. for a minimum period  
of \_\_\_\_\_ years (in figures and words) (Strike out whichever is not applicable).

4. That the land is free from all encumbrances.

5. That the land is exclusively meant for running the educational institution and the permission of the Competent Authority to this effect has been obtained vide letter No. \_\_\_\_\_ dated \_\_\_\_\_ and a copy thereof is enclosed.

6. That the said premises shall not be used for running any educational activity/institution, other than the teacher education programme for which recognition is being sought.

7. That the copy of the affidavit shall be displayed on the website of the Institution for general public.

8. I do hereby swear that my declaration under Para's(1) to (6) are true and correct and that it conceals nothing and that no part of this is false. In case the contents of affidavit are found to be incorrect or false, I shall be liable for action under the relevant provision of the Indian Penal Code and other relevant laws.

Signature: \_\_\_\_\_

Name of the Applicant: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Tel : \_\_\_\_\_

E-mail address : \_\_\_\_\_

Website address : \_\_\_\_\_

Place: \_\_\_\_\_

Date: \_\_\_\_\_

## **Attachments with the application**

Application for grant of recognition including permission for additional intake or new course should be submitted in Triplicate in the format as prescribed to the concerned Regional Committee alongwith the following essential documents: -

### **Processing Fee**

Demand draft of Rs. 40,000/-(forty thousand) from a Nationalized Bank drawn in favour of the Member Secretary, NCTE payable at the city where the Regional Committee is located.

**Essential Documents (only application alongwith these essential documents would be deemed to be complete application within the meaning of Regulation 5(5) of the NCTE (Recognition Norms & Procedure) Regulations, 2007 notified on 10<sup>th</sup> December, 2007)**

1. An affidavit on Rs. 100 Non-Judicial Stamp Paper attested by Notary Public/Oath Commissioner stating the precise location of the land, total area, permission of the competent authority to use the land for educational purpose, that the land is free from all encumbrances and the mode of possession etc.
2. Certified copies of land documents relating to ownership/lease taken from Govt.
3. In case of self-financed institutions/courses, Fixed Deposit Receipt of Rupees five lakh towards Endowment fund, and Rupees three lakhs for Reserve Fund in original, from a Nationalized Bank of a duration of & above 5 years.
4. Approved building plan and also completion certificate from the concerned competent authority of the State Govt. etc., if the building has already been constructed.
5. A copy each of the Certificate of Registration, Memorandum of Association and Bye-laws in case the institution is managed by a Society/Trust.

**Note:-** No column in the application form be left blank. The column in respect of which there is no information to furnish or which is not applicable may accordingly be indicated.

**Please refer to the relevant Regulations for any clarification. The Regulations are available on the Website of NCTE (<http://www.ncte-india.org>)**

