

# Quality Indicators for Teacher Education

*Quality Indicators*

**National Assessment and Accreditation Council**  
Bangalore, India

**Commonwealth of Learning**  
Vancouver, Canada



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**National Assessment and  
Accreditation Council (NAAC)**



**Commonwealth of Learning  
(COL)**

## Quality Indicators for Teacher Education

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## FOREWORD


Today, the various nations across the globe are networked more closely than ever before. This has had a deep and profound effect upon the functioning of higher education sector and has literally transformed the way we look at all aspects of quality in higher education, particularly teacher education. The renewed interest in teacher education has been spurred by the free spirit and the new world enterprise, which seeks to create human talent pool that can adapt to new ideas, cultures and environment.

The challenges faced by teacher education institutions raise pertinent questions for both the school systems and the governments. While, the school system has to grapple with the problems of teacher quality and the increasing student and societal expectations, governments are struggling to provide the teacher education system an environment that fosters innovation and match the requirements of the school sector. This calls for a breakthrough and bold thinking on the part of all the stakeholders.

Through suitable interventions like institutional structures for quality we need to enhance awareness about creating a quality education system. In this age of competition, quality has to be managed strategically. Good institutions have well structured quality frameworks to make a range of decisions about their improvements. While a variety of tools are available to assess the quality of the provisions and the potential of the institutions, I for one always wanted a tool that has high predictive value, fairness and ability to capture the institution specific quality model. In view of the above ground realities and inline with the laid out priorities, the National Assessment and Accreditation Council (NAAC) in collaboration with the Commonwealth of Learning (COL), set out to develop quality indicators for teacher education. The indicators are the outcome of the recommendations of senior teacher educators and experts in education from eleven Commonwealth countries. Using these indicators, which are introspective, the institutions can create internal quality structures for appraisal of the quality provisions of the system, which in turn would lead to continuous monitoring and improvement. The main objective in developing these indicators is to provide a tool for continuous quality improvement and to energize and sustain the institutions' quality enhancement efforts.

As an accrediting agency, the process inputs enabled us in offering constructive feedback to the sector and fostering institution level quality structures and improvement. I personally see the utility of the quality indicators to be multifold. It can be used for quality management, strategic planning and for continuous improvement. The approach offers flexibility to institution and its units to use the data as per its requirements, thereby leading to institution wide quality improvement. Whatever be the area of application it is certain that the indicators provide valuable insights into the potential areas of improvement and aid institutions in quality management. Given the strategic importance of internal quality assurance process and quality management, the present work is going to be of immense help to teacher education institutions and is a timely contribution. I am sure the teacher education institutions, which would have initiated or are planning to adopt internal quality assurance mechanisms will find this book extremely useful.

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(V.S. Prasad)

## SUMMARY

**This document presents a background perspective to quality in teacher education and its assessment along with a set of quality indicators with descriptors and other details under six key areas. The process of developing this document was based on the recommendations of an expert working group on indicators for quality in teacher education. Using a structured review process, the group set out to select indicators to cover the six key areas, which are the founding processes of any educational institution or the programme. The six key areas identified are namely: Curriculum Design and Planning; Curriculum Transaction and Evaluation; Research, Development and Extension; Infrastructure and Learning Resources; Student Support and Progression and Organization and Management. The document lists out 75 quality Indicators covering the six key areas and 25 quality aspects, and provides the descriptors, an operational definition details on the importance of the indicators and areas for looking for evidence. The indicators can be used by the teacher educators and the teacher education institutions for quality assurance through self-assessment; by the external assessors as a guidance document and by the accrediting agencies in systematizing the assessment process. Overall these indicators serve two main purposes of quality improvement: (1) They bring in an understanding and awareness among the institutions on issues of quality, and (2) Serves as a Guidance document for self-assessment and quality planning for the institutions and for benchmarking by external assessors. These indicators with minor modifications and contextualisation can be used both by the face to face (f-2-f) and the open and distance learning (ODL) institutions.**

**The package is in English, catering to the English speaking Commonwealth countries but could be adapted and translated to any other language as required.**



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**SECTION - I**

**INTRODUCTION**



## INTRODUCTION

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The demand for qualified and quality teachers has been continuously on the increase the world over. There has been an unprecedented expansion of school education especially in the developing countries, which has accentuated such a demand. Quite naturally, the teacher education programmes have acquired renewed significance. It has become imperative that the effort and resources mobilized towards teacher education are effective and field relevant in particular country contexts.

It is a pertinent expectation that the teacher education programmes reveal/exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. It is thus necessary that quality concern is explicit in every aspect of teacher education programmes. This quality concern goes beyond technical accuracy and consistent effort to carry out tasks. It pertains to the concern reflected by those involved about ascertaining the true spirit and purpose of each task on the one hand, and on the other, try to enhance its meaningfulness. If such concern is an integral part of the processes and practices within an institution, students will gain meaningful, holistic experience.

### A Collaborative Attempt

In order to attend to the growing concern of teacher quality and teacher shortage, it is crucial to examine the core of the problem that is, the type of teacher preparation and training being provided. As a first step it is required that the developmental needs of our schools, of our teachers and the teacher educators are identified. Secondly, a framework that provides a systematic recording tool helping institutions to ascertain and assure their quality provision needs to be evolved. While much work has been done and documented on the first issue not much has been attempted on developing an assessment strategy for self-introspection and continuous improvement by the teacher education institutions. Realizing that the quality of the teachers as long regarded is a professional responsibility rather than a policy issue, and the need to evolve a framework and evaluation tool to help institutions in quality assurance and continuous improvement, the National Assessment and Accreditation Council (NAAC), India in collaboration with

the Commonwealth of Learning (COL), Canada, has initiated the process of developing Quality Indicators for Teacher Education. The initiative has brought together teacher educators, quality assurance experts and policy makers from around eleven Commonwealth countries. Experts from Australia, Bangladesh, Botswana, India, Kenya, Mauritius, Namibia, Nigeria, Sri Lanka, Singapore and United Kingdom (U.K.), participated in the initial workshop and subsequent development process. The Expert Group was tasked with identifying and short listing the potential indicators for quality teacher education and arriving at a framework encompassing all aspects of a TEI's functioning comprehensively. The experts met and deliberated in a series of workshops held in India over a year and through online discussions held during this period. The list of expert members who provided inputs for this document is presented as *Annexure III*.

The Group worked in close collaboration with the officials of NAAC and COL, who initiated the activity. A lot of discussion went on in developing the quality indicators – such as whether the indicators should be developed from programme evaluation perspective or from the institutional evaluation perspective; whether to categorize the quality issues as an inbuilt assessment system within the institutions or through the external agencies or the employers, etc. In view of the diverse programme specifications and diffusion of the trained teachers across larger geographical areas specifically in the context of developing Nations, it was felt that for the present the concentration should be at the institutional level. Depending on the need the institutions may use the indicators for appraising/assuring the quality provisions of the programme or the institutional process. However, at a later stage with a few more inputs, they can be improved by the individual institutions so as to provide more programme specific information, useful for both internal and external stakeholders.

The discussions and deliberations resulted in identifying six priority areas henceforth called as the “Key Areas” (KAs), which are central to the implementation of any teacher education programme. Within each identified key area specified functional aspects have been detailed as Quality Aspects (QAs). These quality aspects represent and cover most of the broad functional aspects of a TEI cutting across geographic locations and transaction modes. Each of the quality aspect is further delineated in terms of the actual tasks, which actually represent the quality of a TEI. These operational features within each quality

aspect are called the Quality Indicators (QIs) and 75 of them were identified by the Expert Group.

The outcomes of these deliberations were brought out as a publication titled “Quality Indicators for Teacher Education” in 2006. This was made available to TEIs and individuals interested in trying them out. Extensive feedback has been received from across the commonwealth countries. In India, Nigeria, Ghana and Uganda a couple of workshops were held where heads of TEIs and teacher educators from select institutes of education discussed this document and decided to try it out in their institutions. Reports are flowing in from these institutions. On the basis of the field level feedback as well as technical scrutiny this document has been revised and is brought out in the present form. In this revised form there are 25 Quality Aspects and 75 Quality Indicators spread under the Six Key Areas of functioning of a TEI.

In the meantime, the need became more crystallized for a more complete ‘Toolkit’ replete with even the quality assurance concept and the quality indicators along with some possible suggestions for TEIs. The present document in the revised form is included in the ‘*Toolkit for Quality Assurance in Teacher Education*’ without losing its stand alone character. The other documents in the “Toolkit” are – ‘Quality Assurance in Higher Education – An Introduction’, ‘An Anthology of Best Practices in Teacher Education’ and the Guidelines for using the Toolkit.

### **Discerning Quality Indicators – Some Considerations**

In developing the quality indicators the NAAC – COL team took into account the functioning of several pioneering teacher education institutions across the Commonwealth countries which have developed and put to use mechanisms for quality training provision and effective functioning of their institutions. The QIs are generic statements made in such a way that they ensure comprehensive coverage of the most relevant domains of the quality of the teacher education institution. In fact, quality indicators are visualized so that they can be used either to capture the quality aspects relating to the overall performance of the institution, or the performance of a sub-unit such as education technology. Most of the QIs are a combination of the ‘inputs’, ‘process’ and ‘outcomes’, but are largely process based. They provide indication about certain common aspects

**of institutional functioning. As a result, within an institution a QI may have to be operationalised according to the practice carried out. This may involve suitable ramifications in the way QIs are stated. Taking cue from various other fields in developing indicators, the Expert Group agreed on the following three selection criteria.**

- **it had to capture an important performance aspect**
- **it has to have an impact on the overall quality improvement**
- **it had to be potentially feasible**

**It has to be recognized that every QI will have a different role in the overall programme context. In other words, all quality indicators will not be similar in respect of their functional relevance. There is need to view each QI in terms of its appropriate functional feature. Accordingly, some relative weightage can be indicated for each QI so that the practitioners place it appropriately. Thus, while quantifying the QIs and assigning weightage to them the following criteria need to be kept in mind:**

- **Impact on students**
- **Improving performance**
- **Policy importance**
- **Susceptibility to being influenced by the school system and other agencies**
- **Scientific soundness**

**Face validity - Does the measure make sense logically and in practice?**

**Content validity - Does the measure capture meaningful information on various quality aspects of the programme?**

- **Feasibility: Facilitate recognition of evidence in operation**

**The identified QIs were grouped in respect of broader aspects of institutional functioning, which have been called “Quality Aspects”. The details on the identified QIs is presented in Section II. The six broad areas of a TEI’s functioning, i.e. the Key Areas are stated below:**

- **Curriculum Design and Planning**
- **Curriculum Transaction and Evaluation**
- **Research, Development and Extension**
- **Infrastructure and Learning Resources**
- **Student Support and Progression**
- **Organisation and Management**

The Key Areas (KAs) represent six dimensions of a TEI's functioning encompassing all its academic as well as administrative and management activities. Though it is possible to visualize the TEI's functioning differently, the 'Toolkit' assumes, at present, that the various dimensions of the functioning of any TEI either face-to-face or ODL systems are represented by these six KAs. In other words, the KAs provide a backdrop for viewing the several quality aspects and the actual task details therein. Therefore, it is necessary to keep in mind the description of each KA while trying to discern the QIs. The appropriateness of the QIs has to be seen within the scope of the KA. If in a particular TEI any QI seems either to be inappropriate or partially applicable, it should be redefined or altered accordingly, but without losing sight of the KA. With a view to clarifying this, a brief description of the KAs is given hereunder.

*Key Area I: Curriculum Design and Planning*

It is common knowledge that curriculum of most TEIs are similar in that they share a common goal of teacher preparation. The variations are worked out in respect of the type of programme being offered by the TEI. Some may offer preparatory programmes for entrant teachers, some may focus on particular stage for which teacher is being prepared, some may provide back up programmes for working teachers, and so on. At the same time, most TEIs are part of a larger network of institutions, such as universities or departments under the ministries in respective countries. A broad curriculum framework is adopted as a common direction provider to all the constituent institutions. Usually it is the macro unit that specifies details of syllabus including the assessment procedures. In spite of all such streamlining the actual curriculum transaction is unique to each institution. This is because of the institutional goals, the way the institution visualizes the how and

### Quality Indicators for Teacher Education

why of carrying out selected learning activities and plans the academic programme details. In this sense, what the institution implements is its 'operational curriculum' and it is designed in an internally relevant manner by each institution. This is very institution specific process. The quality concern of the institution is thus reflected in the manner in which this operational curriculum is designed and planned. It is in this purview the quality aspects under this KA are stated to be - The process of Curriculum design, Institutional vision, Curriculum content, and, Curriculum revision.

#### *Key Area II: Curriculum Transaction and Evaluation*

Curriculum transaction is the most crucial dimension of an institution's functioning. The dynamism, flexibility and intentions of the curriculum visualised/planned need to be explicated in the transaction modes, which means, these features must be observable in the manner in which the curriculum design is put to practice. The best laid plans may be rendered less effective by weak implementation mechanisms. The extent of teacher involvement and commitment, student interest and motivation, coordination between and among the various units of the institution as well as the several learning activities, meaningful interconnections among the theoretical and practical activities on the one hand and the institutional and the field based activities on the other are important considerations for effective curriculum transaction. Besides these, the kinds and procedures of assessment of student learning, mechanisms of feedback and its use to enrich the curricular inputs, are equally significant as they showcase to students and teachers the actual relevance of the learning activities. There can be a wide range of transaction practices: from well coordinated meaningful activities pre-designed by teachers and participated by students, systematically monitored by teachers (teacher centric) to entirely learner evolved, learner need based, teacher facilitated, and not pre-designed but evolving set of activities (learner centric). Most institutions are somewhere between these two extremes.

One thing must be remembered. Some of the QIs listed may be found 'not applicable' to particular transaction modes. For instance, time allocation for particular components such as theory classes, practice teaching, community based activities and so on may not apply in the same manner to the ODL mode. Yet, these are not irrelevant to the ODL; they need to be stated differently in order to accommodate the needs of individual

**learner. Similarly, other aspects also need to be seen in respect of the learning context/ institutional situation and appropriately defined.**

*Key Area III: Research, Development and Extension*

**These terms are very familiar to most persons, though they are connoted differently quite often. Research is perceived as something technically ‘heavy’ something that is not ordinary, is very abstract, etc. Thus, every teaching institution may not feel capable of pursuing research. It is true that specialized institutions for research have been established and the earlier expressions may be appropriate for them. The view taken here is slightly variant. Research refers to any systematic attempt to understand something, even practice. Seen thus, every academic institution has research as an integral component of its existence. Every TEI places its emphasis on research differentially on a continuum of need based problem solving to formal rigorous exploration of educational phenomena. The kinds and extent of emphasis on research that a university department places will be naturally different from a teaching college. Pursuing practice in field relevant ways requires generating evidence to find out the process ramifications that worked, the impact generation and the outcome relevance of the practice. In this sense, research development and extension are closely linked to practice in education. The work done as development and extension can be very well the substance for research just as any systematic exploration can contribute to enhancing the worth of development and extension activities. It is necessary not only to be aware of the commonly connoted meanings of the terms extension and development, but also be able to visualize in house and/or field based development activities that lend strength to the regular processes in one’s own institution and to other institutions.**

*Key Area IV: Infrastructure and Learning Resources*

**Resource sufficiency is crucial to the effective functioning of an institution. It goes to building up a congenial atmosphere, supports and sustains the working ethos within an institution. In a TEI inputs for theory and practical components of the programme require different types of physical infrastructure. Therefore, it is essential that a mechanism is in place to ensure availability of adequate and appropriate infrastructure and for its constant augmentation to keep pace with the academic growth of the institution.**

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**Facilities like the library are the actual learning locations and so it is essential that they have adequate volumes in terms of books, journals, other learning materials and facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their study. Thus it is not only necessary that the computer facilities and other learning resources are available in the institution for its academic and administrative purposes but are also accessible to staff and students who are adept at using them.**

**It is not merely the availability of the space and infrastructure, but the way in which it is maintained and productively utilized that decides the quality of the infrastructure. Thus, it is necessary that there is an effective mechanism for maintenance of physical and instructional infrastructure such as buildings, ICT facilities, laboratories, learning resource center and other allied infrastructure of the institute.**

### *Key Area V: Student Support and Progression*

**Students of a TEI are being prepared to operate as professionals with responsibilities and commitment. The extent of their learning and absorption during the TE programme depends considerably on the comfort they feel in the institution. Along with access to the available learning resources and physical comforts it is essential that the students perceive a cohesiveness and involvement in the institution- both with the staff and the peers.**

**The institution has to identify the needs of the students and provide individualized support depending on the nature and extent of problems confronting the students. The various support services thus need to take into account the students' educational, social, personal and vocational needs comprehensively. Facilitating mechanisms like guidance cell, placement cell and financial aid to support students are some examples. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student.**

**This Key Area thus reflects the efforts of an institution to provide necessary support to students facilitating good campus experiences and their holistic development. It also**

helps to look at the institution's linkages and attempts to collect, analyze and use feedback and contributions from students and alumni, to the institution and vice-versa.

*Key Area VI – Organisation and Management*

An effective internal quality management demonstrates dealing with the processes through team work, involving people from all units and levels, improvement and training in management systems, identification and elimination of barriers to teaching-learning and constant review and analysis of data for development. Participatory management procedures and creative governance of human and material resources are important areas which reflect the quality of an institution and ensure that the academic and administrative planning in the institution move hand in hand. The goals and objectives need to be communicated and deployed at all levels to ensure every individual employee's contribution towards institutional development. The institution needs good resource management practices, which support and encourage performance improvement, planning and implementation strategies. The financial resources of the institution need to be judiciously allocated and effectively utilised. All of these are reflected in this key area.

**Quality Indicators: A Tool for Quality Assessment**

The QIs can be used by TEIs as a tool for self-assessment in respect of their quality positioning. An institution can select all the KAs and QAs or a particular one on which it intends to ascertain quality improvement and collect necessary data or information about it. The selected aspect could be reflected in a regular activity in the institution. It could also be an innovation the institution plans to try out in order to strengthen the quality reflection in the specific aspect. The QIs will help in indicating the kinds of data to be recorded while implementing the activity. On the basis of analyzing the collected data the institution will be able to position its performance in respect of that aspect on a quality scale. An example on the manner of doing this is given in the later part of this document. Such an attempt will enable the institution to not only recognize their own work but also help discern the areas of needed improvement. It documents the institutional effort systematically and make explicit the strengths and nuances in the institutional processes. Further, the information collected will help design implementation strategies that would address both the complexity of the innovations of the institution itself and

taking into account the complexity of the processes and the diverse classroom situations. The QIs will be a beginning to bring in uniformity of the provision and positioning the teacher educators and institutional agendas in such a way that they address more directly the quality provision and the expressed needs of teachers as well as the conditions in which they work. Each of the QIs thus implicitly or explicitly is concerned with visualising teacher development in the context of quality improvement.

It is pertinent to restate that the key dimensions of quality such as effectiveness and efficiency of the teacher education programmes reflected in the management of the processes – academic and administrative, have been translated into quality indicators. As the QIs help in appraising the performance quality of a practice or institution in its various aspects, they are a tool for quality assessment leading to quality enhancement. Used as a tool these serve two main purposes in the TEIs, *viz.*,

1. Measure the processes and outcomes of the programme for making necessary adjustments and changes for quality improvement.
2. Monitor the processes for continuous learning and ongoing improvement.

While the QIs are expected to be tools that prompt additional inquiry and field data/information for making necessary adjustments/continuous improvement, the purpose is not to make definitive judgments on quality and student development. On the other hand, the information on each QI would help the institution standardize data on relevant areas of improvement, thereby providing a base for future plans through prioritization and necessary adjustments in the processes.

It is possible to descriptively place performance on a scale or even quantify positional placement in respect of quality of performance. The differential weightages could be given to the QAs and the QIs therein, on the basis of the relative emphasis given to it in the overall programme. The actual distribution of QAs and the QIs within each of the six KAs is presented in Table I.

**Table 1**  
**Distribution of Quality Aspects & Quality Indicators within the Key Areas**

<b>Key Area (KA)</b>	<b>Quality Aspect (QA)</b>	<b>Quality Indicator (QI)</b>
<b>I. Curriculum Design and Planning</b>	<b>1. Institutional Vision</b>	<b>QI 1</b>
	<b>2. Process of Curriculum Design</b>	<b>QI 2, QI 3 &amp; QI 4</b>
	<b>3. Curriculum Content</b>	<b>QI 5, QI 6, QI 7, QI 8 &amp; QI 9</b>
	<b>4. Curriculum Revision</b>	<b>QI 10 &amp; QI 11</b>
<b>II. Curriculum Transaction and Evaluation</b>	<b>5. Induction / Orientation</b>	<b>QI 12 &amp; QI 13</b>
	<b>6. Transaction of Theory</b>	<b>QI 14, QI 15, QI 16 &amp; QI 17</b>
	<b>7. Transaction of Practical Experiences</b>	<b>QI 18, QI 19, QI 20 &amp; QI 21</b>
	<b>8. Assessment and Evaluation</b>	<b>QI 22, QI 23, QI 24 &amp; QI 25</b>
	<b>9. Teacher and Teaching</b>	<b>QI 26, QI 27 &amp; QI 28</b>
<b>III. Research, Development and Extension</b>	<b>10. Research and Development</b>	<b>QI 29, QI 30, QI 31 &amp; QI 32</b>
	<b>11. Community Engagement</b>	<b>QI 33 &amp; QI 34</b>

<b>IV. Infrastructure and Learning Resources</b>	<b>12. Physical Infrastructure</b>	<b>QI 35 &amp; QI 36</b>
	<b>13. Instructional Infrastructure</b>	<b>QI 37</b>
	<b>14. Human Resources</b>	<b>QI 38, QI 39 &amp; QI 40</b>
<b>V. Student Support and Progression</b>	<b>15. System Efficiency</b>	<b>QI 41, QI 42 &amp; QI 43</b>
	<b>16. Feedback Mechanism</b>	<b>QI 44, QI 45 &amp; QI 46</b>
	<b>17. Diagnosis and Remedial Programme</b>	<b>QI 47, QI 48 &amp; QI 49</b>
	<b>18. Guidance and Counseling Service</b>	<b>QI 50, QI 51 &amp; QI 52</b>
	<b>19. Admission Procedure</b>	<b>QI 53 &amp; QI 54</b>
	<b>20. Social, Cultural and Leisure Activities</b>	<b>QI 55 &amp; QI 56</b>
<b>VI. Organisation and Management</b>	<b>21. Internal Coordination and Management</b>	<b>QI 57, QI 58, QI 59, QI 60 &amp; QI 61</b>
	<b>22. Academic Calendar</b>	<b>QI 62 &amp; QI 63</b>
	<b>23. Faculty Recruitment</b>	<b>QI 64, QI 65 &amp; QI 66</b>
	<b>24. Financial Governance</b>	<b>QI 67, QI 68, QI 69, QI 70 &amp; QI 71</b>
	<b>25. Academic Quality and Management</b>	<b>QI 72, QI 73, QI 74 &amp; QI 75</b>

**Comparing and contrasting information thus gained across the institutions and with other providers will help in effectively ranking those aspects of teacher education that have a potential for improvement.**

### **Relevance of the Tool**

**The proper identification and definition of QIs assume importance in the context of continuous improvement and quality assurance in teacher education. These QIs are introspective in nature and thereby provide valuable inputs to the development function of the institution. Some of the QIs are interpreted as the areas, activities or processes on which evidence needs to be collected through interviews, feedback sessions, interactions or validation of documented information. Some of them reflect on the evidence and are indicative of the level of achievement or that which has to be achieved. The greatest advantage of the application of QIs in performance appraisal is that it is not static like an instrument i.e. the exercises and approaches can be adopted by an individual or by a team and they can be changed as per the requirements and contexts in which the institution is functioning. This flexibility allows the institutions to gauge the improvement to be made for bringing in effectiveness in the implementation process and performance excellence.**

### **Salient Points to Focus**

**One would do well to be aware of certain points while using these QIs for appraising the quality of the programme offered by the institution. Each institution is distinct in respect of its internal characteristics as well as requirements making its internal processes diverse and varied. Thus, over a period of time each institution must develop its own specific indicators which need to be dynamic, changing with time and as the organization evolves.**

**The QIs can be used for assessment in at least three levels:**

- **one aspect or practice within the teacher education programme**
- **whole teacher education programme**
- **entire institutional functioning**

**Having decided to use the QIs for appraising the quality of the teacher education programme and/or institution, the institution needs to gear up with some essential requirements such as the ones stated below:**

- **The QIs are used for assessment with predecided purposes; all possible sources from which relevant data can be obtained should be identified and their applications should be explored and communicated across the sub-units of the institutions. (This will ensure that the data required in the process is useful for the application and leads to quality improvement.)**
- **The assessment of more than one aspect can be undertaken using the QIs or it can be carried out concurrently. Thus, information about the QIs can be used independently or in conjunction with the ongoing initiatives. Those that are concurrent in the institution may continue without change. For example, the institution might have set in motion a process of teacher appraisal by students or initiated faculty development programmes which may be one of the aspects identified in the process of assessment. In such cases, it can be integrated into the planning process resulting from the assessment at a later stage and modify it if necessary, to the new requirements.**
- **For the assessment to be effective the QIs need to be understood and endorsed by the people and systems concerned. Hence, in the interest of the institution, it is necessary that all involved are aware of the process and it has a wider acceptance. For this purpose proper orientation and training on the use of quality indicators should be provided to all people in the institution.**

- **Any inaccuracy or inconsistency in the identification and definition of the QIs will be visible when they are actually used for assessment of the processes and from the data and information collected and collated. Thus, there is a need to continuously analyse and research on the quality indicators and their application for quality improvement.**
- **It is essential that a formal process of acting on results be in place. The data reflected through the application of a set of QIs should form the base for planning continuous improvement.**
- **The six key areas under which the QAs and the QIs are categorized, cover and combine all dimensions of the institution and thus give an overall picture of the institutional quality. The institutions should therefore have a provision for assessing the units individually and then the outcome combined for getting the total picture.**
- **It is pertinent that varied perspectives are considered for strategic planning and continuous improvement. Insistence on the use of multiple assessors or people from all units/departments of the institution and the integration of their observations in the finalisation of the assessment framework ensures this.**

**Using QIs to assess performance in particular quality aspects yields results specific to that aspect. While making policy decisions it has to be remembered that such an assessment would not be comprehensive and thus should be seen in the broader institutional perspective, not in isolation. Thus, though it is worthwhile to use this as a measure, it is important for policymakers to recognize that the data obtained or the issues identified do not necessarily represent the intensity of the problem. For many other QIs such as teacher quality, progression to higher education, and employer satisfaction, one time assessment may not suffice. Secondary review of individual issues after a time interval is required so as to assess and decide on the impact, an individual activity actually has**

on the quality of the programme offered by the institution. Several of the QIs may overlap, for example, the technology integration, assessment procedures, teacher effectiveness and use of ICT etc. In some instances, QIs from only one quality aspect need to be used and in some others QIs from different quality aspects and key areas may need to be used concurrently and the data interpreted in relation to other QIs. On the whole, it is worthwhile to examine QIs covering various quality aspects and depending on the use and the context eliminate overlaps and duplications or merge the related QIs.

### **Potential of the Tool**

Although QIs do not focus totally on the quality improvement of the teachers *per se*, they provide focus on what institutions can do to improve teacher quality and the quality provision of the programme. The list of QIs thus represents a good selection, based on good practices and concentrates largely on the processes rather than on inputs and outcomes. Though individual indicators by themselves are largely not informative, if we can relate them with one another collating information from sets of related QIs it will provide meaningful interpretation. The appropriate use of the tool will aid in reducing the element of subjectivity, which is the bane of peer assessment by fellow academicians, to a great extent.

During the course of an assessment, each and every individual involved in the process gets an opportunity for introspection and to see himself/herself performing the same task as his/her peers in exactly the same circumstances. This enables him/her to see the effectiveness or otherwise of his /her own approach vis-à-vis his/her peers and leads to an insight which is seldom available otherwise in an institutional set up. Thus, the indicators are not only accurate means of gauging quality provisions but also have an added advantage, of being eminently introspective giving rise to the development initiatives and improvements in the institutional quality provisions. An accurate baseline can be

established from where to commence the initiatives conceived and evolve a strategy for quality improvement. The introspective nature endows it with the capability of giving an added boost to the developmental activities, as this would ensure effective planning and deployment of human and financial resources.

#### **Limitations of the Tool**

- **QIs cannot give us a direct insight into quality.**
- **Individual QIs by themselves are largely not informative.**
- **Using a QI as such or a set of QIs within the same dimension of quality may give misleading information.**
- **Redundancy within a set of QIs - There are many overlaps and duplications and thus need to be properly merged as and when necessary or some of them eliminated.**
- **A particular concern relates to the actual value of the QI when used for strategic planning. Although measures based on a key set of quality indicators includes several adjustment factors and a flexible screening option through criteria setting there is a danger that data might be misinterpreted.**
- **For many measures on individual cases secondary review is required before the information can be meaningfully used.**
- **As the system is prone to constant change the QIs may be unstable, and it will be important to revisit these over time.**

#### **Resource Support for Effective Use of the Tool**

- **Trust between the management and the staff.**
- **Need for proper co-ordination and communication among and within the administrative and academic units.**

- **Capability to carry out systematic use of data/information on the QIs.**
- **Need for effective communication skills.**
- **Continuous monitoring using systematic tools for finding, solving and documenting the information required on aspects and processes which need improvement or adjustments.**
- **Appropriate deployment of human and financial resources for implementing the change needed.**
- **Extensive training essential in quality measurement concepts.**

#### **Procedure for Self-assessment**

**Within a TEI, quality assessment has to be carried out by the staff members. Doing it requires a readiness and certain preparation on their part. It has to be a collective effort. Clarity about what is being assessed has to be commonly accepted by all members. While actually assessing any or all aspects of institutions functioning, care has to be taken to ascertain certain things.**

- i. *Members look beyond 'self':* The practice or aspect being assessed has actually been carried out by the staff themselves. This makes them personalize the practice. Such a 'I did' feeling could color their scrutiny. Members should undertake an objective and critical scrutiny.**
- ii. *Training:* Staff members require training to subject their own working to objective and critical scrutiny.**
- iii. *Maintain rigour in assessment:* For this a careful and penetrating examination of the data - both experiential and documented, should be made, without entertaining prejudices.**

- iv. ***Avoid Prejudices:*** The aspect being assessed may involve one or a few staff members whereas assessment process may involve others too. Prejudices may surface in two ways. One, those involved in the implementation of the practice being assessed may be subjective and have an emotional involvement. They may tend to rate everything positively without critical scrutiny. Two, others may tend to over emphasise on the limitations and become over critical. The purpose of assessment is ‘NOT’ to relatively rate staff worth but to discern the extent of quality concern reflected in the practice.
- v. ***Personal satisfaction:*** This should be just one indicator but the purpose and relevance of the practice in the overall programme has to be the central focus.
- vi. ***Recording the Outcomes:*** The outcomes of assessment should be recorded in a clear, objective way bringing out the positive features of the aspect under scrutiny, relevance of its continuance or not, the negative repercussions it had on the other aspects of the TEI’s functioning etc. This will help in making further decisions and continuous improvement.

The above description points to the fact that the TEI has to be conscious of the quality assessment needs. This will help in regularly documenting all happenings during implementation of a pre-designed aspect in a truthful manner. A wide range of records can be generated during the process with very little effort. This could be of factual as well as experiential recordings from not only the teachers but also the students, administrative staff and, wherever possible, parents and the other agencies involved such as the practicing schools. Initially a TEI would perhaps find this an added effort. This would, however, become a regular feature and better and more efficient ways of recording will emerge.

Quality Indicators for Teacher Education

The following procedure can be used for carrying out a self-assessment of the teacher education programme or the teacher education institution in relation to the listed quality indicators. Apply the QIs to one's context and record the performance against each of the quality indicator (*Annexure I*). Performance of the institution, the KAs, the QAs or the QIs can be rated at five levels which are descriptions of degrees to which quality is expressed and each level is assigned a numerical weightage (points) as given below:

Needs Improvement	-	1
Can do Better	-	2
Satisfactory	-	3
Good	-	4
Outstanding	-	5

The assessment of performance on QIs should be made after carefully and objectively analyzing evidences from the said sources. The overall Institutional performance or the performance of individual KAs or QAs can be obtained by cumulating the points gained on various QIs. Using this five point scale performance on every KA or QA will be the total of points on each QI within that.

It is possible that in some TEIs quality assessment may be attempted partially, i.e., with respect to selected Quality Aspect/s. In that case they can use the same five point rating scale and arrive at a total score for each of the Quality Aspect separately. The rating of performance on each QA can be made in terms of the description from the five levels given above which best represents the practice under consideration and totaling the scores that are assigned to each QI within the QA being assessed. For example, QA 4 has 2 QIs listed under it. If the rating on both QIs is '5' that is, 'Outstanding' then the total will be 10 and at the other end, if the rating is '1' on both, that is 'Needs Improvement' then the total will be 2. It is possible that the rating may be different

on each QI, and the total for each QA will be the sum total of the scores obtained by the QIs in that QA and this reflects the quality performance of that QA. That is, if the rating is 3 on one QI and 4 on the other, then the score will be 7, which will mean the overall rating and the performance for that QA is '4'- 'Good'. Table 2 gives the actual range of scores in respect of each Quality Aspect with its component QIs.

**Table 2**  
**Range of Scores on Quality Aspects (QAs)**

KA	QA	QI	Performance Quality Levels				
			1	2	3	4	5
I	1.	1	0-1.5	1.6-2.5	2.6-3.5	3.6-4.5	4.6-5.0
	2.	2-4	3.0-5.5	5.6-8.0	8.1- 10.5	10.6-13.5	13.6-15.0
	3.	5-9	5.0-9.5	9.6-13.5	13.6-17.5	17.6-21.5	21.6-25.0
	4.	10-11	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
II	5.	12-13	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
	6.	14-17	4.0-7.5	7.6-10.5	10.6-13.5	13.6-16.5	16.6-20.0
	7.	18-21	4.0-7.5	7.6-10.5	10.6-13.5	13.6-16.5	16.6-20.0
	8.	22-25	4.0-7.5	7.6-10.5	10.6-13.5	13.6-16.5	16.6-20.0
	9.	26-28	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
III	10.	29-32	4.0-5.5	7.6-10.5	10.6-13.5	13.6-16.5	16.6-20.0
	11.	33-34	2.0-3.5	3.6- 5.5	5.6-6.5	6.6-8.5	8.6-10.0

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IV	12.	35-36	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
	13.	37	0-1.5	1.6-2.5	2.6-3.5	3.6-4.5	4.6-5.0
	14.	38-40	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
V	15.	41-43	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
	16.	44-46	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
	17.	47-49	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
	18.	50-52	3.0-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
	19.	53-54	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
	20.	55-56	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
VI	21.	57-61	5.0-9.5	9.6-13.5	13.6-17.5	17.6-21.5	21.6-25.0
	22.	62-63	2.0-3.5	3.6-5.5	5.6-6.5	6.6-8.5	8.6-10.0
	23.	64-66	3.5-5.5	5.6-8.0	8.1-10.5	10.6-13.5	13.6-15.0
	24.	67-71	5.0-9.5	9.6-13.5	13.6-17.5	17.6-21.5	21.6-25.0
	25.	72-75	4.0-7.5	7.6-10.5	10.6-13.5	13.6-16.5	16.6-20.0

Having rated performance on one or more quality aspects it is easy to compare the total score with the Table 4 to find the final scalar position achieved.

Similarly, when the focus of assessment is on Key Areas, the total on all QIs within the selected KA can be taken. When the total programme is being assessed, the total points on all QIs under each KA can be taken. The total scores thus obtained can be compared with the scale given to position either specific QA or specific KA or all KAs. For example, KA I comprises four QAs and eleven QIs. On each QI the lowest quality performance will be placed at '1' on the five point scale and the highest quality performance at '5'. It is possible that the score on each QI is different and it is also possible that they can be the same. The sum total of points on all QIs will be the overall score obtained. The 'best' possible performance, thus, will get a score of  $5 \times 11=55$  whereas for the lowest performance the score will be  $1 \times 11=11$ . The range of scores possible on each KA is given in Table 3.

**Table 3**

**Range of Scores on Key Areas (KAs)**

Key Area (KA)	Quality Aspects (QA)	No of QIs	Scalar Range
KA I	QA 1-4 (4)	11	11-55
KA II	QA 5-9(5)	17	17-85
KA III	QA 10-11(2)	6	6-30
KA IV	QA 12-14(3)	6	6-30
KA V	QA 15-20(6)	16	16-80
KA VI	QA 21-25(5)	19	19-95
Total	QA 1-25(25)	75	75-375

The overall performance on all dimensions will be the positioning of the respective total score on a five point scale which indicates the distribution of these scores according to the five descriptors stated earlier. For easy reference, the range of scores on each KA at each of the five quality positions has been given in Table 4. One can rate all Key Areas, arrive at a total score and find the overall institutional rating by comparing the obtained score with Table 4.

**Table 4**  
**Range of Scores on Overall Performance**

Key Areas (KAs)	Performance Quality Levels				
	1	2	3	4	5
I	11-19.5	19.6-28.5	28.6-37.5	37.6-46.5	46.6>
II	17-30.5	30.6-44.5	44.6-57.5	57.6-71.5	71.6>
III	6-11.5	11.6-16.5	16.6-21.5	21.6-26.5	26.6>
IV	6-11.5	11.6-16.5	16.6-21.5	21.6-26.5	26.6>
V	16-29.5	29.6-41.5	41.6-54.5	54.6-66.5	66.6>
VI	19-34.5	34.6-49.5	49.6-65.5	65.6-80.5	80.6>
Total	75-135.5	135.6-196.5	196.6-257.5	257.6-318.5	318.6>

Above procedure is described for an easy initial attempt at internal assessment for quality assurance in TEIs. It is expected that TEIs can adopt this procedure or any other which they feel appropriate to gain better clarity on their functioning. Such efforts at internal assessment will develop a tendency to be sensitive to quality improvement. Having

identified the quality level in part or the whole of the programme, it becomes easy to decide the further directions one would like to take for quality enhancement. This can be done by listing out the ‘weaker’ areas of practice on the basis of the above procedure or any other identified by the institution. Through collective deliberations the institution can identify one or more alternative ways of working in the identified weak aspects. A format for helping listing the weaker aspects and possible changes worth trying is given in *Annexure II*.

As a further step one can try to plot the QIs in the identified levels of performance using the outcome of the above stated procedure. Every institution perceives that some of the functional aspects to be more significant in contributing to the quality level of the institution. All aspects of a TEI’s functioning can be categorized in terms of their ‘impact potential’ as perceived by the institution on a ten level scale of ‘High’ to ‘Low’ impact. The rating assigned to various QIs may be also assessed in respect of the total impact the QIs have made. The Impact level can be viewed as per the weightage given in curriculum adopted by the institution. A good quality measurement and recording system will result in increased effectiveness of the institutional monitoring and change management. Doing this results in a matrix revealing the levels of quality impact on the ‘Y’ axis and levels of performance on the ‘X’ axis. An example of such a matrix termed ‘Quality Matrix’ is given as Table 5. This follows necessary and sufficiency rule and helps to identify the impact level of each of the quality indicators/processes on the functioning of the institute vis-a-vis the level of quality performance and in planning and monitoring institutional activities.

The shaded cells of the matrix indicate the Quality Aspects (QAs) that needs urgent attention/improvement. The numbers in the boxes of the matrix are the 75 Quality Indicators (QIs) plotted based on their impact and the performance levels.



**It is the combined efforts of a good quality system and efficient team of people using the right tool and techniques of quality assessment that sustain the process of continuous improvement. While the institutions start using the above tool for quality assessment and move forward, a Quality Model suiting to the institutional contexts needs to be evolved. Ultimately, it is the shared values, shared aims and team work which are critical to the future quality of the institution.**

**The significant point to remember while assessing any practice and/or programme, or the whole institutional functioning is that quality concern is a continuous process and can only be represented in descriptive terms. It is for the institution to discern the aspect/s needed to be improved further and undertake to actualize it. Similarly, the frequency with which an institution would like to undertake internal assessment is also a decision it has to make. However, it is pertinent to point out that the rating an institution gets at the time of one assessment is not a permanent one and in all probability changes with time. That is, if the aspect being assessed gets a ranking of ‘4’ which indicates ‘good’ performance, it is not a permanent assurance that the TEI is at that level always. An institution with real quality concern will not only continue to sustain this rating through conscious efforts but also will set targets for its enhancement. For this, the institution will have to redefine the aspect in such a way that further improvement can be attained. This way, the level of quality attained is an indicator or a feedback to the institution in discerning the impact generated by each functional aspect and provides directions for furthering its quality standing. Further, continuous internal assessment for quality enhancement may also require redefinition of the descriptions of quality levels on the rating scale by the institution. That is, the suggested rating scale may be useful in the initial assessment but for subsequent assessments the institutions may have to redefine the descriptors of the rating scale so that they do not become reticent due to the ratings obtained. They would do well if they start at the quality level attained during the previous assessment**

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**and reset targets to be attained. However, till the institution matures in its internal quality sustenance processes, redefining any quality indicator or levels may not be attempted. The entire process of continuous quality assessment will enable the institution to set higher goals and seek continuous quality enhancement and not mere quality sustenance. The true spirit of a quality orientation is “whatever the good has been achieved, the best is always yet to come”.**

**SECTION - II**

**QUALITY INDICATORS FOR TEACHER EDUCATION**



## QUALITY INDICATORS FOR TEACHER EDUCATION

KEY AREA I	CURRICULUM DESIGN AND PLANNING
<b>Quality Aspect (1)</b>	<b>Institutional Vision</b>
<i>Quality Indicator 1</i>	There is a clear statement of the vision and mission, which reflect the teacher education goals and objectives, and are compatible with the regional, national and global expectations.
<i>Operational Definition</i>	The clearly stated vision and mission guide the Institutional functioning, which is well within the framework of the National policy and addresses the stakeholder requirements.
<i>Importance of the QI</i>	A clear statement of vision and mission provides direction to the effective functioning of the institution and helps in maintaining appropriate linkages among different components.
<i>Sources of Evidence</i>	Policy document of the institution, Handbook, Prospectus, Management, Staff
<b>Quality Aspect (2)</b>	<b>Process of Curriculum Design</b>
<i>Quality Indicator 2</i>	Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations.
<i>Operational Definition</i>	Curricular components are visualized ensuring proper interfacing of the stated goals and objectives through active deliberations involving stakeholders.
<i>Importance of the QI</i>	It is a process of developing appropriate curriculum through a need assessment process and in consultation with expert groups

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	<b>based on the feedback from the stakeholders resulting in the development of relevant programmes with flexibility to suit the professional and personal needs of the students in the university, colleges and school sector.</b>
<i>Sources of Evidence</i>	<b>Minutes of the various meetings related to curriculum design, Academic calendar</b>
<b><i>Quality Indicator 3</i></b>	<b>The program has clearly laid down modalities, policies and regulations for implementation of the curriculum.</b>
<i>Operational Definition</i>	<b>Modalities for implementation are evolved in partnership with the staff and management which is realistic and relevant to local and school contexts. They are clearly laid down, are comprehensive, and well articulated.</b>
<i>Importance of the QI</i>	<b>While clarity in modalities and policies ensures effective implementation of all aspects of the curriculum, evolving them through participatory approach enhances the commitment of all for achieving the programme goals.</b>
<i>Sources of Evidence</i>	<b>Policy document of the institution, Handbook, Prospectus, Management, Staff, Students</b>
<b><i>Quality Indicator 4</i></b>	<b>It is ensured that there is no mismatch between the visualized curriculum inputs and the envisaged duration of the programme.</b>
<i>Operational Definition</i>	<b>The level of attainment of content and pedagogical competencies is a function of the instructional time. Every component of the</b>

	<p>curriculum needs an appropriate provision of time input for its implementation. Hence, internal reflection is employed to assess whether the duration of the program corresponds to the learning experiences envisaged and leads to achievement of the curriculum objectives.</p>
<i>Importance of the QI</i>	<p>Appropriate inputs and experiences are necessary for achieving the stated objectives. Time provided for an input would reflect the importance attached to it. Since acquisition of competencies occurs at different paces for different learners, the time spent on specific components of the programme and in turn the total duration of the programme influences the overall quality.</p>
<i>Sources of Evidence</i>	<p>Prospectus, Staff, Syllabus, Timetable</p>
<b>Quality Aspect (3)</b>	<b>Curriculum Content</b>
<i>Quality Indicator 5</i>	<p>The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.</p>
<i>Operational Definition</i>	<p>Curriculum content has adequate scope and flexibility to adopt to the demands on the school teachers and the emerging issues in the national and international contexts.</p>
<i>Importance of the QI</i>	<p>There would always be a gap between the curriculum of teacher education and the school reality. A rigid curriculum would make this gap more pronounced. Hence, there is a need for a certain amount of flexibility in the TE curriculum to incorporate the emerging concerns. In other words, the teacher education curriculum should respond to both the current and the futuristic scenario of school education.</p>

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<i>Sources of Evidence</i>	<b>Annual report of the institution, Deliberations with staff and students</b>
<b><i>Quality Indicator 6</i></b>	<b>The institution has a practice of time allocation and scheduling for conceptual inputting (theory) through a process of deliberations.</b>
<i>Operational Definition</i>	<b>There exists a timetable for the theory, which is evolved in consultation with the staff before its implementation. It is made available to the staff as well as the students, in advance.</b>
<i>Importance of the QI</i>	<b>A timetable is not merely an arrangement for work allocation. It needs to be worked out collectively by the staff accommodating their preferences. The staff and students need to have it well in advance so as to plan and prepare and also to ensure that there is no loss of instructional time.</b>
<i>Sources of Evidence</i>	<b>Timetable, Interactions with the staff on development and deployment strategies, Students</b>
<b><i>Quality Indicator 7</i></b>	<b>The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher.</b>
<i>Operational Definition</i>	<b>Every academic institution translates the curriculum framework and the syllabus by rendering them into practical forms, in which the main focus is on teacher attributes and on developing a complete teacher i.e. a teacher who can display multiple skills and qualities for the wholistic development of children under his/her care.</b>

<i>Importance of the QI</i>	<b>An entrant teacher has to be prepared with the technical understanding and competency to design and execute instructional activities, deal with learner variations and lead them to effective and actual learning, as well as conduct oneself as a professional. To ensure assimilation of the several attributes required in a teacher, the teacher education programme has to provide a comprehensive set of experiences within an absorbing ethos. The way this is visualized including the specified syllabus and much beyond represents the operational curriculum.</b>
<i>Sources of Evidence</i>	<b>Prospectus, Academic calendar, Staff, Principal</b>
<b><i>Quality Indicator 8</i></b>	<b>While working out the details of operational curriculum it is ascertained that the theoretical and practical inputs are appropriately dovetailed to provide a comprehensive understanding.</b>
<i>Operational Definition</i>	<b>There is an effort made to synchronize theoretical and practical inputs in such a way that various components of both aspects are integrated into a gestalt leading to a comprehensive understanding.</b>
<i>Importance of the QI</i>	<b>Theoretical and practical inputs are seen separately as two aspects mainly for operational convenience but are intended to provide a comprehensive understanding of the educative process. Therefore, deliberate efforts need to be made to provide a comprehensive understanding by appropriately dovetailing the two, leading to teacher quality.</b>
<i>Sources of Evidence</i>	<b>Syllabus, Timetable, Staff, Students</b>

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<b><i>Quality Indicator 9</i></b>	<b>The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school/field levels.</b>
<i>Operational Definition</i>	<b>An appropriate understanding of and sensitivity to the diverse learning situations in the field are essential for effective teacher performance. This is attempted through institutional exposure to both in field as well as simulated institutional experiences.</b>
<i>Importance of the QI</i>	<b>A teacher needs to have a sound knowledge base of the content and pedagogy, should have the right attitude and commitment, and also should be able to achieve the objectives of school education in a variety of contexts of which she/he would work in future. For this to happen the inputs of the teacher education programme should not be limited to explications and simulations at the TEI but must include field experiences and both should be dovetailed meaningfully.</b>
<i>Sources of Evidence</i>	<b>Syllabus, Academic calendar, Annual report, Students</b>
<b>Quality Aspect (4)</b>	<b>Curriculum Revision</b>
<b><i>Quality Indicator 10</i></b>	<b>The basis for curriculum revision emerges from the need to achieve stated objectives effectively.</b>
<i>Operational Definition</i>	<b>The curriculum revision is based on the database and experiences of implementation. Hence, the experiences and insights of all concerned are collected and the areas of weaknesses and redundancy in the curriculum are reviewed before revising the curriculum.</b>

<i>Importance of the QI</i>	<b>Curriculum revision is a continuous process. Even though it is difficult to revise the curriculum on a yearly basis, the experiences and insights in implementing it over years need to be recorded and the inputs strengthened and those absent but necessary for improving efficacy of the programme are identified and revisited at the time of revision.</b>
<i>Sources of Evidence</i>	<b>Successive curricula, Records on revision, Staff</b>
<b>Quality Indicator 11</b>	<b>The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on its substance, adequacy and updatedness.</b>
<i>Operational Definition</i>	<b>A curriculum review meeting is held at least once in the year and the curriculum is revised at least once in three years.</b>
<i>Importance of the QI</i>	<b>Taking corrective measures to remove irrelevant aspects, strengthening existing weak components and adding essential inputs through review can improve the effectiveness of the programme. A programme of quality seeks /has provisions for doing so on a timely and regular basis.</b>
<i>Sources of Evidence</i>	<b>Records pertaining to curriculum revision and implementation</b>
<b>KEY AREA II</b>	<b>CURRICULUM TRANSACTION AND EVALUATION</b>
<b>Quality Aspect (5)</b>	<b>Induction/Orientation</b>
<i>Quality Indicator 12</i>	<b>Comprehensive orientation is given to the freshers about the institution and the programme.</b>

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<i>Operational Definition</i>	<b>An orientation programme for the new entrants is held immediately after admission procedures are completed. The orientation addresses all concerns and needs of the new entrants and is given by those who are competent to do so.</b>
<i>Importance of the QI</i>	<b>Admission is a transition from one academic environment to the other. Adjusting to the new environment should be achieved for a new comer to participate and benefit from the programme. Moreover all expectations and guidance cannot be informed through the admission announcement.</b>
<i>Sources of Evidence</i>	<b>Annual calendar, Students</b>
<b><i>Quality Indicator 13</i></b>	<b>The institution has evolved its own process of induction every year, and takes place at the commencement of the programme.</b>
<i>Operational Definition</i>	<b>The induction programme is a part of the academic calendar of the programme and is an institutional event. All concerned teaching and non-teaching staff participate in it and have their roles specified.</b>
<i>Importance of the QI</i>	<b>An induction programme is one of those occasions when all staff and students come together. It is a confidence building measure and would foster familiarity. A well-organized induction would reduce the incidence of drop out due to apprehensions and lack of information.</b>
<i>Sources of Evidence</i>	<b>Academic calendar, Students</b>

<b>Quality Aspect (6)</b>	<b>Transaction of Theory</b>
<i>Quality Indicator 14</i>	The various courses of theoretical study are provided in order to develop an understanding and appreciation of teacher in a holistic educational perspective through dynamic learning experiences.
<i>Operational Definition</i>	By articulating on the dynamic, complex set of interacting forces that a teacher has to deal with in the field, the theoretical inputs lead to an understanding of field realities and the teacher's position of significance among them.
<i>Importance of the QI</i>	Field realities need to be understood not merely in a factual way but also its conceptual basis so that a functionally relevant and at the same time, theoretically justified practice can be evolved by a teacher.
<i>Sources of Evidence</i>	Syllabus, Students, Staff
<i>Quality Indicator 15</i>	The instructional processes are geared to develop reflective thinking and practice both individually and in groups.
<i>Operational Definition</i>	Students are provided with material and experiences to reflect upon. The teacher educator employs an 'eliciting' stance rather than an 'informing' stance. Questioning is employed extensively and students are called upon to recall their experiences and tryout/demonstrate their thinking, both individually and in groups.
<i>Importance of the QI</i>	Teaching is an act of making right kind of decisions at the right time in a classroom. In order to do so, a student teacher must not only know how to act but also be able to reflect on the

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	<b>actions with a view to analyze their effectiveness. Hence, teaching is viewed as a reflective practice and the teacher a reflective practitioner.</b>
<i>Sources of Evidence</i>	<b>Staff, Students, Classroom transactions</b>
<b><i>Quality Indicator 16</i></b>	<b>Curricular activities reflect interconnectedness among the various components of the programme.</b>
<i>Operational Definition</i>	<b>The teacher educators as well as the student teachers know why and how one component of the programme is connected to another and teacher educators make conscious effort to establish such interconnectedness.</b>
<i>Importance of the QI</i>	<b>The separation of one component of the programme with the other is only an arrangement made for organizing the programme. Several inputs provided parallelly or sequentially, aim at achieving the same goal. Hence, for synergy to occur, the interconnectedness of components is to be visualized and established.</b>
<i>Sources of Evidence</i>	<b>Syllabus, Timetable, Staff, Students.</b>
<b><i>Quality Indicator 17</i></b>	<b>The staff and students have access to technology and information retrieval on current and relevant issues.</b>
<i>Operational Definition</i>	<b>The staff and students are found seeking new information and revising existing ones and employ information and communication technology for the same.</b>

<i>Importance of the QI</i>	<b>Complacency with oneself is not a sign of professionalism. One who is satisfied with what one knows is not likely to grow. In a world where newer and better techniques and methodologies are regularly discovered, both the teacher and the learner must access such information.</b>
<i>Sources of Evidence</i>	<b>Institutional infrastructure, Staff, Students</b>
<b>Quality Aspect (7)</b>	<b>Transaction of Practical Experiences</b>
<i>Quality Indicator 18</i>	<b>Adequate preparation for practice of teaching is provided through various in-house hands on experiences including simulated practice.</b>
<i>Operational Definition</i>	<b>Various experiences for developing essential skills and competencies required in a student are provided as preparatory for real classroom teaching.</b>
<i>Importance of the QI</i>	<b>The nature and extent of preparations made for an intervention reflects the extent to which it is viewed as important and essential. Since teaching skills practice is an inseparable component of teacher education, the planning and preparation for its implementation needs to be comprehensive.</b>
<i>Sources of Evidence</i>	<b>Timetable, Staff, Students</b>
<i>Quality Indicator 19</i>	<b>The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also their other roles and functions.</b>

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<i>Operational Definition</i>	<b>There exists clarity about the multifarious roles and functions of a teacher. The student teacher is provided with opportunities to perform and practice them in accordance with their relative importance.</b>
<i>Importance of the QI</i>	<b>A teacher has to perform various roles and functions in a school apart from teaching. A quality teacher education programme provides experiences for a student teacher to learn how to perform them.</b>
<i>Sources of Evidence</i>	<b>Student records, Staff, Students, Principal and Staff of Practicing School</b>
<b><i>Quality Indicator 20</i></b>	<b>The process of nurturing and mentoring of student teachers is visualized and institutionalized.</b>
<i>Operational Definition</i>	<b>Nurturing and mentoring of student teachers is not an accidental process but the result of systematic and planned attachment of students to staff of the teacher education institution and of the school. There exists clarity of purpose of attachment.</b>
<i>Importance of the QI</i>	<b>Acquisition of skill and competency is a gradual process requiring practice, feedback and corrective suggestions. If some of them happen at the teacher education institution, there are others that need to happen at the practicing school under the supervision and guidance of a teacher. There is a need to have clarity about the place and purpose of an experience in teaching that is known to all. Institutionalizing the process ensures regularity in its occurrence.</b>
<i>Sources of Evidence</i>	<b>Principal, Staff, Students</b>

<b><i>Quality Indicator 21</i></b>	<b>The learning experiences are followed by feedback, reflection and follow-up.</b>
<i>Operational Definition</i>	<b>There exists an arrangement for feedback from the supervisor and peers, reflection by the student teacher and follow-up by the administrator with respect to Practice and Experience inputs.</b>
<i>Importance of the QI</i>	<b>Making provisions for Practice and Experience, inputs cannot ensure acquisition of skills and competencies aimed at. Objective and comprehensive feedback, reflection on possibilities and providing follow-up experiences are essential for their acquisition.</b>
<i>Sources of evidence</i>	<b>Staff, Students</b>
<b>Quality Aspect (8)</b>	<b>Assessment and Evaluation</b>
<b><i>Quality Indicator 22</i></b>	<b>Apart from grading and certification, the institution employs assessment and evaluation outcomes for enhancing competence of students.</b>
<i>Operational Definition</i>	<b>Assessment and Evaluation system employed has also a qualitative dimension that is used for enhancing the competence of student teachers.</b>
<i>Importance of the QI</i>	<b>One of the purposes of evaluation is to provide development-inducing feedback. Hence, there is a need for qualitative feedback based on evaluation. Further, it should also help a teacher educator to plan experiences and activities for enhancing the present level of performance.</b>
<i>Sources of Evidence</i>	<b>Evaluation protocol, Observation of records</b>

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<b><i>Quality Indicator 23</i></b>	<b>The evaluation protocol used by the institution for the programme is comprehensive in its coverage of objectives.</b>
<i>Operational Definition</i>	<b>The Evaluation Protocol of the Programme includes all stated objectives and the Approach/Guidelines for Assessment and Evaluation are available and employed.</b>
<i>Importance of the QI</i>	<b>Objectives to be achieved need learning experiences and evaluation is the process of knowing their attainment. A programme that states objectives that are not evaluated or assessed gets neglected in implementation. Hence, all stated objectives must form a part of the evaluation protocol of the programme. This would give direction to the inputs and for monitoring the outcomes.</b>
<i>Sources of Evidence</i>	<b>Syllabus, Evaluation protocol</b>
<b><i>Quality Indicator 24</i></b>	<b>The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency.</b>
<i>Operational Definition</i>	<b>The student teachers and teacher educators are aware of the nature of assessment followed for different components of the programme. The assessments made are brought to the notice of the student teachers and their agreement is sought before finalization.</b>
<i>Importance of the QI</i>	<b>Evaluation is a process of indicating learning as well as areas where learning has not happened or is to be improved upon. Hence, not only should the students know what is being assessed, but they should also be aware of the way in which</b>

	<b>they are going to be assessed. Such a process makes evaluation objective.</b>
<i>Sources of Evidence</i>	<b>Staff, Students</b>
<b>Quality Indicator 25</b>	<b>The institution employs ICT extensively in assessment and evaluation activities of the programme.</b>
<i>Operational Definition</i>	<b>The institution employs information and communication technology for preparation, storage, reprography, processing and reporting activities of assessment and evaluation.</b>
<i>Importance of the QI</i>	<b>Traditionally, institutions have had problems with large-scale data storage, management and processing. Information and communication technology is useful in several activities involving information processing and management. Using ICT enhances the efficiency in performing these activities.</b>
<i>Sources of Evidence</i>	<b>Infrastructure facilities, Evaluation records, Reports</b>
<b>Quality Aspect (9)</b>	<b>Teacher and Teaching</b>
<b>Quality Indicator 26</b>	<b>Teachers function as a team of efficient professionals.</b>
<i>Operational Definition</i>	<b>Teachers exhibit qualities of commitment, involvement and competence in their professional effort.</b>
<i>Importance of the QI</i>	<b>Quality of an academic programme lies in the extent to which teachers exhibit certain qualities beside technical competence. These include commitment, involvement, identification with the institutional goals, being steadfast, friendly without being unnecessarily lenient, willing cooperation to colleagues, clear in priorities and strive for individual excellence and group success.</b>

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<i>Sources of Evidence</i>	<b>Principal, Students, Practice Teaching School Principal and Staff</b>
<b><i>Quality Indicator 27</i></b>	<b>Teachers take initiative to learn the latest pedagogic techniques, to innovate and continuously seek improvement in their work, visualize and carry out curriculum transactions according to the nature of the enrolled student groups.</b>
<i>Operational Definition</i>	<b>Teachers make efforts to evolve transaction modalities with due considerations to the learner characteristics and diverse and emerging field requirements.</b>
<i>Importance of the QI</i>	<b>Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. Thus, the institutional modalities need to be rendered relevant for the learner group. To cater to the changing groups of learners every year, teachers need to be adept at adopting newer and better ways of dealing with students. For this, teachers need to take continuous initiative to seek and find more efficient ways.</b>
<i>Sources of Evidence</i>	<b>Documents of daily work, Teachers Diary, Staff, Principal</b>
<b><i>Quality Indicator 28</i></b>	<b>Teachers provide a variety of learning experiences including individual, collaborative learning experiences; and there is flexibility in their implementation.</b>
<i>Operational Definition</i>	<b>The teacher educators employ interactive and participatory approach in the teaching of theory and foundation courses.</b>

	Explanations and justifications are developed with the help of students and not ‘taught’ to them.
<i>Importance of the QI</i>	Learning is a process of construction of knowledge and not one of receiving from a person who knows. A learner finds it difficult to retain a content that does not integrate meaningfully with his/her knowledge base. Interactive and participatory approach provides scope for removing the conceptual difficulties and the misconceptions of students creating a feeling of responsibility in learning.
<i>Sources of Evidence</i>	Academic calendar, Staff, Students
<b>KEY AREA III</b>	<b>RESEARCH, DEVELOPMENT AND EXTENSION</b>
<b>Quality Aspect (10)</b>	<b>Research and Development</b>
<i>Quality Indicator 29</i>	Teachers explore better ways of functioning and build upon their experiences systematically.
<i>Operational Definition</i>	All routine as well as new practices are systematically planned and carried out with adequate efforts for gaining an understanding of the processes generated thereby.
<i>Importance of the QI</i>	In a TEI it may not be always possible for teachers to be engaged in research in a formal way such as doctoral and/or post doctoral studies, formal sponsored projects. In fact, effective regular practice is what needs to be seen as the process of generating knowledge and understanding education. Teacher education programme has to bring teacher educators together to systematically apprise and obtain insights. Such research emphasis not only enhances teacher educators’ quality

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	<b>continuously but also provides ample scope to the student teachers to get engaged in action research as a regular part of their practice.</b>
<i>Sources of Evidence</i>	<b>Staff, Students, Principal</b>
<b><i>Quality Indicator 30</i></b>	<b>Necessary learning material and organizational arrangements are discerned and developed by teachers and utilized as part of regular practice.</b>
<i>Operational Definition</i>	<b>Consistent efforts are made to recognize and evolve effective learning materials and the needed organizational arrangements thereof. These need to be systematically appraised and the effective ones incorporated into regular practice.</b>
<i>Importance of the QI</i>	<b>Every institution where the programme is implemented is a unique context of implementation and hence it is desirable that there are variations and adaptations made to the programme to suit the context. More over a vibrant institution has its additions to the common vision and has homegrown solutions to problems.</b>
<i>Sources of Evidence</i>	<b>Staff, Students</b>
<b><i>Quality Indicator 31</i></b>	<b>The institution has the practice of appraising its work through in-house research, institutionalizing innovative practices and undertaking formal sponsored research projects relevant in institutional and national contexts.</b>

<i>Operational Definition</i>	<b>Institution systematically documents all its efforts, analyses them along with outcomes and feedback obtained, and derive directions for improvements in future, but also encourages staff to undertake sponsored as well as formal research work.</b>
<i>Importance of the QI</i>	<b>Exploration and reflection are crucial among teacher educators for developing a research database on different educational contexts. Systematic and action oriented in house compilation results in such a dynamic data base which should be appropriately used and extended for in house research and improvements. Engagement in research beyond the institutional and local issues provides teachers with a wider perspective on the developments in the field and a better backdrop to enrich TE inputs.</b>
<i>Sources of Evidence</i>	<b>Principal, Staff, Management, Research Committee</b>
<i>Quality Indicator 32</i>	<b>The institution adopts policies and strategies for adequate technology deployment and to use it for learning enhancement.</b>
<i>Operational Definition</i>	<b>Continuous efforts are put forth towards identifying and deploying latest technology and procuring learning material available - in print, audio and digital forms, and to actively use them in instructional transactions</b>
<i>Importance of the QI</i>	<b>Teachers and students need to make optimum use of technology for creating a knowledge base, information retrieval and dovetail these into instructional process/learning transaction.</b>
<i>Sources of Evidence</i>	<b>Staff, Students, Administration, Management</b>

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<b>Quality Aspect (11)</b>	<b>Community Engagement</b>
<b><i>Quality Indicator 33</i></b>	<b>Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity, and similar issues.</b>
<i>Operational Definition</i>	<b>There is a wide range of learning activities provided that bring to focus not only the technical aspects of the educative process but also the diversity involved in respect of students' background as well as the emerging issues in the national and global contexts.</b>
<i>Importance of the QI</i>	<b>An effective teacher needs competencies not only for impactful handling of instructional process but also develops strategies that relevantly sensitize one's students to the diversities in the societal contexts. For this it is necessary that the learning experiences are varied and also include those relevant for students with special needs.</b>
<i>Sources of evidence</i>	<b>Staff, Students</b>
<b><i>Quality Indicator 34</i></b>	<b>There exists a preparedness for and incidence of extending service to other academic institutions.</b>
<i>Operational Definition</i>	<b>The teacher education institution provides academic leadership to the institutions around it and there exists a keenness to respond to the calls for help and guidance.</b>
<i>Importance of the QI</i>	<b>For teacher education to be responsive to the local realities, it should have functional linkages with schools and other educational institutions around it. Not only that it receives help</b>

	<b>and facilities from the school to organize some of its activities, it should also take lead and provide an academic forum for discussing educational issues and problems.</b>
<i>Sources of Evidence</i>	<b>Records, Beneficiaries</b>
<b>KEY AREA IV</b>	<b>INFRASTRUCTURE AND LEARNING RESOURCES</b>
<b>Quality Aspect (12)</b>	<b>Physical Infrastructure</b>
<i>Quality Indicator 35</i>	<b>The physical infrastructure of the institute is suitable and adequate for effectively implementing the programme.</b>
<i>Operational Definition</i>	<b>The Physical Infrastructure is designed to implement all components of the programme effectively and is in keeping with the strength of staff and students.</b>
<i>Importance of the QI</i>	<b>The theory and practice inputs of the programme require different types of physical infrastructure and furnishing. It is not merely the space available but the way in which activities envisaged in the programme can be implemented that decides the quality of the programme. Each course has its own requirements and the inputs in ICT need deployment of computers and other equipments and ensure their access to all students.</b>
<i>Sources of Evidence</i>	<b>Physical infrastructure</b>
<i>Quality Indicator 36</i>	<b>The institution has sufficient resources for regular upkeep of the physical infrastructure.</b>

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<i>Operational Definition</i>	<b>Specially trained staff maintains the physical infrastructure and the facilities and schedule needed for maintenance are available. There exists a mechanism to monitor maintenance and the procedures for undertaking repairs are simple and clear.</b>
<i>Importance of the QI</i>	<b>Having physical infrastructure makes it possible to arrange activities and experiences planned in the curriculum. But what ensures quality is the sustained maintenance and upkeep. This is possible if the institution has specially trained manpower with a clear job chart, procedures which are simple and known to one and all, and monitoring and supervisory arrangements to avoid exigencies and non-availability of resources.</b>
<i>Sources of Evidence</i>	<b>Procedures for upkeep, Maintenance documents, Support staff.</b>
<b>Quality Aspect (13)</b>	<b>Instructional Infrastructure</b>
<i>Quality Indicator 37</i>	<b>The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available and utilized on a regular basis.</b>
<i>Operational Definition</i>	<b>The teaching-learning material, ICT facilities, laboratories and learning resource center necessary for implementing the programme are available with the institute and are optimally utilized.</b>
<i>Importance of the QI</i>	<b>Every input of teacher education requires unique facilities. The teaching learning material in the library; the ICT, ET and Methods Laboratory; and Learning Resource Centre are some such facilities necessary for implementing a teacher education programme. Without their availability, certain hands-on experiences necessary for competency and skill development</b>

	are difficult. Hence, it is necessary that they are well maintained and strengthened by making available human resources and funds necessary; and ensure they are accessible and utilized by the staff and students regularly.
<i>Sources of Evidence</i>	<b>Infrastructure, Staff, Students</b>
<b>Quality Aspect (14)</b>	<b>Human Resources</b>
<b>Quality Indicator 38</b>	<b>Institution has well evolved processes for recruitment and retention of staff as well as judicious process of co-opting staff.</b>
<i>Operational Definition</i>	<b>Suitably trained and professionally competent staff provides different course inputs. Wherever necessary, the Institution has a policy for training of the staff and to encourage specialization.</b>
<i>Importance of the QI</i>	<b>The quality of teacher educators is an important factor that decides the quality of teacher education. The content and pedagogical inputs of teacher education require teacher educators who are qualified and competent to provide them. Their professional development should be of concern for an institution that seeks to provide quality teacher education.</b>
<i>Sources of Evidence</i>	<b>Staff profile, Staff development activity reports</b>
<b>Quality Indicator 39</b>	<b>Teachers seek to gain professional development by participating in in-house discussions and professional fora.</b>

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<i>Operational Definition</i>	<b>Teachers put forth efforts to keep themselves updated through regular sharing and discussions and participating in seminars and conferences, and contributing articles to professional journals.</b>
<i>Importance of the QI</i>	<b>Academic alertness is essential and needs continuously pursuing the knowledge. In-house discussions on practice provide opportunity to share one's experiences, accept other's views as well as evolve functionally relevant processes for coordinated working. At the same time, exposure to the work and thinking of other professional colleagues in the field and sharing one's experiences in professional forum helps build confidence in teachers and make them well informed about field developments. Institution must encourage such practices.</b>
<i>Sources of Evidence</i>	<b>Staff, Principal, Self-appraisal and other similar documents</b>
<b><i>Quality Indicator 40</i></b>	<b>Efforts are made to upgrade professional competence of not only academic but also administrative staff.</b>
<i>Operational Definition</i>	<b>Both the staff and the administration recognize that professional development is a continuous process and both show interest and concern in seeking professional development.</b>
<i>Importance of the QI</i>	<b>The emerging issues, concerns and technologies in the field of education in general and teacher education in particular can be effectively incorporated into the programme only if the staff undertakes an up gradation of their skills and competency. Hence, the staff and administration should take initiatives for continuous up gradation in the professional skills and competence of staff.</b>
<i>Sources of Evidence</i>	<b>Staff development activity reports and records</b>

<b>KEY AREA V</b>	<b>STUDENT SUPPORT AND PROGRESSION</b>
<b>Quality Aspect (15)</b>	<b>System Efficiency</b>
<i>Quality Indicator 41</i>	<b>The quality of the product of the program is satisfactory in terms of expectations from the field.</b>
<i>Operational Definition</i>	<b>No student teacher has to repeat the programme for want of instructional inputs and the results of the programme indicate that the pass percentage over years is high.</b>
<i>Importance of the QI</i>	<b>Outcome of a teacher education programme is an indicator of quality. High pass percentage means that the programme has made a comprehensive impact on the student teachers. Consistent high percentage of students who successfully complete the programme indicates that the processes and inputs are stable and institutionalized.</b>
<i>Sources of Evidence</i>	<b>Records of examinations, Results of students, Feedback data from stakeholders and alumni</b>
<i>Quality Indicator 42</i>	<b>The reasons for dropout are acceptable and the dropout rate of the programme is well within the expected limits.</b>
<i>Operational Definition</i>	<b>The students who drop out of the programme do so due to reasons other than dissatisfaction with the staff, facilities or quality of inputs provided in the programme. Also, very few students drop out after taking admission or migrate to other institutions of teacher education.</b>
<i>Importance of the QI</i>	<b>Students do have an idea of a quality institution and competent staff. Unless they have compelling personal reasons, students</b>

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	<b>do not drop out or migrate from a quality programme. Incidence of drop out and the reasons for it can indicate the quality of a teacher education programme.</b>
<i>Sources of Evidence</i>	<b>Records of admissions and examinations</b>
<b><i>Quality Indicator 43</i></b>	<b>Institution shows concern for students' progression to higher studies and to a teaching career as well as their retention in it.</b>
<i>Operational Definition</i>	<b>The institution has a placement service and provides placement related inputs and guidance for students. It is ensured that the students are placed within the least possible time of completion of study and there exists a record of placements facilitated by the institution.</b>
<i>Importance of the QI</i>	<b>A quality programme leads to a quality product. If the students do not have to wait for long and if the schools come forward to conduct campus interviews and show interest in appointing the products even at a high pay and wages, the programme can be considered as of high quality.</b>
<i>Sources of Evidence</i>	<b>Annual report, Present and past students</b>
<b>Quality Aspect (16)</b>	<b>Feedback Mechanism</b>
<b><i>Quality Indicator 44</i></b>	<b>Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders.</b>
<i>Operational Definition</i>	<b>There is no gap between performance and feedback and the feedback provided is comprehensive.</b>

<i>Importance of the QI</i>	<b>Feedback is essential for finding out the strengths and identifying the areas where growth is possible. If feedback is given immediately after performance, the trainee shows an interest to improve and time would be available for doing so.</b>
<i>Sources of Evidence</i>	<b>Staff, Students, Alumni, Practicing Schools, Employers</b>
<b>Quality Indicator 45</b>	<b>The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated.</b>
<i>Operational Definition</i>	<b>Feedback given is based on data obtained from more than one source and the information obtained from different sources is collated for arriving at a comprehensive feedback.</b>
<i>Importance of the QI</i>	<b>The feedback data are both quantitative and qualitative by nature and they may be obtained from different sources. If feedback is provided based on a single source from where the data is obtained, it may not lead to changes in all aspects. Hence, there is a need to collect data from multiple sources and they need to be collated for arriving at valid observations and suggestions for change.</b>
<i>Sources of Evidence</i>	<b>Staff, Records</b>
<b>Quality Indicator 46</b>	<b>There are evidences to show that feedback is used for development.</b>
<i>Operational Definition</i>	<b>Feedback is not treated as a mere requirement of the programme. Both staff and students view that they are</b>

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	necessary for improvement and they are used for specific improvements leading to professional development.
<i>Importance of the QI</i>	Writing feedback reports for trainees to improve their performance is an essential aspect of teacher education programme. Teacher educators should spend time and effort on developing feedback reports for trainees and should follow them up with specific inquiries and inputs for development.
<i>Sources of Evidence</i>	Staff, Students, Alumni, Practicing Schools, Employers
<b>Quality Aspect (17)</b>	<b>Diagnosis and Remedial Programme</b>
<i>Quality Indicator 47</i>	The concern for the development of students is reflected in the student monitoring system, which is in place.
<i>Operational Definition</i>	The staff perceives monitoring as an essential aspect of the programme and the institution has evolved and implemented a student monitoring system.
<i>Importance of the QI</i>	Monitoring provides information about the extent to which the stated objectives of the programme are achieved. It helps the staff to implement corrections by designing additional inputs for those students who have not benefited from the general inputs provided in the course. The institution must have a mechanism for collecting and utilizing the data.
<i>Sources of Evidence</i>	Staff, Monitoring records

<b><i>Quality Indicator 48</i></b>	<b>Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation.</b>
<i>Operational Definition</i>	<b>The monitoring system is used by the staff for identification of objectives not achieved satisfactorily, the findings are discussed in a forum created for the purpose, and decisions are taken about remedial inputs needed.</b>
<i>Importance of the QI</i>	<b>The inputs of a programme may not be suitable for certain students since they are implemented in a group context. There is a need to identify the reasons for poor attainment. Having identified the hard spots, remedial measures are to be planned and implemented. Institution must have a procedure laid down for planning and implementing remedial inputs.</b>
<i>Sources of Evidence</i>	<b>Staff, Minutes of meetings and records</b>
<b><i>Quality Indicator 49</i></b>	<b>Institution plans and provides additional value added courses in relevant areas of specialization and remedial programmes as per the requirements of the students.</b>
<i>Operational Definition</i>	<b>Specially designed inputs are provided to the needy students with learning difficulties in areas of poor attainment. Provision also is made for bridge and specialized courses relevant to the programme and professional aspects.</b>
<i>Importance of the QI</i>	<b>Remediation is a student support service that is based on the view that all students may not learn equally well from a general input provided in a group context. It should be a planned intervention rather than a sporadic activity of a few staff members. According to the specific needs and interests of the</b>

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	<b>diverse student population enrolled with the institution special provision is made for bridge courses and others in specialized areas of relevance.</b>
<i>Sources of Evidence</i>	<b>Academic Calendar, Staff, Students</b>
<b>Quality Aspect (18)</b>	<b>Guidance and Counseling Service</b>
<b><i>Quality Indicator 50</i></b>	<b>Institution has a well structured, organized, proactive guidance and counseling unit which is accessible to all students.</b>
<i>Operational Definition</i>	<b>The institution has guidance and counseling unit, which is one among the student support services provided by the institute. Students do not hesitate to use the guidance and counseling service; they find the staff accessible and compassionate to their needs; and opine that the service is comprehensive in its coverage of student needs.</b>
<i>Importance of the QI</i>	<b>The reason for which a student teacher seeks guidance is different from that of the other. If some require it to solve their educational attainment related problems, there would be others who need it for personal growth. There exists no hierarchy among needs and each need is as important as the other. All students must get help from the guidance and counseling facility of the institution.</b>
<i>Sources of Evidence</i>	<b>Staff, Students</b>
<b><i>Quality Indicator 51</i></b>	<b>The institution has qualified staff and faculty for providing guidance and counseling services.</b>

<i>Operational Definition</i>	<b>The institution recognizes that guidance and counseling are a specialized service and so provides on its roll persons who are qualified and suitable for undertaking guidance and counseling.</b>
<i>Importance of the QI</i>	<b>The teacher educators are not trained to undertake guidance and counseling activities and hence are not competent to implement such a service. It requires qualified staff that can plan and implement guidance activities and provide individualized counseling to the needy students.</b>
<i>Sources of Evidence</i>	<b>Staff profiles, Records of Guidance and Counseling services</b>
<b>Quality Indicator 52</b>	<b>The guidance and counseling unit provides for activities contributing to a holistic development of the students.</b>
<i>Operational Definition</i>	<b>Students find the activities of the unit useful and appropriate to their developmental needs. The activities of the unit takes into account the students' educational, socio-personal and vocational needs comprehensively.</b>
<i>Importance of the QI</i>	<b>Guidance and counseling service is essential for educational, socio-personal and vocational development of the student teachers. It recognizes the fact that students do have various interests and difficulties that need to be addressed in totality engaging them in various activities. The participation in these will result in positive attitudinal development.</b>
<i>Sources of Evidence</i>	<b>Past and present students</b>
<b>Quality Aspect (19)</b>	<b>Admission Procedure</b>

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<b><i>Quality Indicator 53</i></b>	<b>The institution has an admission policy, which is appropriate, clear, inclusive and widely publicized.</b>
<i>Operational Definition</i>	<b>The admission notification of the programme is appropriately timed and given wide publicity so that, it reaches all aspirants and students seeking admission have an access to current information on the programme and related procedures; entry requirements are clear and are in tune with the beneficiaries and the feeder system.</b>
<i>Importance of the QI</i>	<b>For the intake quality to be of high standard and for ensuring transparency and fairness it is necessary for an institution to adhere to the defined admission criteria and to make the details of the admission processes known to all concerned, through publications, brochures, advertisements and other student and stakeholder related material. The entry requirements in terms of qualification, age, experience, etc. are essential to ensure effective achievement of the expected terminal behaviors, as indicated in the aims and objectives of the curriculum.</b>
<i>Sources of Evidence</i>	<b>Admission notification and related correspondence</b>
<b><i>Quality Indicator 54</i></b>	<b>Institution adheres to the defined admission criteria and the admission procedures ensuring a fair and transparent admission processes.</b>
<i>Operational Definition</i>	<b>The process followed for admission is transparent and has scope for redressal if any. The notification provides sufficient details about the programme that a student may require before seeking admission. For those who need additional information, institution has mechanism to provide the same and within reasonable time.</b>

<i>Importance of the QI</i>	<b>Students have various choices before they decide to seek admission to a teacher education programme. They need some amount of information. All necessary information must form a part of the admission notification. Further, those who approach for additional information must get the same either in person or through other means.</b>
<i>Sources of Evidence</i>	<b>Admission notification, Students</b>
<b>Quality Aspect (20)</b>	<b>Social, Cultural and Leisure Activities</b>
<i>Quality Indicator 55</i>	<b>The institution has infrastructure and facilities for social, cultural and leisure activities for the students.</b>
<i>Operational Definition</i>	<b>The institutional infrastructure includes those necessary for engaging students in social, cultural and leisure activities.</b>
<i>Importance of the QI</i>	<b>One of the roles of a teacher is to plan and organize social, cultural and leisure activities for students in the school. Planning and participation in such activities provides the student teachers with opportunities for knowing how to organize them in a school apart from achieving self-development.</b>
<i>Sources of Evidence</i>	<b>Institutional infrastructure</b>
<i>Quality Indicator 56</i>	<b>The institution promotes active participation of the students in social, cultural and leisure activities.</b>
<i>Operational Definition</i>	<b>The annual calendar of the programme includes social and cultural activities, student groups and clubs are constituted for</b>

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	pursuing special interests and hobbies, and students have time available to participate in these activities.
<i>Importance of the QI</i>	An effective teacher is not only competent in content and pedagogy, but also a promoter of social and cultural and vocational development of students. A programme that prepares such a teacher should ensure that appropriate social, cultural and leisure activities are a part of the academic calendar and that students participate and contribute to them regularly.
<i>Sources of Evidence</i>	Students, Annual report, Records of activities of various clubs, associations and the like
<b>KEY AREA VI</b>	<b>ORGANIZATION AND MANAGEMENT</b>
<b>Quality Aspect (21)</b>	<b>Internal Coordination and Management</b>
<i>Quality Indicator 57</i>	The institution clearly defines the roles and functions of staff involved and they collectively identify activities as well as evolve modalities for implementation.
<i>Operational Definition</i>	The institution develops an activity chart at the beginning of the year and assigns them to different staff. There exists no role confusion in the assigned functions, as they are assigned according to the competency and the staff agreeing to undertake them.
<i>Importance of the QI</i>	When several activities have to take place, it is necessary to have a clarity regarding who will do what and how it will be done. If activity areas match with the competency and interest of staff then the activities would be planned and implemented earnestly. Hence there is a need to decide the activities, the staff to organize them and financial provisions.

<i>Sources of Evidence</i>	<b>Organisation chart, Staff activity /work distribution records, Staff, Management, Principal</b>
<b><i>Quality Indicator 58</i></b>	<b>Functional mechanisms are evolved for ensuring optimization of efficient use of available resources and regular monitoring of the activities at different levels.</b>
<i>Operational Definition</i>	<b>Meetings for stock taking, discussion and decision-making are held between the concerned staff and the student groups; the staff team; and the staff and management to plan, review and report the activities.</b>
<i>Importance of the QI</i>	<b>Functional mechanisms in place help effective monitoring of activities at different stages and mid-term corrections made, if necessary. Hence, regular monitoring is an indicator of quality implementation of an activity.</b>
<i>Sources of Evidence</i>	<b>Administrative Heads, Minutes of meetings and circulars</b>
<b><i>Quality Indicator 59</i></b>	<b>The institution analyses the information obtained on monitoring and the outcomes are communicated to the concerned leading to corrective measures for improving the effectiveness of activities.</b>
<i>Operational Definition</i>	<b>The observations and decisions of monitoring meeting are recorded and circulated to the concerned for follow-up action.</b>
<i>Importance of the QI</i>	<b>Monitoring is a tool for corrective action. Corrective action is possible if the information of monitoring is available for subsequent action.</b>
<i>Sources of Evidence</i>	<b>Institutional Records, Circulars, Staff, Stakeholders</b>

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<b><i>Quality Indicator 60</i></b>	<b>The institutional leadership adopts professional management approach.</b>
<i>Operational Definition</i>	<b>The students and staff perceive those at different positions of administration as competent. Persons in position exhibit professionalism in their work.</b>
<i>Importance of the QI</i>	<b>Leadership cannot be thrust upon. Those who have to follow a leader must accept and agree on the capabilities of the person to lead. Contentions create confusion. The leader on his part must know how to lead. For a programme that is implemented at different levels, to be successful it should have a sound administrative system that would facilitate interconnectedness and cooperation of various units of the institution and also of the associated external organizations.</b>
<i>Sources of Evidence</i>	<b>Organisational chart, Institutional Management records, Staff profile, Feedback records, Staff</b>
<b><i>Quality Indicator 61</i></b>	<b>Gender sensitivity is reflected in the various aspects of institutional functioning.</b>
<i>Operational Definition</i>	<b>The institutional rules, policies, provisions, and facilities show a concern for gender issues and incorporate gender sensitivity.</b>
<i>Importance of the QI</i>	<b>Traditionally, the rules, policies, provisions and facilities have favoured only one gender group. An institution which respects equality does not discriminate men and women. A quality institution is progressive and hence must exhibit gender sensitivity in all aspects of management.</b>
<i>Sources of Evidence</i>	<b>Administrative and academic staff, Students</b>

<b>Quality Aspect (22)</b>	<b>Academic Calendar</b>
<i>Quality Indicator 62</i>	<b>The institution prepares an academic calendar reflecting all the activities of the programme, every year on the basis of deliberations.</b>
<i>Operational Definition</i>	<b>There exists an agreement between the annual academic calendar and the annual report as far as the activities planned and organized are concerned.</b>
<i>Importance of the QI</i>	<b>Unplanned, incidental and sporadic activities and inputs may not have a synergy with those planned in a programme. The effect of the activities is enhanced in a program if they are planned well in advance.</b>
<i>Sources of Evidence</i>	<b>Academic calendar, Annual report</b>
<i>Quality Indicator 63</i>	<b>The activities contained in the academic calendar are for optimizing effective and coordinated use of available resources.</b>
<i>Operational Definition</i>	<b>The activities in the academic calendar match with the vision and objectives of the programme and are perceived to contribute to the educational achievement of students.</b>
<i>Importance of the QI</i>	<b>The academic calendar is a manifestation of the vision and objectives of the programme and hence it must reflect student achievement and growth as its core concern.</b>
<i>Sources of Evidence</i>	<b>Prospectus, Annual report</b>

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<b>Quality Aspect (23)</b>	<b>Faculty Recruitment</b>
<i>Quality Indicator 64</i>	<b>The faculty recruitment is made by the institution in accordance with laid down procedure that attracts competent and qualified persons.</b>
<i>Operational Definition</i>	<b>The recruitment notification stipulates the essential and desirable qualifications clearly and they are in line with the requirements of the programme and adhere to the laid down norms for recruitment. There exists a consistency across notifications made for the same position.</b>
<i>Importance of the QI</i>	<b>Quality of a programme depends on the quality of the staff that implements it. Adhering to the norms for recruitment shows a concern for quality. Such a concern is reflected in the notification issued for recruitment.</b>
<i>Sources of Evidence</i>	<b>Recruitment notification, Staff profiles</b>
<i>Quality Indicator 65</i>	<b>The institution follows a selection procedure that is clear and transparent and also adheres to the stipulated requirements of the applicable regulatory body.</b>
<i>Operational Definition</i>	<b>A committee of experts makes selection and every candidate is given a fair chance to present one's credentials. The committee records the proceedings of the selection procedure and reasons for selection and rejection.</b>
<i>Importance of the QI</i>	<b>Eligible and competent candidates seek appointment in an institution in which merit and competency are the criteria for selection. Hence, the selection procedure should be clear and transparent. Decisions made by a group of experts would ascertain fairness and transparency in recruitment.</b>

<i>Sources of Evidence</i>	<b>Records pertaining to selection and appointment of staff, Academic and Administrative staff</b>
<b><i>Quality Indicator 66</i></b>	<b>The recruited staff has a pay and reward system that is at par with that of other institutions and norms.</b>
<i>Operational Definition</i>	<b>The pay and wages offered are the same as those stated in the recruitment notification. It compares favorably with that of other institutions and adheres to the existing norms.</b>
<i>Importance of the QI</i>	<b>The motivation and commitment of the staff is affected if what is stated as wages and incentives are not the one that is provided. Qualified and competent staff is likely to migrate to other institutions and cause a staff competency and experience erosion in the programme.</b>
<i>Sources of Evidence</i>	<b>Pay and reward statements, Staff</b>
<b>Quality Aspect (24)</b>	<b>Financial Governance</b>
<b><i>Quality Indicator 67</i></b>	<b>The institution has adequate financial resources to run the programme without any financial constraints.</b>
<i>Operational Definition</i>	<b>The institution has adequate financial resources and there are no incidents of over drafts, under payment and delayed payment.</b>
<i>Importance of the QI</i>	<b>Financial stability ensures that no planned activity is withheld or cancelled due to want of funds. The staff feels secure and shows no hesitations or uncertainty about institutional activities.</b>
<i>Sources of Evidence</i>	<b>Financial statements and documents</b>

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<b>Quality Indicator 68</b>	<b>The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.</b>
<i>Operational Definition</i>	<b>The institution has a stated fee structure that is known to all. There are no incidents of collecting additional fees from the students.</b>
<i>Importance of the QI</i>	<b>The fee structure is based on an estimate of all expenditures on the programme. Uncertainty about the fee structure indicates an uncertainty about the items of expenditure. Transparency in financial transactions is necessary for financial accountability. The management should not view a programme as a means to amass wealth.</b>
<i>Sources of Evidence</i>	<b>Fee structure, Statement of receipts, Students</b>
<b>Quality Indicator 69</b>	<b>The sources of income for the programme in particular and the institution in general are legitimate and known.</b>
<i>Operational Definition</i>	<b>The institution does not raise funds from any agency or source that has no legitimate interest in quality teacher education. All sources of income are recorded and known.</b>
<i>Importance of the QI</i>	<b>A teacher education programme should not be viewed as a means for collecting funds from a source or agency that is not legitimately concerned with teacher education. The income for a programme, hence, should come from a legitimate source and be known.</b>
<i>Sources of Evidence</i>	<b>Income and Expenditure statement and related documents</b>

<b><i>Quality Indicator 70</i></b>	<b>There exists a transparency in financial management of the institution in terms of income and expenditure.</b>
<i>Operational Definition</i>	<b>The funds for the programme are not transferred to meet the expenditures other than those connected with the programme. The expenditure is budgeted under heads of expenditure and should be adhered to, the accounts of the programme are maintained on a day-to-day basis and all transactions are made through banking instruments.</b>
<i>Importance of the QI</i>	<b>Regulation of funds for a programme should be based on clearly laid down procedures of financial management. At any time in implementation, the institution should be in a position to know its fund position. Since the institution has an annual academic calendar, all items of expenditure should be known and budgeted. The overheads in expenditure need to be within acceptable limits.</b>
<i>Sources of Evidence</i>	<b>Financial records and registers, Bank Statements, Management</b>
<b><i>Quality Indicator 71</i></b>	<b>The income and expenditure of the institution are subjected to regular internal and external audit.</b>
<i>Operational Definition</i>	<b>The institution prepares financial statements every year and they are contained in the annual report of the institution. Qualified auditors audit all accounts of the programme and the observations made are discussed and steps taken to improve financial management.</b>
<i>Importance of the QI</i>	<b>A quality teacher education does not either commercialize the programme or follow an unsystematic and unplanned financial</b>

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	<b>transaction. Transparency in transactions creates a credible image and contributes to the democratic management.</b>
<i>Sources of Evidence</i>	<b>Audit reports and documents</b>
<b>Quality Aspect (25)</b>	<b>Academic Quality and Management</b>
<i>Quality Indicator 72</i>	<b>The institution has mechanisms to undertake internal academic audit of the programme.</b>
<i>Operational Definition</i>	<b>The institution has a mechanism for academic auditing that is known to the staff. Academic auditing is undertaken as per plans and the outcomes recorded and communicated to all concerned.</b>
<i>Importance of the QI</i>	<b>Academic auditing is an essential process for generating feedback on the academic standard of the programme. It can act as the basis for identifying and implementing initiatives for improvement of academic quality.</b>
<i>Sources of Evidence</i>	<b>Internal audit reports, Registers, Documents</b>
<i>Quality Indicator 73</i>	<b>In the management of the programme the institution adopts a participatory approach involving all the employees.</b>
<i>Operational Definition</i>	<b>The institution believes in participatory management approach. There is no separation between the instructional and management staff and they share the responsibility and they have functional freedom to undertake them.</b>

<i>Importance of the QI</i>	<b>A quality teacher education programme is owned by the staff and is designed implemented and managed by the staff. Such a programme does not have a divide between those implementing and those managing the programme.</b>
<i>Sources of Evidence</i>	<b>Work allocation chart, Staff</b>
<b><i>Quality Indicator 74</i></b>	<b>The institution uses a management information system for running the programme.</b>
<i>Operational Definition</i>	<b>The institution has evolved a management information system that is up-to-date and is used by the administration in management of the programme.</b>
<i>Importance of the QI</i>	<b>An effective management is possible if the information base for taking managerial decisions is accurate and is easily available. A management information system is that mechanism whereby an institution classifies, collates and records information about various aspects of a programme.</b>
<i>Sources of Evidence</i>	<b>The Management Information System (MIS), Records</b>
<b><i>Quality Indicator 75</i></b>	<b>Mechanisms are evolved for regular performance appraisal of the faculty members by the peers and the head of the institution.</b>
<i>Operational Definition</i>	<b>The institution has a system of self-appraisal by the staff members and is undertaken at the end of each academic year. The appraisal is recorded on a format and is maintained by the institution. A separate assessment is made by the superiors and tallied with the self-appraisal.</b>

<i>Importance of the QI</i>	<b>Any effort at improvement is based on the assessment of aspects in which improvement is possible. A self-appraisal by the staff is an expression of concern and commitment for improvement in performance. Appraisal can also indicate the extent of clarity in the staff regarding the functions to be performed by them.</b>
<i>Sources of Evidence</i>	<b>Staff appraisal reports, Staff</b>

### **End Word**

**A feature of the assessment using quality indicators is its ability to pitch its assessment exercises at any level or situation and context that the assessor and assessee intend at. It is therefore possible to stimulate any improvement to the participating units, thereby conveying them into future situations, restructuring or quality improvement while simultaneously providing for change management. This provides the institutions quality teams a possibility to predict the future requirements and levels of quality improvement.**

- **The quality indicators are not only accurate means of gauging quality provisions but also have an added advantage, of being eminently introspective giving rise to the development initiatives and improvements in the institutional quality provisions.**
- **The introspective nature endows it with the capability of giving an added boost to the developmental activities, as this would ensure effective planning and deployment of human and fiscal resources.**
- **An accurate baseline can be established from where to commence the initiatives conceived and evolve a strategy for quality improvement.**

- **Availability of precise data on the effectiveness of the processes of various functional units of the institutions, the stakeholder perspectives and the requirements for quality improvement, enables the organisation to make more precise planning for quality improvement and in making necessary adjustments.**
- **Periodic determination of the quality improvement and the implementation of suggested changes gives a well defined means of monitoring continuous improvement and the progress of various initiatives instituted by the organisation and mid-course corrections to be made.**
- **The information will help open the restructuring process by assessing and analyzing the developmental needs of the faculty, the students and other stakeholders and the resultant change process required which are foreseen to be of relevance to the restructured institutional set up.**

**In terms of future it is the user's view that will be a critical driver behind any upgrades and further conceptual development. It is therefore essential that a formal process of acting on results be in place and the recommended QIs are considered by the institutions with a serious intention for quality improvement. This would lead to good practices in teacher training programmes resulting in improved Teacher Quality.**



**ANNEXURES**



## ANNEXURE I

### Format for Quality Appraisal of Teacher Education

#### Key Area I CURRICULUM DESIGN AND PLANNING

Quality Aspect	Quality Indicator	Performance Level				
		1	2	3	4	5
<b>1. Institutional Vision</b>	<p><b>QI 1:</b> There is a clear statement of the vision and mission, which reflect the teacher education goals and objectives, and are compatible with the regional, national and global expectations.</p>	○	○	○	○	○
<b>2. Process of Curriculum Design</b>	<p><b>QI 2:</b> Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations.</p>	○	○	○	○	○
	<p><b>QI 3:</b> The program has clearly laid down modalities, policies and regulations for implementation of the curriculum.</p>	○	○	○	○	○
	<p><b>QI 4:</b> It is ensured that there is no mismatch between the visualized curriculum inputs and the envisaged duration of the programme.</p>	○	○	○	○	○

<b>3. Curriculum Content</b>	<p><b>QI 5: The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 6: The institution has a practice of time allocation and scheduling for conceptual inputting (theory) through a process of deliberations.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 7: The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 8: While working out the details of operational curriculum it is ascertained that the theoretical and practical inputs are appropriately dovetailed to provide a comprehensive understanding.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 9: The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school/field levels.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**Key Area II CURRICULUM TRANSACTION AND EVALUATION**

<b>4. Curriculum Revision</b>	<p><b>QI 10: The basis for curriculum revision emerges from the need to achieve stated objectives effectively.</b></p>	○ ○ ○ ○ ○
	<p><b>QI 11: The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on its substance, adequacy and updatedness.</b></p>	○ ○ ○ ○ ○
<b>5. Induction/Orientation</b>	<p><b>QI 12: Comprehensive orientation is given to the freshers about the institution and the programme.</b></p>	○ ○ ○ ○ ○
	<p><b>QI 13: The institution has evolved its own process of induction thought out every year, and takes place at the commencement of the programme.</b></p>	○ ○ ○ ○ ○
<b>6. Transaction of Theory</b>	<p><b>QI 14: The various courses of theoretical study are provided in order to develop and understanding and appreciation of teacher in a holistic educational perspective through dynamic learning experiences.</b></p>	○ ○ ○ ○ ○

<b>6. Transaction of Theory</b>	<p><b>QI 15:</b> The instructional processes are geared to develop reflective thinking and practice both individually and in groups.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 16:</b> Curricular activities reflect interconnectedness among the various components of the programme.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 17:</b> The staff and students have access to technology and information retrieval on current and relevant issues.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>7. Transaction of Practical Experiences</b>	<p><b>QI 18:</b> Adequate preparation for practice of teaching is provided through various in-house hands on experiences including simulated practice.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 19:</b> The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also their other roles and functions.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 20:</b> The process of nurturing and mentoring of student teachers is visualized and institutionalized.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<p><b>7. Transaction of Practical Experiences</b></p>	<p><b>QI 21: The learning experiences are followed by feedback, reflection and follow-up.</b></p>	<p>○ ○ ○ ○ ○</p>
<p><b>8. Assessment and Evaluation</b></p>	<p><b>QI 22: Apart from grading and certification, the institution employs assessment and evaluation outcomes for enhancing competence of students.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 23: The evaluation protocol used by the institution for the programme is comprehensive in its coverage of objectives.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 24: The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 25: The institution employs ICT extensively in assessment and evaluation activities of the programme.</b></p>	<p>○ ○ ○ ○ ○</p>
<p><b>9. Teacher and Teaching</b></p>	<p><b>QI 26: Teachers function as a team of efficient professionals.</b></p>	<p>○ ○ ○ ○ ○</p>

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<b>9. Teacher and Teaching</b>	<p><b>QI 27: Teachers take initiative to learn recent pedagogic techniques, to innovate and continuously seek improvement in their work, visualize and carry out curriculum transactions according to the nature of the enrolled student groups.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 28: Teachers provide a variety of learning experiences including individual, collaborative learning experiences; and there is flexibility in their implementation.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**Key Area III RESEARCH, DEVELOPMENT AND EXTENSION**

<b>10. Research and Development</b>	<p><b>QI 29: Teachers explore better ways of functioning and build upon their experiences systematically.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 30: Necessary learning material and organizational arrangements are discerned and developed by teachers and utilized as part of regular practice.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 31: The institution has the practice of appraising its work through in-house research, institutionalize innovative practices and undertake sponsored research projects relevant in institutional and national contexts.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>10. Research and Development</b>	<p>QI 32: The institution adopts policies and strategies for adequate technology deployment and its use for learning enhancement.</p>	<p>○ ○ ○ ○ ○</p>
<b>11. Community Engagement</b>	<p>QI 33: Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity, and similar issues.</p>	<p>○ ○ ○ ○ ○</p>
	<p>QI 34: There exists a preparedness for and incidence of extending service to other academic institutions.</p>	<p>○ ○ ○ ○ ○</p>

**Key Area IV INFRASTRUCTURE AND LEARNING RESOURCES**

<b>12. Physical Infrastructure</b>	<p>QI 35: The physical infrastructure of the institute is suitable and adequate for effectively implementing the programme.</p>	<p>○ ○ ○ ○ ○</p>
	<p>QI 36: The institution has sufficient resources for regular upkeep of the physical infrastructure.</p>	<p>○ ○ ○ ○ ○</p>
<b>13. Instructional Infrastructure</b>	<p>QI 37: The teaching-learning material, ICT facilities, laboratories &amp; learning resource centre necessary for implementing the programme are available and utilized on a regular basis.</p>	<p>○ ○ ○ ○ ○</p>

<b>14. Human Resources</b>	<p><b>QI 38:</b> Institution has well evolved processes for recruitment and retention of staff as well as judicious process of co-opting staff.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 39:</b> Teachers seek to gain professional development by participating in in-house discussions and professional fora.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 40:</b> Efforts are made to up grade professional competence of not only academic but also administrative staff.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**Key Area V STUDENT SUPPORT AND PROGRESSION**

<b>15. System Efficiency</b>	<p><b>QI 41:</b> The quality of the product of the program is satisfactory in terms of expectations from the field.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 42:</b> The reasons for dropout are acceptable and the dropout rate of the programme is well within the expected limits.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 43:</b> Institution shows concern for students' progression to higher studies and to a teaching career as well as their retention in it.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>16. Feedback Mechanism</b>	<p><b>QI 44: Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 45: The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 46: There are evidences to show that feedback is used for development.</b></p>	<p>○ ○ ○ ○ ○</p>
<b>17. Diagnosis and Remedial Programme</b>	<p><b>QI 47: The concern for the development of students is reflected in the student monitoring system which is in place.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 48: Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation.</b></p>	<p>○ ○ ○ ○ ○</p>
	<p><b>QI 49: Institution plans and provides additional value added courses in relevant areas of specialization and remedial programmes as per the requirements of the students.</b></p>	<p>○ ○ ○ ○ ○</p>

*Quality Indicators for Teacher Education*

<b>18. Guidance and Counseling Service</b>	<p><b>QI 50: Institution has a well structured, organized, proactive guidance and counseling unit which is accessible to all students.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 51: The institution has qualified staff and faculty for providing guidance and counseling services.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 52: The guidance and counseling unit provides for activities contributing to a holistic development of the students.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>19. Admission Procedure</b>	<p><b>QI 53: The institution has an admission policy, which is appropriate, clear, inclusive and widely publicized.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 54: Institution adheres to the defined admission criteria and the admission procedures ensuring a fair and transparent admission processes.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**Key Area VI ORGANISATION MANAGEMENT**

<b>20. Social, Cultural and Leisure Activities</b>	<p><b>QI 55:</b> The institution has infrastructure and facilities for social, cultural and leisure activities for the students.</p>	○ ○ ○ ○ ○
	<p><b>QI 56:</b> The institution promotes active participation of the students in social, cultural and leisure activities.</p>	○ ○ ○ ○ ○
<b>21. Internal Coordination and Management</b>	<p><b>QI 57:</b> The institution clearly defines the roles and functions of staff involved and they collectively identify activities as well as evolve modalities for implementation.</p>	○ ○ ○ ○ ○
	<p><b>QI 58:</b> Functional mechanisms are evolved for ensuring optimization of efficient use of available resources and regular monitoring of the activities at different levels.</p>	○ ○ ○ ○ ○
	<p><b>QI 59:</b> The institution analyses the information obtained on monitoring and the outcomes are communicated to the concerned leading to corrective measures for improving the effectiveness of activities.</p>	○ ○ ○ ○ ○

*Quality Indicators for Teacher Education*

<b>21. Internal Coordination and Management</b>	<b>QI 60: The institutional leadership adopts professional management approach.</b>	○ ○ ○ ○ ○
	<b>QI 61: Gender sensitivity is reflected in the various aspects of institutional functioning.</b>	○ ○ ○ ○ ○
<b>22. Academic Calendar</b>	<b>QI 62: The institution prepares an academic calendar reflecting all the activities of the programme, every year on the basis of deliberations.</b>	○ ○ ○ ○ ○
	<b>QI 63: The activities contained in the academic calendar are for optimizing effective and co-ordinated use of available resources.</b>	○ ○ ○ ○ ○
<b>23. Faculty Recruitment</b>	<b>QI 64: The faculty recruitment is made by the institution in accordance with laid down procedure that attracts competent and qualified persons.</b>	○ ○ ○ ○ ○
	<b>QI 65: The institution follows a selection procedure that is clear and transparent and/or follows the stipulated requirements by relevant regulatory body.</b>	○ ○ ○ ○ ○
	<b>QI 66: The recruited staff has a pay and reward system that is at par with that of other institutions and norms.</b>	○ ○ ○ ○ ○

<b>24. Financial Governance</b>	<p><b>QI 67: The institution has adequate financial resources to run the programme without any financial constraints.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 68: The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 69: The sources of income for the programme in particular and the institution in general are legitimate and known.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 70: There exists a transparency in financial management of the institution in terms of income and expenditure</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<p><b>QI 71: The income and expenditure of the institution are subjected to regular internal and external audit.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>25. Academic Quality and Management</b>	<p><b>QI 72: The institution has mechanisms to undertake internal academic audit of the programme.</b></p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

*Quality Indicators for Teacher Education*

<b>25. Academic Quality and Management</b>	<b>QI 73: In the management of the programme the institution adopts a participatory approach involving all the employees.</b>	○ ○ ○ ○ ○
	<b>QI 74: The institution uses a management information system for running the programme.</b>	○ ○ ○ ○ ○
	<b>QI 75: Mechanisms are evolved for regular performance appraisal of the faculty members by the peers and the head of the institution.</b>	○ ○ ○ ○ ○

**ANNEXURE II**

**Format for Recording the Quality Assessment**

<b>KA</b>	<b>QA</b>	<b>Q1</b>	<b>Aspects/Areas which need improvement/strengthening/adjustments</b>	<b>Proposed Actions for Quality enhancement</b>

**The new QIs identified for inclusion in future assessments.**

### ANNEXURE III

#### Details of the Members of the Expert Group

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## About NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous organization established in 1994, on the recommendations of the National Policy on Education (NPE) and its sequential programme of action (POA). It is the only external quality assurance agency for higher education institutions in India.

The activities and future plans of NAAC are guided by its vision and mission that have a focus on making quality assurance an integral function of the higher education institutions. Its vision is "To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives."

Striving to achieve its vision and mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through the internationally accepted methodology. Since its establishment the NAAC has so far accredited 3492 colleges and 140 universities in India. It has helped the institutions of Higher Education and the State Governments in their pursuit of quality and excellence through its various programmes and materials developed. The action plan of NAAC focuses on the following three major areas:

- **Quality Promotion**
- **Quality Evaluation**
- **Quality Sustenance**



## About COL

Headquartered in Vancouver, Canada, Commonwealth of Learning (COL) is the only official Commonwealth agency located outside Britain and is the world's only intergovernmental organization solely concerned with the promotion and development of distance education and open learning. COL is helping increase the capacities of developing nations to meet the demands for improved access to quality education and training. Through its activities COL established an extensive network of education and technology specialists around the world; and facilitated systemic changes in the delivery of education and influenced government policy.

For the three years to 2006, COL has identified three priority programmes to support its overriding purpose of *Building Capacity in Open and Distance Learning (ODL)*:

- **ODL Policy** fostering the adoption and implementation of open and distance learning policies within the broader educational and human resource development strategies and policies of member nations
- **ODL Systems Development** assisting in the development of open and distance learning systems that build on existing capacity or assist in creating new capacity appropriate for the contexts of member states
- **ODL Applications** demonstrating how open and distance learning applications can benefit individual learners, institutions and member states by accelerating human resource development

The plan is also upon six areas of operation:

- **Advisory**
- **Advocacy**
- **Capacity-building**
- **Fostering networks and partnerships**
- **Knowledge management**
- **Research**