

**Quality
Indicators
for
Teacher
Education**

Quality Indicators for Teacher Education

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Quality Indicators for Teacher Education

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Comments on the series are welcome, and should be sent to the authors.

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FOREWORD

Today, the various nations spread across the Globe are networked more closely than they ever were. 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 seek 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, the 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, 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 effort.

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 mechanism will find this book extremely useful.

Acknowledgements: On behalf of the NAAC, I would like to thank all the participants who actively participated in the roundtable - "Innovations in Teacher Education: International

Perspectives of Quality Assurance" and the workshop on " Quality Indicators for Teacher Education" for their contribution to the indicator selection process. The academic support provided by Prof. Vasant Bhat of Regional Institute of Education, Mysore, India is thankfully acknowledged. The administrative and editorial support provided by the staff at the COL, specially Mrs. May Li, Programme Assistant and the staff of the NAAC in preparing the manuscript, organizing the two events and online postings is highly appreciated. The comments of the Expert Group on developing quality indicators for teacher education listed at Annexure III of this document are specially acknowledged. Special thanks are due to Sir John Daniel, President and CEO, Commonwealth of Learning who has not only provided constant support and guidance but of all an opportunity to partner with COL . I congratulate Prof. Mohan Menon, Education Specialist, COL and Dr. (Mrs.) K.Rama, Deputy Adviser, NAAC for bringing out this publication and hope it will provide a viable strategy for quality assurance in teacher education institutions.

(VS.Prasad)

SECTION I INTRODUCTION

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 indicators covering the six key areas and 27 quality aspects, provides the descriptors, areas for looking for evidence and details on the importance of the indicators. The indicators can be used by the teacher educators and the teacher education institutions for quality assurance through self-assessment and by the external assessors as a guidance document and also by accrediting agencies in systematizing the assessment process. These indicators thus serve two main purposes of quality improvement - 1. They bring in an understanding and awareness among the institutions on issues of quality 2. It serves as a Guidance document for self - assessment and quality planning for the institutions and for benchmarking by external assessors.

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

The quality of basic education provided to our children is largely influenced by the quality of our teachers in the schools. As no nation can afford to provide poor quality education, it is necessary that we build a strong system of quality teacher education - on which depends the quality of the teacher and ultimately the Nation's education. The political and socio-economic conditions set insurmountable dilemmas for quality assurance systems. The present standards for the teacher education programmes in most of the Asian and African countries rests totally with Government agencies who have very little or no involvement and understanding of the profession. They are concerned only with the issues of growing teacher shortage and of ways and means to overcome the problem. It is high time we realize that it's not just the teacher shortage but the quality of 'so called' trained teachers that is primarily responsible for quality in the school system. Quality and caliber of teachers that serve the educational system of a country can serve as an index of development and progress for that country. "As is the school, so is society. And as is the teacher, so is the school. This is because in any process of education, there always stands the teacher, in front or at the back, at the centre or at the side . . . , what he knows and does makes a great difference and what he does not know, cannot do or fails to do can be an irreparable loss to the child and the society at large" (Mallison1975).

Teacher shortage and teacher quality coupled with the poor quality of teacher education programmes, both pre-service and in-service, have been negatively influencing the education systems of Nations, reversing years of investment. If we have to attend to the growing concern of teacher quality and teacher shortage, then 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 we identify the developmental needs of our schools, of our teachers and the teacher educators. Secondly, a framework need to be evolved which would provide a systematic observation and recording tool which will help the institutions to ascertain and assure their quality provision. 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 development 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) in collaboration with the Commonwealth of Learning (COL) 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 Namibia, Nigeria, Sri Lanka, Kenya, Bangladesh, India, Botswana , United Kingdom (U.K.),Mauritius, Australia and Singapore 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. The experts met and deliberated in the series of workshops held in India over a year and through online discussions held during this period. The group worked in close collaboration with the officials of NAAC and COL, who initiated the activity. The discussions and deliberations resulted in identifying six priority areas henceforth called as the "Key Areas", which are central to the implementation of any programme. The expert group recommended 75 indicators covering the six key areas and 27 quality aspects.

This document is the consolidation of deliberations and work of the expert group and comments from various experts from the field. The first section describes the methods of indicator selection and the second part the recommended indicators. The third part is a discussion of the comprehensiveness and cohesiveness of the indicators presented through exemplars of best practices relating to some of the indicators. While the first two parts are in this document, the third will be added to this document after another workshop to be held in February 2006 where we finalise the case studies, cutting across the various quality aspects of teacher education. The list of expert members who provided inputs for this document is presented at *Annexure II*.

The purpose of indicators is to "characterize a system through its components - how they are related and how they change over time". (Shavelson, McDonnell & Oakes, 1991). Effective indicators are those which

directly measure system components; provide specific criterion- referenced information; are based on sound theoretical or empirical networks which relate the system's inputs, processes and outcomes. A lot of discussion went on in developing the 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 they should be 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, it was felt, for the present we should concentrate 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 so as to provide more programme specific information, useful for both internal and external stakeholders. Overall , the recommended indicators presented in section II of this document, covers all the processes of a teacher education institution and are expected to prepare the institution in working towards quality assurance and continuous improvement.

Some of the issues which the user may encounter while using these indicators for appraising the quality of the programme offered by the institution are given below:

- For some of the measures, the reporting on the suggested indicator may be ubiquitous. It is still worthwhile to use this as a measure, but it is

important for policymakers to recognize that the data / information identified by this approach does not necessarily represent the intensity of the problem.

- For many other measures such as teacher quality, progression to higher education, and employer satisfaction, secondary review is required of individual cases if it is desirable to assess whether any individual event actually has an impact on the quality of the programme offered by the institution.
- Several of the measures overlap, for example the technology integration, assessment procedures, teacher effectiveness and use of ICT etc. In some instances, indicators from only one quality aspect need to be used and in some others indicators from different quality aspects and key areas may need to be used. Overall it is worthwhile to examine indicators covering various quality aspects and depending on the use and the context eliminate overlaps and duplications or merge the related indicators.

Although these indicators 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 current indicator set thus represents a good selection, based on good practices and concentrates largely on the processes rather than on inputs and outcomes. However as the system is prone to constant change the indicators may be unstable, and it will be important to revisit these over time.

Methods of Indicator Selection

In developing the quality indicators the NAAC - COL team took into account the key areas many of the pioneering teacher education institutions across the Commonwealth Countries have developed and put to use for the quality training provision and effective functioning of their institutions. The indicators were conceptualized 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 unit such as education technology. Most of the indicators are a combination of the "inputs" "process" and 'outcomes' but are largely process based.

To ensure comprehensive coverage of the most relevant domains of the quality of the teacher education institution by the selected set of indicators, the experts decided that the final indicator set ought to cover the following six core domains henceforth referred as "Key Areas" :

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

Following the methods adopted by the experts in developing indicators for various other fields, the Expert Group agreed on the following three selection criteria. First, it had to capture an important performance

aspect. Second, it has to have an impact on the overall quality improvement and third, it had to be potentially feasible. While quantifying the indicators and assigning the weightage the indicators were viewed on the following dimensions:

- Impact on students
- Improving performance
- Policy importance
- Susceptibility to being influenced by the school system and other agencies
- The scientific soundness
 - Face validity - Does the measure make sense logically and in practice?
 - Content validity - Does the measure capture meaningful aspects of the quality provisions?
- The feasibility
 - Data availability
 - Reporting Burden

Results of the Indicator Selection Process

Keeping the agreed framework in view, through a series of deliberations in small working groups followed by telephone and email discussions, the expert group converged on a final list of 75 indicators covering six "Key Areas" and 27 "Quality Aspects". A detailed discussion of their definitions, importance, source and weightages is presented in section II of this document.

Given the existing situation of the teacher education sector, the quality of the provision and resource constraints which most of the organizations have in commonality, this work was limited to identifying indicators which are essential for quality teacher education and applicable to both face to face (f-2-f) and open and distance learning (ODL) modes of teacher preparation. The indicators are expected to facilitate the quality improvement of institutions and their programme implementation strategy. The information 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 classrooms situations. The indicators 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 and the conditions in which they work. Each of the indicators thus implicitly or explicitly is concerned with investigating teacher development in context of quality improvement.

TOOLS AND APPROACHES

Name of the Tool /

A P P R O A C H

"Quality Indicators for Teacher Education" for appraisal / assessment of the quality provisions of teacher education programs and / institutions.

P U R P O S E O F T H E

T O O L / A P P R O A C H

The key dimensions of quality such as effectiveness and efficiency of the teacher education programmes reflected in the management of the processes (both academic and administrative) have been translated into indicators. These assist institutions for two main purposes

1. To measure the process and outcomes of the programme and make necessary adjustments and changes for quality improvement
2. As an appropriate tool for monitoring the processes for continuous learning and ongoing improvement

Underlying values or PrinciPals on

w h i c h t h e T o o l /

A P P R O A C H i s b a s e d

The underlying value of the quality Indicator sets is to prompt investigations that in turn provide insights into the quality provision of the institution and its programmes leading to continuous improvement. Some of the elements necessary for effectively putting to use the quality indicators for ongoing quality improvement of the teacher education programme include:

- S Measure multiple factors
- S Use multiple techniques



About NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous organisation established in 1994, on the recommendations of the National Policy of Education (NPE) and its sequential programme of action (POA). It is the only external quality assurance agency for higher education 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 2558 colleges and 122 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 is focussed based 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 organisation solely concerned with the promotion and development of distance education and open learning. COL is helping to 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, 2003 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 members 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 based upon six areas of operation:

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

Application of the Tool or the Approach - On the process and on how it works

Each institution is distinct in terms of its requirements, making the institutional processes diverse and varied. Further the processes of an institution also are characteristic to the institution and dynamically changing with time and developmental state. Thus over a period of time each institution must develop its own specific indicators and these need to be dynamic , changing from time to time as the organization evolves.

Having decided to use the indicators for appraising the quality of the teacher education programmes/institutions , the institution need to gear up with some essential requirements such as :

- Since the indicators are used for assessment designed with preset aims and objectives, all possible applications that the data may be utilized for should be explored and communicated across the units. This will ensure that the data required in the process is useful for the application and leads to quality improvement.
- The assessment using the indicators may overlap or run concurrently. Thus information from the indicators can be used independently or in conjunction with the foregoing 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 later be integrated in to the planning process resulting from the assessment and modify if necessary to the new requirements.

- To be effective the indicators need to be understood and endorsed by the people and systems for which they are planned to be used. 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 education and training on the indicators should be provided to all people in the institution.
- Any inaccuracy or inconsistency in the indicator definition and identification will be visible when they are actually put to use for assessment of the processes and from the data and information it results in. Thus there is a need to continuously analyse and research on the 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 indicators, should form the base for planning continuous improvement.

- The six key areas under which the indicators are categorized, covers and combines all dimensions of the institution and thus gives 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.
- The insistence on the use of multiple assessors or people from all units / departments of the institution and the integration of the observations of these assessors in the finalisation of the measurement, ensures that a number of perspectives are considered for strategic planning and continuous improvement.

The indicators are thus expected to facilitate the quality improvement of institutions and their programme implementation strategy.

Expected outcome and Implication, on application of them Though individual indicators by themselves are largely uninformative, if we can relate them with one another collating information from sets of related indicators it will provide meaningful interpretation.

The appropriate use of the tool will aid in reducing to maximum possible the element of subjectivity, which is the bane of peer assessment by fellow academicians.

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.

During the course of an assessment, each and every individual involved in the process gets an opportunity for introspection and to see himself performing the same task as his peers in exactly the same circumstances. This enables him/her to see the effectiveness or otherwise of his own approach vis-a-vis his 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.

Benefits accrued by Using the indicators

- 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 fiscal resources.
- 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.

Overall the information could be effectively used to usher change in the institution.

Shortcomings of
the Tool

- Indicators cannot give us a direct insight into quality.
- Individual indicators by themselves are largely uninformative.
- Using a indicator as such or a set of indicators within the same dimension of quality may be misleading.
- Redundancy within a set of indicators- 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 indicator when used for strategic planning. Although measures based on a key set of 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 secondary review is required of individual cases before the information can be meaningfully used.
- As the system is prone to constant change the indicators may be unstable, and it will be important to revisit these over time.

Resources, training and other support required for effective use of the Tool /Approach

- Trust between the management and the staff.
- Proper co-ordination and communication among and within the administrative and academic units.
- Systematic use of data/information on the indicators.
- Proper communication skills.
- Continuous monitoring using systematic tools for finding, solving and documenting the information on aspects and processes which need improvement or adjustments.
- Deployment of human and financial resources for implementing the change.
- Extensive training in quality measurement concepts.

Self-assessment of the teacher education programme/ teacher education institution

The following approach can be used for carrying out a self- assessment of the teacher education programme or the teacher education institution in relation to the recommended quality indicators. Apply the indicators to your context and record the performance against each of the quality indicator. Using the format given at *Annexure I*, enter the Indicators, quality aspect wise in the first column and in the second column note the observations specifying the areas which need strengthening / improvement / adjustments. In the third column for each indicator indicate the level of performance assigning the weightage with reference to the maximum assigned weightage to that particular indicator. At the end of the exercise compare the weightage with the maximum assigned weightage and convert into percentage which will be the indicator score. The level of performance will then be rated on the scale given below based on the score attained.

More than 85% : Excellent

Indicates excellence in performance. The institution may plan for upgradation.

Between 70-85% : Good

Indicates good performance on most of the aspects, but certain areas need to be strengthened.

Between 55-70%: Acceptable

The performance is of acceptable level and needs considerable

improvements / adjustments in most of the aspects.

Less than 55% : **Not Acceptable**

The performance is not at an acceptable level. Most of the processes and practices are not of desirable quality and thus need a total overhaul improvement in all aspects.

Depending on the purpose for which the institutions would like to use the information , they may use the data / information from individual indicators or of a set of related indicators (classified under a quality aspect) or indicators under a key area.

INDICATORS OF QUALITY IN TEACHER EDUCATION

KEY AREA I	CURRICULUM DESIGN AND PLANNING	WEIGHTAGE
QUALITY ASPECT	<i>Process of Curriculum Design</i>	(20)
INDICATOR 1	The institution has clearly laid down policies, regulations and committees for implementation of the programme.	(10)
<i>Operational Definition</i>	There exists a written policy, which is evolved and owned by the staff, students and management. The Policy is realistic and reflects the local and school contexts. Regulations are clearly laid down, they are comprehensive, and the mechanism for their implementation is articulated. The mechanism includes those of constitution, empowerment and renewal of committees with clearly laid down terms and conditions.	
<i>Importance of the Indicator</i>	A clear statement of Policies, Regulations, and Committees is essential for organizing the programme as envisioned in the curriculum. It also brings uniformity in implementation by more than one unit of the institution and ensures equivalence in successive implementation.	
<i>Source of evidence</i>	The prospectus of the programme and policy document of the institution.	

INDICATOR 2 The institution has stipulated the entry requirements for the programme and they are appropriate and stated clearly. (10)

Operational Definition

The entry requirements are well deliberated and are in tune with the existing context of school as well as higher education, which are the beneficiary and the feeder systems respectively. The entry requirements are so stated that there is hardly any scope for misinterpretation.

Importance of the indicator

Any teacher education programme should state the entry and terminal behaviour of those who undergo the curriculum. If aims and objectives of the curriculum specify the terminal behaviours, the entry requirements in terms of qualification, age, experience, etc. indicates the entry behaviours expected for the trainee to benefit from the programme.

Source of evidence

The prospectus of the programme.

QUALITY ASPECT Institutional Vision (20)

INDICATOR 3 The objectives of the programme are laid down clearly by the institute. (15)

Operational Definition

The Programme document contains the objectives of the programme. It is clear in its statement and is made known to the staff and students.

Importance of the indicator

Objectives are statements that indicate how the vision is to be achieved. They are the basis upon which the curricular inputs are

designed. Since they are measurable, the programme effectiveness can be evaluated against them. Hence they should be stated clearly for an institution to monitor its functional efficacy, and take corrective steps to improve the quality of the programme.

Source of evidence

The prospectus, management, staff and students.

INDICATOR 4 The duration envisaged for the programme is appropriate for achieving the stated objectives. (05)

Operational Definition

The programme employs internal reflection to assess whether the experiences corresponding to curricular objectives are leading to an achievement of the objectives concerned. The level of attainment of content and pedagogical competencies is a function of the instructional time. Every component of the curriculum should have an appropriate time provided for its implementation.

Importance of the indicator

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 quality of the programme.

Source of evidence

The prospectus and the staff.

QUALITY ASPECT *Curriculum Content* **(40)**

INDICATOR 5 **The institution implements the programme with enough flexibility to incorporate emerging concerns and expectations from a teacher. (06)**

Operational Definition The programme has a scope for inputs such as field visits, special lectures, seminars and symposium that are aimed at extending the scope of the curriculum to provide an exposure on emerging issues and concerns in school education and develop attitudes and skills to address those issues and concerns.

Importance of the Indicator Despite frequent curriculum revision, there would always be a mismatch between the curriculum of teacher education and the school reality. A rigid curriculum would make this mismatch more pronounced. Hence, there is a need for a certain amount of flexibility in the 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.

Source of evidence The annual report of the institution, staff and students.

INDICATOR 6 **The institution has a clear-cut allocation of time for theory and its allocation in the timetable is based on a process of deliberations. (10)**

Operational Definition 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.

Importance of the Indicator For a programme to be implemented by a team of faculty members, it is necessary that every one is aware of his/her roles and responsibilities and there is a clearly laid down schedule. A timetable, is not merely an arrangement for work allocation. It needs to be worked out in consultation with the staff for accommodating their preferences. It should be ensured that the staff and students has it well in advance so as to plan and prepare properly. It should be available with the students to ensure that there is no loss of instructional time.

Source of evidence The timetable and the staff profiles and deployment strategy.

INDICATOR 7 **The institution has a clear-cut (io) allocation of time for "institution level practices", "school based practices" and "whole school practices" under the programme, and there are mechanisms to ensure adherence to it.**

Operational Definition The timetable shows clear demarcation of sessions for institution level, school based and whole school teaching practice and the staff associated with its organization. The annual calendar of the institution incorporates the period during the academic year when the students would be in school. The allocation should reflect an

understanding of the school context and is arrived at in consultation with the schools concerned.

Importance of the Indicator

Practice in teaching is a major component of teacher education programme and it has a certain weightage assigned in the curriculum.

Experiences and practice in teaching are provided at the institution level with peers as students and at the school level. The experiences at the school should include both teaching and other school activities which a teacher is expected to perform. It is necessary to have a time schedule reflecting allocation of time for different kinds of teaching practice viz., those at the teacher education institution and those to be undertaken in the schools. This would be necessary for ensuring the weightage assigned for this component in the curriculum. Consultation with the staff and the school authorities helps in making this component a collective endeavor and remove ambiguities and non-cooperation.

Source of evidence

Documents such as syllabus, timetable, annual calendar and correspondence with schools.

INDICATOR 8

The institution has a well-articulated scheme of assessment for the programme and there are mechanisms to ensure that the scheme of assessment is known to all and is adhered to in implementation. (07)

Operational Definition

The institution has a scheme of assessment, which is appropriate for measuring all

expected outcomes objectively and comprehensively. It is made known to the students and teachers well in advance and its adherence is monitored.

Importance of the Indicator

A teacher education programme has various components that are aimed at achieving various objectives of the programme. Not only the components have weightages for allocation of instructional time, they also have different weightages for assessing a student teacher. A scheme of assessment maintains weightages, directs the frequency of assessment and their nature. It would also inform the student and the teacher as to when assessment is to be made and provide appropriate feedback to students and teachers for making necessary adjustments.

Source of evidence

The syllabus, evaluation protocol, minutes of staff meeting.

INDICATOR 9

The institutions provides comprehensive inputs by incorporating the required experiences for achieving the stated objectives and realizes the vision. (07)

Operational Definition

The institution provides various inputs, activities and experiences that are well planned and not organized incidentally or accidentally. All should know the need and the purpose of organizing them and they should be acceptable to all and that they are in tune with the objectives and the vision of the programme. Not only that every experience should relate to one or the other

KEY AREA II CURRICULUM TRANSACTION AND EVALUATION WEIGHTAGE

QUALITY ASPECT *Admission Procedure* (05)

INDICATOR 12 **The entry requirements for admission are made known in advance and are adhered to in admitting students.** (05)

Operational Definition The admission announcement is made well in advance and is widely publised. There exists a clear-cut policy of admission and is implemented by a committee. The process followed for admission is transparent and scope for redressal, if any, is available.

Importance of the Indicator A quality teacher education programme envisages and stipulates entry requirements that are essential to be met for it to achieve optimum effectiveness. Adherence to them, hence, is essential for ensuring quality.

Source ofevidence Admission announcement, records of admission.

QUALITY ASPECT *Induction/Orientation* (10)

INDICATOR 13 **The freshers are oriented to the institution and the programme, and the Orientation incorporates all aspects comprehensively.** (06)

Operational Definition The institution has an orientation programme for the new entrants and is held immediately after admission procedures are completed. The orientation addresses

all concerns and needs of the new entrants and is given by staff from both the institution and the practice teaching schools.

Importance of the Indicator Admission to the programme is a transition from one academic environment to the other. Adjusting to the new environment is essential for a new entrant to effectively participate and benefit from the programme. More over, as all expectations and guidance cannot be informed through the admission announcement, the institution organizes orientation programme for the benefit of the new entrants.

Source ofevidence Annual calendar, students.

INDICATOR 14 **The institution follows a thought out mode of induction, it is provided by the right persons, and it takes place before the commencement of the programme.** (04)

Operational Definition The induction programme is a part of the academic calendar of the programme and is an institutional event. All concerned teaching and non-teaching participate in it and have their roles specified.

Importance of the Indicator 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.

Source ofevidence The annual calendar, students and staff.

QUALITY ASPECT *Transaction of Theory* (25)

INDICATOR 15 **The institution emphasizes that the faculty members use interactive and participatory approach in the transaction of curriculum.** (08)

Operational Definition The teacher educators employ interactive and participatory approach in the teaching of theory and foundation courses. Explanations and Justifications are developed with the help of students and not 'taught' to them.

Importance of the Indicator Learning is a process of construction of knowledge and not one of receiving it from a person who knows. A learner finds it difficult to retain a content that does not integrate meaningfully with his knowledge base. Interactive and Participatory approach provides scope for removing the conceptual difficulties and misconceptions of students and creating a feeling of responsibility in learning.

Source of evidence Syllabus, classroom process, staff and students.

INDICATOR 16 **The instructional processes are geared to develop reflective thinking and practice both individually and in groups.** (08)

Operational Definition 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.

Importance of the Indicator Teaching is an act of making right kind of decisions at 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 actions with a view to analyze their effectiveness. Hence, teaching is viewed as a reflective practice and the teacher a reflective practitioner.

Source of evidence Staff and students, classroom process.

INDICATOR 17 **Interconnectedness between various components of the programme are visualised and established.** (04)

Operational Definition The teacher educators as well as the student teachers know why and how one component of the programme is connected to another. Conscious efforts are made by the teacher educators to establish the interconnectedness in theory as well as practice.

Importance of the Indicator The separation of one component of the programme with the other is only an arrangement made for organizing the programme. Several inputs provided parallally or sequentially, aim at achieving the same goal. Hence, for synergy to occur, the interconnectedness of components is to be visualized and established.

Source of evidence Syllabus, timetable, staff and students.

**INDICATOR 18 The staff and students exhibit a high (05)
level of motivation for access to information and use of technology.**

Operational Definition The staff and students are not complacent with their knowledge base. They are found seeking new information and revising existing ones and employ information technology in doing so.

Importance of the Indicator 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 exhibit a motivation for access to information.

Source of evidence Institutional infrastructure, staff and students.

QUALITY ASPECT Transaction of Practical Experiences (30)

**INDICATOR 19 The readiness in terms of preparation (08)
and planning for implementing practical experiences is comprehensive.**

Operational Definition All skills and competencies to be developed in a student are viewed as essential and various experiences for developing them are planned and implemented with sufficient preparations.

Importance of the Indicator 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.

Source of evidence Timetable, staff and students.

**INDICATOR 20 The school-based experiences are (10)
comprehensive and include experiences in performing various functions of a teacher.**

Operational Definition 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.

Importance of the Indicator 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.

Source of evidence Student records, staff and students.

**INDICATOR 21 The process of nurturance and (07)
mentoring of student teachers is visualized and institutionalized.**

Operational Definition Nurturance and Mentoring of student teachers is not an accidental process. It is a systematic and planned attachment of students to staff of the teacher education institution and of the school. There exists a clarity of purpose of attachment.

<i>Importance of the Indicator</i>	Acquisition of skill and competency is a gradual process requiring practice, feedback and corrective actions. If some of them happen at the teacher education institution, there are others that need to be practiced in the 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.
<i>Source of evidence</i>	Staff of the institution and the schools and students.
INDICATOR 22	The practice and experience inputs are followed by feedback, reflection and follow-up. (05)
<i>Operational Definition</i>	There exists an arrangement for feedback from the supervisor and peers, reflection by the student teacher and follow-up with respect to Practice and Experience Inputs.
<i>Importance of the Indicator</i>	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.
<i>Source of evidence</i>	Staff and students.

QUALITY ASPECT	<i>Assessment and Evaluation</i> (20)
INDICATOR 23	The institution employs assessment and evaluation data for enhancing competence, apart from grading and certification. (05)
<i>Operational Definition</i>	Assessment and Evaluation system employed has also a qualitative dimension that is used for enhancing the competence of student teachers.
<i>Importance of the Indicator</i>	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 student performance.
<i>Source of evidence</i>	Evaluation protocol, observation records.
INDICATOR 24	The evaluation protocol used by the institution for the programme is comprehensive in its coverage of objectives. (05)
<i>Operational Definition</i>	The evaluation protocol of the programme includes all stated objectives and the Approach/Guideline for assessment and evaluation are available and employed.
<i>Importance of the Indicator</i>	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 monitoring the outcomes.

Source of evidence Syllabus and evaluation protocol.

INDICATOR 25 **The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency.** (05)

Operational Definition 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.

Importance of the Indicator Evaluation is a process of indicating level of learning as well as areas where learning has not happened or is to be improved upon. Hence, not only the students should know what is being assessed, but they should also be aware of the way in which they are going to be assessed. Such a process makes evaluation objective.

Source of evidence Staff and students.

INDICATOR 26 **The institution employs ICT extensively in assessment and evaluation activities of the programme.** (05)

Operational Definition The institution employs information and communication technology for preparation, storage, reprography, processing

information and reporting on activities of assessment and evaluation.

Importance of the Indicator 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.

Source of evidence Infrastructure facilities, evaluation records and reports.

QUALITY ASPECT **Teacher and Teaching** (10)

INDICATOR 27 **Students perceive that the faculty display the professional and human qualities of a role model and of good practice.** (10)

Operational Definition The student teachers express satisfaction over the professional and human qualities of teacher educators and show a desire to emulate them.

Importance of the Indicator Mere mastery of content and pedagogy does not make a good teacher. An inspirational teacher has also the traits and behaviours that can inspire. Teacher educators and teachers in schools can provide a role model for the student teachers to emulate.

Source of evidence Students.

KEY AREA III RESEARCH, DEVELOPMENT AND EXTENSION WEIGHTAGE

QUALITY ASPECT *Research* (40)

INDICATOR 28 **The faculty undertakes and uses research output.** (25)

Operational Definition Individual and team researches are undertaken by the faculty on a regular basis, and the results/outcome is shared formally and reported for use by the faculty.

Importance of the Indicator Research is an integral part of quality practice in teacher education. It helps the faculty to keep abreast with the current knowledge and developments in the field of teacher education, find answer to questions and evolve/adopt strategies and techniques. The faculty need to undertake research with a view to develop new and innovative tools and approaches. Having a forum to discuss research issues and findings is an integral part of the academic environment of a quality institution.

Source of evidence Research publications and reports, staff.

INDICATOR 29 **The institution encourages and makes provisions for innovative practice.** (15)

Operational Definition Unique and homegrown practices are found in the programme that has evolved through a process of research and inquiry and over a period of time.

Importance of the Indicator Every institution where the programme is implemented is a unique context for

implementation and hence it is desirable that there are variations and adaptations made to the programme to suite the context. More over a vibrant institution has its additions to the common vision and has homegrown solutions to problems.

Source of evidence Staff and students.

QUALITY ASPECT *Development* (30)

INDICATOR 30 **The faculty undertakes development of instructional material.** (20)

Operational Definition The faculty has received training and has competence in development of Instructional Material, including those using ICT.

Importance of the Indicator There exists a difference between the skills and competence required for teaching and those needed for developing instructional material. Hence they need to be acquired through specific training programmes. The faculty must be competent to create the media and material necessary for implementing the programme and the institution must ensure that the competencies are available/acquired.

Source of evidence Instructional material developed, students, infrastructure.

INDICATOR 31 **The instructional materials developed are employed in transacting the programme inputs and are institutionalized.** (10)

Operational Definition Various types of instructional material for teacher education as well as school

education are used in the implementation of the programme. The faculty extensively employs technology in developing such institutional material.

Importance of the Indicator

Textbooks and reference books are not the only kind of instructional material needed in the making of a teacher. Even if standard text books are available, they may not be in the form that is appropriate. For example, one language version may not suit the students who speak another language. More over several exemplar material and media products are necessary to create and provide the right kind of learning experiences.

Source of evidence

Staff and students.

QUALITY ASPECT *Extension*

(30)

INDICATOR 32 **The extension activities are need based (15) and meet societal needs.**

Operational Definition

The institution has a close linkage with the society of which it is a part and it undertakes extension activities in areas of its strength to meet some of the needs of the society.

Importance of the Indicator

Schools are artifacts created by the society and quality teacher education has to have linkages with the society. One form of linkage is to understand the needs of the society and organize activities to meet some of them.

Source of evidence

Records and reports, beneficiaries.

INDICATOR 33 **There exists a preparedness for and (15) incidence of extending service to other academic institutions.**

Operational Definition

The teacher education institution provides academic leadership to the institutions around it and there exists a keenness to respond to the requests for help and guidance.

Importance of the Indicator

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 and facilities from the school to organize some of its activities, it should also take lead and provide an academic forum for discussion educational issues and support for solving the problems.

Source of evidence

Records, beneficiaries.

KEY AREA IV INFRASTRUCTURE AND LEARNING RESOURCE WEIGHTAGE

QUALITY ASPECT *Physical Infrastructure* (30)

INDICATOR 34 **The physical infrastructure of the institute is suitable and adequate for effectively implementing the programme.** (20)

Operational Definition The physical infrastructure is designed to implement all components of the programme effectively and is strengthened regularly keeping in view, the requirements of staff and students.

Importance of the Indicator 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. For example, each of the methods course has its own requirements and the inputs in ICT need arrangement for equipments and hardware to reach all students.

Source of evidence Physical infrastructure, budgetary provisions.

INDICATOR 35 **The institution has sufficient resources for regular upkeep of the physical infrastructure.** (10)

Operational Definition Specially appointed trained staff maintains the physical infrastructure and the facilities of the institution. Schedule needed for maintenance is available and followed.

There exists a mechanism to monitor maintenance and the procedures for upkeep and undertaking repairs are decentralized and simplified.

Importance of the Indicator Having adequate and appropriate physical infrastructure makes it possible to arrange activities and experiences as 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, monitoring and supervisory arrangements to avoid exigencies and availability of resources.

Source of evidence Mechanism of upkeep, support staff.

QUALITY ASPECT *Instructional Infrastructure* (40)

INDICATOR 36 **The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available and utilised on a regular basis.** (40)

Operational Definition The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available in the institute. They are well maintained and strengthened from time to time by making available necessary finances and human resources. They are accessible and utilized by the staff and students on a regular basis.

Importance of the Indicator Every input of teacher education requires unique facilities. The teaching learning material in the library; the ICT facility, Education Technolog Laboratory; 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 are difficult. Hence, a quality teacher education programme will have these facilities. Efforts will be made by the institutions to strengthen them with the latest technology and material and make them accessible to all staff and students.

Source of evidence Infrastructure, staff and students.

QUALITY ASPECT *Human Resource* (30)

INDICATOR 37 **The staff has the professional competency required for implementing the programme.** (15)

Operational Definition Suitably trained and professionally competent staff provides different course inputs. Wherever necessary, the institution has policy for training and re-training of the staff and to encourage specialized professional training.

Importance of the Indicator 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.

Source of evidence Staff profile, staff development activity reports.

INDICATOR 38 **The faculty and resources are accessible to the students for guidance and consultation.** (10)

Operational Definition Students feel confident in approaching the staff for guidance and consultation and perceive that there exists no institutional barrier that restricts them from meeting the staff or from utilizing the institutional resources when they need them.

Importance of the Indicator Apart from the structured inputs provided in the programme, students do need to consult the staff for clarifying their doubts and share their ideas. A teacher educator needs to play the role of a mentor and thus become a role model for the student teachers. The availability of staff and resources at short notice develops an ownership feeling among student teachers about the institution.

Source of evidence Students and staff.

INDICATOR 39 **There exists a concern and initiative for up gradation of professional skills and competency of staff.** (05)

Both the staff and the administration recognize that professional development is

<i>Operational Definition</i>	a continuous process and both show interest and concern in seeking professional development. The teacher educators do not feel that they are restricted from achieving professional development.
<i>Importance of the Indicator</i>	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.
<i>Source of evidence</i>	Staff development activity reports and records.

KEY AREA	STUDENT SUPPORT AND PROGRESSION	WEIGHTAGE
QUALITY ASPECT	<i>System Efficiency</i>	(15)
INDICATOR 40	The pass percentage of the programme (08) is satisfactory and consistent.	
<i>Operational Definition</i>	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.	
<i>Importance of the Indicator</i>	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.	
<i>Source of evidence</i>	Records of examination and result.	
INDICATOR 41	The reasons for dropout are acceptable and the dropout percentage of the programme is well within the expected limits.	(04)
<i>Operational Definition</i>	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.	

<i>Importance of the Indicator</i>	Students do have an idea of a quality institution and competent staff. Unless they have compelling personal reasons, students 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.
<i>Source of evidence</i>	Records of admission and examination.
INDICATOR 42	The institution shows concern for placement and a high percentage of products are employed in teaching. (03)
<i>Operational Definition</i>	The institution has a placement cell and provide placement related inputs and guidance for students. There exists a record of placements made by the institution and the wait period after completion of the programme is minimal.
<i>Importance of the Indicator</i>	A quality programme leads to a quality product. If the students do not have to wait for placement and if the schools come forward to conduct campus interviews and show interest in appointing the products even at a reasonable pay and wages, the programme can be considered as of high quality.
<i>Source of evidence</i>	Annual report, present and past students profile, records of placement cell.

QUALITY ASPECT	<i>Feedback Mechanism</i>	(20)
INDICATOR 43	The institution values feedback and a comprehensive feedback system is in place. (10)	
<i>Operational Definition</i>	There is no gap between performance and feedback and the feedback provided is comprehensive.	
<i>Importance of the Indicator</i>	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.	
<i>Source of evidence</i>	Staff and students feedback proforma and student records.	
INDICATOR 44	Relevant data/information are collected and collated for feedback. (05)	
<i>Operational Definition</i>	Feedback given is based on data obtained from more than one source. The information obtained from different sources is collated for arriving at a comprehensive feedback.	
<i>Importance of the Indicator</i>	The feedback data are both quantitative and qualitative by nature and 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.	

Source of evidence Staff and records.

INDICATOR 45 There are evidences to show that feedback is used for development. (05)

Operational Definition Feedback is not treated as a formal requirement of the programme. Both staff and students view that they are necessary for improvement and they are used for specific improvements leading to professional development.

Importance of the Indicator 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.

Source of evidence Staff and students feedback proforma and student records.

QUALITY ASPECT *Diagnosis and Remedial Programme* (25)

INDICATOR 46 There exists an interest in monitoring the progress/development of students, and a student monitoring system is in place. (10)

Operational Definition The staff perceives monitoring as an essential aspect of the programme and the institution has evolved and implemented an effective student monitoring system.

Importance of the Indicator 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.

Source of evidence Staff and monitoring records.

INDICATOR 47 Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation. (08)

Operational Definition The staff uses the monitoring system for identification of objectives not achieved satisfactorily. The findings are discussed in a forum created for the purpose, and decisions are taken on the remedial measures/adjustments to be made.

Importance of the Indicator 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 laid down procedure for planning and implementing remedial measures/adjustments to be made.

Source of evidence Staff, minutes and records.

INDICATOR 48 Institution plans and undertakes remedial programmes for needy students. (07)

Operational Definition There are instances when the needy students are provided with specially

designed inputs in the light of their learning difficulties and areas of poor attainment.

Importance of the Indicator 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.

Source of evidence Staff and students.

QUALITY ASPECT *Guidance and Counseling Service* (15)

INDICATOR 49 **Institution has a well structured, organised, proactive guidance and counselling unit.** (05)

Operational Definition The institution has guidance and counseling service, which is one of the student support services provided by the institute. Students are aware of and benefits from the service.

Importance of the Indicator 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 difficulties that are not possible to be addressed in a group. There is a need to provide individualized support depending on the nature and extent of problems confronting the students.

Source of evidence Staff and students.

INDICATOR 50 **The institution has qualified staff and faculty for providing guidance and counseling services.** (05)

Operational Definition The institution recognizes that guidance and counseling is a specialized service and it has on its roll persons who are qualified and trained for providing guidance and counseling.

Importance of the Indicator The teacher educators are not trained to undertake guidance and counseling activities and hence are not competent to provide such a service. It requires qualified staff who can plan and implement guidance activities and provide individualized counseling to the needy students.

Source of evidence Staff profiles.

INDICATOR 51 **Students perceive that the guidance and counseling service is comprehensive in its coverage of student needs and is useful to them.** (05)

Operational Definition Students use the guidance and counseling service voluntarily; they find the staff competent; and opine that the service takes into account their educational, socio-personal and vocational needs comprehensively.

Importance of the Indicator The reason for which one 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 development. 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.

Source of evidence Past and present students.

QUALITY ASPECT Admission Related Services (10)

INDICATOR 52 The admission notification of the programme is given wide publicity. (05)

Operational Definition The admission notification reaches all aspirants through a means that is easily accessible to them.

Importance of the Indicator There is a need to attract students from far and wide if the intake quality has to be high.

Source of evidence Admission notification and related correspondence.

INDICATOR 53 Students seeking admission have an access to current information about the programme and procedure. (05)

Operational Definition 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.

Importance of the Indicator Students have various choices before they decide to seek admission to a teacher

education programme. For choosing the institution the students look for details on the availability of various facilities and the quality of the services provided. For this the institution should post all the details on their website. Also all necessary information must from a part of the admission notification.

Source of evidence Admission notification, students.

QUALITY ASPECT Social, Cultural and Leisure Activities (15)

INDICATOR 54 The institution has infrastructure and facilities for social, cultural and leisure time activities for the students. (05)

Operational Definition The institutional infrastructure includes those necessary for social, cultural and leisure time activities of student teachers.

Importance of the Indicator One of the roles of a teacher is to plan and organize social, cultural and leisure time 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-growth.

Source of evidence Institutional infrastructure.

INDICATOR 55 The institution promotes active participation of the students in social, cultural and leisure time activities. (05)

Operational Definition The annual calendar of the programme includes social and cultural activities. Student groups and clubs are constituted for pursuing special interests and hobbies,

and students have time available to participate in these activities.

Importance of the Indicator

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 time activities are a part of the academic calendar and that students participate and contribute to them regularly.

Source of evidence

Students, annual report, records of clubs/associations.

INDICATOR 56

There exists a support network for social, cultural and leisure time activities of students. (05)

Operational Definition

The institution earmarks funds and assigns staff to plan and execute the social, cultural and leisure time activities through out the academic year. A report of such activities is also a part of the annual report of the programme.

Importance of the Indicator

The importance attached to an activity is indicated by the commitment of the institute in terms of funds and faculty time. An institution which is committed to provide social, cultural and leisure time activity inputs would not only have created facility required, but also would have made it a part of the annual plan by assigning funds, staff and programme time.

Source of evidence

Financial statement, annual report.

KEY AREA VI

ORGANIZATION AND MANAGEMENT

WEIGHTAGE

QUALITY ASPECT *Internal Coordination and Management* **(20)**

INDICATOR 57 **The institution clearly defines the objectives of activities, roles and functions of staff involved and they are made known to all concerned. (05)**

Operational Definition

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. The functions are assigned based on the competency and in agreement with the concerned staff.

Importance of the Indicator

When several activities have to take place, it is necessary to have a clarity regarding who will do what and how will it be done. If activity areas match with the competency and interest of staff responsible for them, the activities would be planned and implemented earnestly. Hence there is a need to decide the activities, the staff to organize them and make financial provisions.

Source of evidence

Staff activity chart, staff.

INDICATOR 58 **The activities are regularly monitored at different levels by the concerned. (04)**

Operational Definition

Meetings for stock taking, discussion and decision-making are held with the concerned staff and the student groups; the staff team; and the staff and management to plan, review and report on the activities.

Importance of the Indicator An activity, to be organized effectively, needs to be monitored at different stages and mid-term corrections made, if necessary. Hence, regular monitoring is an indicator of effective implementation of an activity.

Source of evidence Administrative Heads, minutes and circulars.

INDICATOR 59 **The institution communicates the information obtained on monitoring to all concerned for taking corrective measures leading to the effectiveness of activities and improvement.** (03)

Operational Definition The observations and decisions of monitoring teams are recorded and circulated to the concerned for follow-up action.

Importance of the Indicator Monitoring is a tool for corrective action. Corrective action is possible if the information of monitoring is available and used for subsequent action and improvement.

Source of evidence Records, circulars, staff.

INDICATOR 60 **The programme is administered by competent persons and is professionally managed.** (05)

Operational Definition The students and staff perceive those at different positions of administration as competent. Persons in position exhibit professionalism in their work.

Importance of the Indicator Leadership cannot be thrust upon. Those who have to follow a leader must accept and agree on the capabilities of the leader. Contentions create confusion. The leader on his part must know how to lead. A programme that is implemented at different levels, should have a sound administrative system.

Source of evidence Administrator profile, administrator, staff.

INDICATOR 61 **The institution exhibits gender sensitivity in all aspects of management.** (03)

Operational Definition The institutional rules, policies, provisions, and facilities show a concern for gender issues and incorporate gender sensitivity.

Importance of the Indicator An institution is for and run by both men and women. Traditionally, the rules, policies, provisions and facilities have favoured only one gender group. A quality institution is progressive and hence must exhibit gender sensitivity in all aspects of its management.

Source of evidence Administrator, staff and students.

QUALITY ASPECT *Academic Calendar* (15)

INDICATOR 62 **The institution has an academic calendar that reflects all the activities of the programme.** (07)

Operational Definition There exists an agreement between the annual academic calendar and the annual report in so far as the activities planned and organized are concerned.

Importance of the Indicator 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.

Source of evidence Academic calendar, annual report.

INDICATOR 63 **The activities contained in the academic calendar are for optimizing the educational achievement of students.** (08)

Operational Definition 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.

Importance of the Indicator 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.

Source of evidence Prospectus, annual report.

QUALITY ASPECT **Faculty Recruitment** (10)

INDICATOR 64 **The faculty recruitment is made by the institution in accordance with laid down procedure and attracts and appoints competent and qualified persons.** (04)

Operational Definition 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 similar positions.

Importance of the Indicator 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.

Source of evidence Recruitment notification, staff profiles.

INDICATOR 65 **The institution follows a selection procedure that is clear and transparent.** (03)

Operational Definition 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.

Importance of the Indicator 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.

Source of evidence Records pertaining to selection, staff.

INDICATOR 66 **The recruited staff has a pay and reward system that is at par with that of other institutions and as per government norms.** (03)

Operational Definition 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 attracting highly qualified and motivated staff.

Importance of the Indicator 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. In the long run the institution fails to attract and retain qualified and motivated staff.

Source of evidence Pay and reward statements, staff.

QUALITY ASPECT *Financial Governance* (25)

INDICATOR 67 **The institution has adequate financial resources to run the programme without any constraints.** (05)

Operational Definition The institution has adequate financial resources and there are no incidents of overdrafts, under payment and delayed payment or delays in fulfilling the commitments.

Importance of the Indicator 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.

Source of evidence Financial statements and documents.

INDICATOR 68 **The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.** (05)

Operational Definition The institution has a stated fee structure that is known to all. There are no incidents of collecting additional fees from the students.

Importance of the Indicator 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 amaze wealth.

Source of evidence Fee structure, statement of receipts, students.

INDICATOR 69 **The sources of income for the programme in particular and the institution in general are legitimate and known.** (05)

Operational Definition 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.

Importance of the Indicator 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 to all concerned.

Source of evidence Income expenditure, statements and related documents.

INDICATOR 70 **There exists a transparency in financial management of the institution in terms of income and expenditure.** (05)

Operational Definition The funds for the programme are not transferred to meet the expenditure other than those connected with the programme. The expenditure is budgeted under specific heads of accounts and is adhered to. The accounts are maintained on a day-to-day basis and all transactions are made through instruments of bank.

Importance of the Indicator 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.

Source of evidence Financial records and registers.

INDICATOR 71 **The income and expenditure of the institution are subjected to regular internal and external audit.** (05)

Operational Definition 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.

Importance of the Indicator A quality teacher education does not commercialize the programme or follow an unsystematic and unplanned financial transaction. Transparency in transactions creates a credible image and contributes to the democratic management.

Source of evidence Audit report and documents.

QUALITY ASPECT **Academic Quality and Management** (30)

INDICATOR 72 **The institution has mechanisms to undertake internal academic audit of the programme.** (10)

Operational Definition 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.

Importance of the Indicator Academic auditing is an essential process for generating feedback on the academic standard and quality of the programme provisions. It can act as the basis for

	identifying and implementing initiatives for improvement of academic quality.	
<i>Source of evidence</i>	Internal audit report, registers and documents.	
INDICATOR 73	The faculty are involved in the management of the programme and the institution.	(05)
<i>Operational Definition</i>	The institution believes in participatory management. There is a proper understanding between the instructional and management staff. Several managerial functions are assigned to staff members and they have functional freedom to undertake them.	
<i>Importance of the Indicator</i>	A quality teacher education programme is owned by the staff and is designed implemented and managed by the staff. Such an approach does not discriminate between the academic and administrative staff.	
<i>Source of evidence</i>	Work allocation chart, staff.	
INDICATOR 74	The institution uses a management information system for running the programme.	(08)
<i>Operational Definition</i>	The institution has evolved a management information system that is up-to-date and is used by the administration in management of the programme.	
<i>Importance of the Indicator</i>	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.	
<i>Source of evidence</i>	The management information system.	
INDICATOR 75	The performance of every faculty member is regularly appraised by the peers and the head of the department/unit/institution.	(07)
<i>Operational Definition</i>	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 used for providing feedback and performance improvement of the staff.	
<i>Importance of the Indicator</i>	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.	
<i>Source of evidence</i>	Staff appraisal reports, staff and supervisor.	

Note: Figures within brackets indicate the weightage for the Indicator/Quality Aspect

CONCLUSIONS

Over the years much data has been collected on the indicators for administrative purposes. Unfortunately it has neither been used for the purpose of quality improvement nor has been rigorously assessed for various dimensions of data quality such as accuracy, reliability and reproducibility. It is therefore essential that a formal process of acting on results be in place. Consideration of these recommended indicators by the institutions with a serious intention for quality improvement might result in good practices resulting in improved Teacher Quality.

Although the recommended indicators represents a good set of measures, it is important to recognize that these indicators will require considerable refinement over time and lot of contextualizing. In a way these indicators are the beginning of the benchmarking process - an identification of the aspects and processes to be addressed. On self-assessment by the institutions, these would highlight the perceived strengths and weaknesses. External assessors can use this indicators and the good practices in evaluating the institutions and the assessment agencies to develop a good practice database and establish benchmarks. The use of these indicators by the external assessors will make the assessment more context free and objective. It is envisaged that a provision of unblended data with public access will enable the performance of teacher education institutions to be opened up to greater public scrutiny and enhance

accountability. In terms of future it is the user's view that will be a critical driver behind any upgrades and further conceptual development.

A fairly strong association between teacher training and teacher effectiveness and learning efficiency, and adverse effects on the learner appear to be especially common after transitions. Quality of the teacher educators, participatory role of practice teaching school staff in the skill development process, and use of a core set of data in transition from one type of teaching to another are some of the areas on which we would like to work in future. Though development of a standard for a teacher training programme and benchmarking which would result in teacher effectiveness would be highly controversial, and would be especially difficult to do at the teacher education level, given the many differences between the teacher training programmes and school systems, we would like to attempt on it in future.

A N N E X U R E S

Annexure I
Format for appraisal of Quality of
Teacher Education

Indicator	Aspects / Areas which need improvement / strengthening / adjustments	Weightage	Score (in %)

Please record suggestions on inclusion of new indicators or elimination of uninformative indicators.

Depending on the need, the information /score of the indicators may be clubbed for getting data /information on each quality aspect or the key area.

Annexure II Format for Feedback on the Value of the Recommended Indicators

The following statements describe the recommended quality indicators for teacher education. You are requested to rate the indicators on the five point scale given below. You may rate the indicators considering the value of the data / information these indicators provide as a measure of the quality of a teacher education Institution and its programme. (1= of no relevance, 2=not adequate, 3=adequate, 4=good, 5=excellent)

No	Description of the Indicator	1	2	3	4	5
1	The programme implementation strategies and review.	OO	OO	O		
2	The entry requirements for the programme.	OO	OO	O		
3	Clearly laid down objectives of the programme.	OO	OO	O		
4	The duration of the programme is appropriate for achieving the stated objectives.	OO	OO	O		
5	Flexibility to incorporate emerging concerns and expectations from a teacher.	OO	OO	O		
6	Quality of the curriculum and allocation of time for transaction of theory.	OO	OO	O		

7	Sufficient time slots allocated for "institution level practices", "school based practices" and "whole school practices" and mechanisms to ensure adherence to it.	OO	OO	O		
8	Has a well-articulated scheme of assessment for the programme and ensures its communicated to all.	OO	OO	O		
9	Provides comprehensive inputs by incorporating the required experiences for achieving the stated objectives for realizing the vision.	OO	OO	O		
10	The basis for curriculum revision emerges from the need to achieve stated objectives effectively.	OO	OO	O		
11	Periodicity of curriculum revision and the extent of stakeholder involvement in the design process.	OO	OO	O		
12	The extent of publicity and communication of the programme requirements and transparency in admission process .	O	O	O	O	O
13	A comprehensive orientation on the institutional and programme aspects is provided to the fresher.	O	O	O	O	O
14	Quality of the pre-course induction programmes.	O	O	O	O	O

15	The institution emphasizes the use of interactive and participatory approach in the transaction of the curriculum.	OO	OO	O
16	The instructional processes are geared to develop reflective thinking.	OO	OO	O
17	Interconnectedness between various components of the programme.	OO	OO	O
18	The staff and students have access to information and use of technology.	OO	OO	O
19	Extent of pre-practice preparation and planning.	OO	OO	O
20	The school-based experiences are comprehensive and include experiences in performing various functions of a teacher.	OO	OO	O
21	Nurturance and mentoring of student teachers.	OO	OO	O
22	Inputs from practice teaching are used for feedback, reflection and follow-up.	OO	OO	O
23	The assessment and evaluation employed for improving the skills and enhancing competence.	OO	OO	O
24	The programme evaluation protocols are comprehensive in its coverage of objectives.	OO	OO	O
25	The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency.	OO	OO	O

26	Applies technology to facilitate a variety of assessment and evaluation activities of the programme.	OO	OO	O		
27	Students perceive that the faculty display the professional and human qualities of a role model of good practice.	OO	OO	O		
28	The faculty undertakes and uses research.	O	O	O	O	O
29	The institution encourages and makes provisions for innovative practice.	OO	OO	O		
30	The faculty undertakes development of instructional material.	OO	OO	O		
31	The instructional materials developed are employed in transacting the programme inputs and are institutionalized.	OO	OO	O		
32	The extension activities are need based and meet societal needs.	OO	OO	O		
33	There exists a preparedness for and incidence of extending service to other academic institutions.	O	O	O	O	O
34	The physical infrastructure of the institute is suitable and adequate for effectively implementing the programme.
35	The institution has sufficient resources for regular upkeep of the physical infrastructure.	OO	OO	O		

36	The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available and utilised on a regular basis.	OO	OO	O
37	The staff has the professional competency required for implementing the programme.	O	O	O
38	The faculty and resources are accessible to the students for guidance and consultation.	OO	OO	O
39	There exists a concern and initiative for up gradation of professional skills and competency of staff.	OO	OO	O
40	The pass percentage of the programme is satisfactory and consistent.	OO	OO	O
41	The reasons for dropout are acceptable and the dropout percentage of the programme is well within the expected limits.	OO	OO	O
42	The institution shows concern for placement and a high percentage of products are employed in teaching.	OO	OO	O
43	The institution values feedback and a comprehensive feedback system is in place.	OO	OO	O
44	Relevant data/information are collected and collated for feedback.	..	..	.

45	There are evidences to show that feedback is used for development.	O	O	O	O	O
46	There exists an interest in monitoring the growth of students, and a student monitoring system is in place.	..	..	.
47	Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation.	.	.	.	.	.
48	Institution plans and undertakes remedial programmes for needy students.	O	O	O	O	O
49	Institution has a well structured, organised proactive guidance and counselling unit.	O	O	O	O	O
50	The institution has qualified staff and faculty for providing guidance and counseling services.	OO	OO	O		
51	Students perceive that the guidance and counseling service is comprehensive in its coverage of student needs and is useful to them.	OO	OO	O		
52	The admission notification of the programme is given wide publicity.	O	O	O	O	O
53	Students seeking admission have an access to current information about the programme and procedure.	O	O	O	O	O
54	The institution has infrastructure and facilities for social, cultural and leisure time activities for the students.	OO	OO	O		

55	The institution promotes active participation of the students in social, cultural and leisure time activities.	OO	O O O
56	There exists a support network for social, cultural and leisure time activities of students.	OO	O O O
57	The institution clearly defines the objectives of activities, roles and functions of staff involved and they are made known to all concerned.	O O	O O O
58	The activities are regularly monitored at different levels by the concerned.	OO	O O O
59	The institution communicates the information obtained on monitoring, to all concerned leading to corrective measures for improving the effectiveness of activities.	O O	O O O
60	The programme is administered by competent persons and is professionally managed.	O O	O O O
61	The institution exhibits gender sensitivity in all aspects of management.	OO	O O O
62	The institution has an academic calendar that reflects all the activities of the programme.	O O	O O O
63	The activities contained in the academic calendar are for optimizing the educational achievement of students.	OO	O O O

64	The faculty recruitment is made by the institution in accordance with laid down procedure that attracts competent and qualified persons.	OO	OO	O
65	The institution follows a selection procedure that is clear and transparent.	O O	O O O	
66	The recruited staff has a pay and reward system that is at par with that of other institutions and as per government norms.	OO	OO	O
67	The institution has adequate financial resources to run the programme without any financial constraints.	OO	OO	O
68	The fee structure for the programme is transparent with least unexpected addition expenditure to be incurred by the students.	OO	OO	O
69	The sources of income for the programme in particular and the institution in general are legitimate and known.	o	o o o o	o
70	There exists a transparency in financial management of the institution in terms of income and expenditure.	OO	OO	O
71	The income and expenditure of the institution are subjected to regular internal and external audit.	O O	O O O	
72	The institution has mechanisms to undertake internal academic audit of the programme.	O O	O O O	

- 73 The faculty are involved by the institution in the management of the programme. OO O O O
- 74 The institution uses a management information system for running the programme. O O O O O
- 75 The performance of every faculty member is regularly appraised by the peers and the head of the department/ institution. O O O O O

Suggest any other indicators that you think would be useful for assessing the quality of the teacher education institutions and their programme provisions.

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About NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous organisation established in 1994, on the recommendations of the National Policy of Education (NPE) and its sequential programme of action (POA). It is the only external quality assurance agency for higher education 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 2558 colleges and 122 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 is focussed based on the following three major areas :



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 organisation solely concerned with the promotion and development of distance education and open learning. COL is helping to 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, 2003 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 members 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 based upon six areas of operation:

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