



REVISIT AND UNLOCK THE POTENTIAL OF TEACHER EDUCATION IN INDIA: A ROAD MAP

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Abstract

In this research article an attempt has been made to critically analyze the latest TeachR -Ranking and Accreditation Framework for TEIs (June, 2017) in Indian context. The main purpose of this framework is to evaluate the existing teacher education institutions on the basis of four components i.e. physical assets (Total score 10 out of 100), academic assets (Total score 20 out of 100), teacher & learning quality (Total score 30 out of 100) and learning outcomes (Total score 40 out of 100). On the basis of this evaluation, TEIs will be ranked and classified in one of four categories A, B, C, and D. Category A and B institutions comprise those fit to continue delivering teacher education. Category A institutions will be granted more independence over their functioning through a reduction in regulatory oversight. Category C and D institutions are those whose quality of education is found to be insufficient. While Category C organizations will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner. The main purpose of proposed TeachR framework for accreditation and ranking of TEIs has been created with a view to provide a regulatory environment that enables and encourages TEIs to strive for academic excellence. As TEIs improve, they will produce better teachers who will in turn drive improved learning outcomes for students across the country.

Keywords: NCTE, Ranking, Academic Input, Accreditation and Framework.



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Introduction

Education is a task tremendous in nature and must not be unevenly handle. It is education, on which depends the shape of a country's future and this warrants a sincere and honest trail at the hands of those who really matter. "The destiny of India is being shaped in her classroom" has been pointed out by Dr. Kothari Commission (1964-66) and to that it may safely be added that the destiny of these classroom is being shaped in the institution of education with committed teachers. Prof. HumayunKabir rightly stated "Without good teachers, even the best of system is bound to fail. With good teachers, even the defects of system can be largely overcome." So the teacher is of paramount importance in any system of education. They form a critical component and play a crucial role in the development of education system as a whole. Enlightened, emancipated and empowered teachers lead communities and nations in

their march towards better and higher quality of life. In this context NCTE, faced with a crisis of quality in the pre-service training of teachers, vide notification dated 28th April 2017, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years. Realizing the importance of teachers and teacher making institutions, recently NCTE has directed all TEIs of the country to fill online self-evaluation form (SEF), - “A ranking and accreditation framework for TEIs” before 31st August, 2017. The front page of TeachR document of NCTE contains the lines, “Our Teachers, Our Heroes”. All the TEIs who have not submitted the affidavit or show-cause are now required to log on to the TeachR portal and update the information they had submitted and provide additional information as indicated. Those TEI’s who did not submit the Affidavit or show cause is required to submit the affidavit and the additional information immediately. NCTE has been working with QCI to design and operationalize a new accreditation and ranking framework. This accreditation and ranking framework has been started first and implemented in the State of Bihar. This is in compliance of the orders of the Honourable Patna High Court in CWJC No. 9230/2016 Dr. B.R. Ambedkar College of Education vs. the State of Bihar and others.

Outline of TeachR Framework

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

- i. Physical assets:** Assesses the availability and optimal utilization of infrastructural facilities. Involves comprehensive on-site assessment of financial management, and infrastructure compliance. This will have a total score of 10 out of 100.
- ii. Academic assets:** Evaluates the compatibility of the curriculum with the vision and scope of the institute and steps it is taking to promote research and consulting while offering quality academic support to their student teachers and teacher educators. Resources such as teaching and learning materials (TLMs), qualifications of faculty and research output will be considered. Additionally, teaching and learning materials used

in classrooms, including unit plans, practice videos of student-teachers delivering classes used by the TEI will be uploaded on the sections designated for this on the National Teacher Platform (NTP) being developed by NCTE on behalf of the Ministry of Human Resource Development (MHRD) to understand the utilization of these TLMs. Moreover, to gauge the support given to students, there will be surveys run with current student-teachers and alumni of the previous year. There will also be a survey run with the schools hosting internships to assess the performance of student-teachers during their internship. This will have a total score of 20 out of 100.

- iii. **Teacher and Learning Quality:**Involves assessment of efforts made by a TEI to promote effective teaching-learning practices. These will be evaluated through peer review of audio-video recordings of classroom practices in the TEI. This will have a total score of 30 out of 100.
- iv. **Learning Outcomes:**Comprises the knowledge acquired by, and the larger impact on, the pre-service teachers studying in a TEI. It will be assessed through a standardized online proctored test administered to a statistically valid sample of student teachers from each TEI. The test will assess their attitude, skills, and knowledge (ASK) and assign a score which will be used to assign marks to a TEI and to compare the alignment of these scores to the marks the TEIs student teachers get in the internal exams. Besides the above two aspects, this section has three other components viz. the TET pass percentage over the last 2 years, placement percentage, and scores from the peer review of audio-video recordings of practice teaching by a statistically valid sample of student teachers. This section will have a total score of 40 out of 100.

Methodology

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

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

Till now, all information collected by NCTE at each of the above instances was maintained in five different databases by NCTE. None of these databases talked to each other. Therefore, the first step was to integrate all the databases with NCTE. This is now being done and TEIs

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are being given a chance to view and validate all the information held by NCTE about them. Besides, all teacher educators and student teachers in the country are being given a dedicated work space in the NTP which will, in turn, be linked to the TEI database with NCTE. This database will also have authenticated email ids, mobile phone numbers and Aadhaar numbers of all student teachers and teacher educators. It will be updated from time to time. The vision is to ultimately build this into a national teacher registry which can be used by schools to recruit quality teachers after seeing their body of work, including videos and for student teachers and teacher educators to showcase their work to whosoever they choose. The following are the steps required to be followed by a TEI to initiate the accreditation and ranking exercise:

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

Step 2: Successful Completion of Self-evaluation Form: Self-evaluation form will be accessible through the NCTE website: <http://ncte-india.org>. All the TEIs which have paid the registration fee will be required to provide their details in the SEF, which is to be accessed from the TeachR portal.

Step 3: Assessment Process: All TEIs who pass the Step 2 will be moved on the field verification stage where assessors trained, certified and retained by QCI will visit the TEI and verify all the claims made by the TEI in their SEF. If during this assessment it is found that a TEI has made false claims with respect to land, building, faculty availability and faculty qualifications, they will be issued a show-cause notice for closure on behalf of the regional committee and subject to the process described above for defaulters discovered at the step 2. One assessor will complete the document check of the assigned TEI in two days. The second assessor will be responsible for collecting feedback from three points of contact (POCs) in schools where the student teachers from the TEI have worked as interns. They will also take feedback from TEI students and members of the management committee. The evidence collected will be simultaneously uploaded through the mobile app by the assessors. The quality check team set-up in Delhi will monitor the data collected by assessors during the on-

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site assessment process. They will monitor the assessors on a real-time basis through telephonic calls and corroborate the collected data with the actual data. The AV recording team will provide prior intimation to each TEI about the date of their visit and readiness conditions if any. The TEI will ensure that all the teachers are given instructions to be on time for the recording, along with a government-issued photo ID cards, preferably an Aadhaar card.

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

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

Step 4: Ranking and Accreditation: TEIs will be classified in one of four categories outlined below:

Categories	Definition
A.	TEIs that meet all the requirements for being classified as Category B but get an aggregate score that qualifies it to be classified as category A. Going forward, the aim is to free category A TEIs from regulatory requirements, with respect to faculty, land, building, student numbers etc., as long it submits its SEF each year in which there is evidence of a TET pass percentage which is not less than 70% and a placement/higher education enrolment percentage that is not less than 65%.
B.	TEIs which fulfil all the land, building, faculty and faculty qualification criteria and obtain both the benchmark score for each section and in the aggregate for category B.
C.	TEIs who on verification are found to have fulfilled the criteria for land, building, faculty and faculty qualifications but score poorly in aggregate score for all 4 sections or fail to get minimum score in each section will be categorized as C. Category C TEIs will be given a chance to resubmit a revised SEF within 12 months of its notification as a Category C TEI provided it submits a monthly action plan with milestones and success criteria along with the accreditation fee of Rs. 1, 50,000. This action plan should detail a set of measures that the TEI proposes to take in each month and the metrics for verifying the same. This action plan should be one that has the scope to classify the TEI as Category B.
D.	TEIs who on verification do not fulfil the necessary criteria for land, building, faculty and faculty qualifications. These TEIs will

	be required to shut down with immediate effect.
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Who Will Apply: Any institution - DIET, college or university department - offering NCTE recognized teacher education qualifications in all States and UTs of India (except Jammu & Kashmir) is required to submit annual performance data to NCTE. Each will be assessed individually. All TEIs will be subject to a surprise inspection, and planned AV recordings of all teacher educators (described in section: overview of framework) regardless of whether they have submitted the completed SEF or paid the fee. For planned AV recordings, the TEI will be notified in advance of the date of recording and will need to ensure that all teacher educators are present on that day and slotted in the time table to take classes. Those TEIs whose SEF is incomplete and/or fee is not paid will receive a negative mark that will lead to being placed in category C or D in the ranking and accreditation framework (see section: methodology, step 4). Certain high-performing TEIs may choose to opt out of being assessed on their academic assets and teaching and learning quality (pillars 2 and 3 of the framework outlined above). However, on doing so they will lose the opportunity to be ranked. They will still be categorized A, B, C or D as described in the methodology section above, but the weightage assigned to pillars will be 10% to physical assets and 90% to learning outcomes⁷. The high-performing TEIs eligible for opting out will be those that are listed in the top 200 colleges or the top 200 universities in the National Institute Ranking Framework (NIRF) 2017 of the Ministry of Human Resource Development (MHRD). This exemption would apply only to the education department of the university or college listed, and not any affiliated colleges. For e.g. an exemption may be sought by The University of Delhi for its own department of education. This would not apply to any of its affiliated colleges.

Conclusion

The proposed TeachR framework for accreditation and ranking of TEIs has been created with a view to provide a regulatory environment that enables and encourages TEIs to strive for academic excellence. As TEIs improve, they will produce better teachers who will in turn drive improved learning outcomes for students across the country. This replaces the old arrangement where only the critical minimum inputs to set up and run a TEI were insisted upon. The new framework recognizes these critical minimum inputs, but emphasizes the quality with which these and other inputs are used in teaching, as well as how effective they are in helping student teachers learn better. Specifically, it comprises four pillars: (i) physical assets, (ii) academic assets, (iii) teaching and learning quality, and (iv) learning outcomes.

The latter two pillars now account for 70% of a TEI's score. The data for TeachR will be collected through a self-evaluation form to be submitted by the TEI, the form for which will be released on the TeachR website. Items which simply require verification of facts will be checked through on-ground assessments. Items which require qualitative analysis will be reviewed remotely by a peer review panel. Institutions will be categorized as A, B, C or D. Category A and B institutions comprise those fit to continue delivering teacher education. Category A institutions will be granted more independence over their functioning through a reduction in regulatory oversight. Category C and D institutions are those whose quality of education is found to be insufficient. While Category C organizations will be granted one year to meet the necessary standards, Category D organizations will need to stop admitting new students immediately and shut down in an orderly manner. Through periodically conducting ranking and accreditation, NCTE will ensure that the incentives for TEIs to improve will continue to exist. This will help ensure that the impact of systemic change of teacher education is cemented.

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