



# TRAINING INSTITUTIONS RANKING ASSESSMENT

Package Number : M4C007



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## 01 Context

Recognizing the importance of Institutional Assessment and Accreditation, the University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 for the assessment of higher education institutions, including Teacher Education Institutions (TEIs), which form part of the Higher Education System. These institutions offer degree-level programmes in education like B. Ed., M. Ed., B. P. Ed. and M. P. Ed. The NAAC has been doing assessments of these TEIs for which it had signed an MoU with the National Council for Teacher Education (NCTE). (Quality Council of India (QCI), 2014)

Accreditation has been made mandatory for all TEIs including the institutions offering Diploma level Programmes meant for preparing teachers for the preschool or elementary stages of Education.

There are five such programmes, namely, Diploma in Pre-School Education (DPSE), Diploma in Elementary Education (D. El. Ed.), and Diploma in Physical Education (DPED), Diploma in Art Education (Visual Arts) and Diploma in Art Education (Performing Arts).

Since these programmes do not form a part of Higher Education sector and, therefore, are not under the purview of NAAC, the NCTE has signed an MoU with Quality Council of India (QCI) to the effect that the QCI shall undertake the responsibility of the assessment and accreditation of TEIs offering the above mentioned five programmes.

This document captures a training institute assessment designed and disseminated by Mantra4Change in collaboration with the Directorate of Research and Training, Education Department, Bihar in 2021, based on the criteria given by QCI. This was undertaken by 66 TEIs as a self assessment for 6 months between December 2021 and May 2022.

The assessment was led by the Directorate of Research and Training (DRT) of Bihar and supported by Mantra Social service (Mantra4change). The users of the assessment were the TEI Principals or Principals in charge. The assessment is aimed at improving the accountability of the TEI principals through a series of monthly assessments and thereby effectively gauging the needs for institutional improvement.

As a result, TEI Principals along with the TEI staff become capable of co-designing and implementing institutional improvement projects for their respective training institutions, aligned to the needs of the institution. This strengthens various competencies such as teaching-learning, effective instruction, and smooth governance of pre-service teachers who are part of those institutes who then become capable of providing an improved learning experience for the children inside their classroom.

# हिन्दुस्तान

## राज्य के शिक्षक प्रशिक्षण संस्थानों की हर माह होगी ग्रेडिंग

**पटना | हिन्दुस्तान न्यूज**

बिहार के सभी 66 राजकीय शिक्षक प्रशिक्षण संस्थानों के बीच अब आगामी प्रतिस्पर्धा होगी। यह प्रतिस्पर्धा बेहतर शैक्षणिक माहौल से लेकर पठन-पढ़ान और आधारभूत संरचना समेत कम्प्लेक्स परिसर को लेकर शुरू भी हो गई है। इसको समीक्षा भी आरंभ हो गई है। दिसम्बर से ही अक्सरेकन आधारित संस्थागत प्रेमपर्का के मुलाबिका इन संस्थानों पर राज्य सरकार के शिक्षक विभाग के शोध प्रशिक्षण निदेशालय ने नजर रखनी आरंभ कर दी है। हाल ही प्रदर्शन के आधार पर इन संस्थानों की ग्रेडिंग भी जारी कर दी गई है।

शोध प्रशिक्षण निदेशक डॉ. विनोदचंद्र झा ने बताया कि नैक के माह

संस्थानों के आधार पर सभी शिक्षक प्रशिक्षण महाविद्यालयों को हर माह समीक्षा दिसम्बर से ही आरंभ करते हुए इनकी ग्रेडिंग भी जारी कर दी गई है। सभी पांच स्तरों को ध्यान रखते हुए विभिन्न पांच स्तरों पर चले टैपर्स ट्रेनिंग कॉलेजों की सूची जारी कर दी गई है। प्रथमिक शिक्षक शिक्षक महाविद्यालय महेंद्र, पटना को सर्वोच्च जर्नल प्रथमिक शिक्षक शिक्षक महाविद्यालय, घोषपुर, मधुबनी को सबसे निचले स्तर पर पांच ग्रेड है। टैपर्स को बह रिपोर्ट खूब संस्थानों द्वारा भरी गई सूचनाओं के आधार पर जारी हुई है। इसका मुख्य आधार वर्ग कक्ष में प्रशिक्षु शिक्षकों के बैठने की व्यवस्था, जैम पोर्टल के इन्फोर्मेशन, अक्सरेकन का उपयोग, निम्न प्रशिक्षण एवं नवाचार को बनना

नैक के मानक	दिसम्बर की रिपोर्ट में पांच टॉप ट्रेनिंग कॉलेज आंके गए	पांच कमजोर राजकीय प्रशिक्षण संस्थान
<ul style="list-style-type: none"> <li>मना कॉर चेंज ने दिसम्बर से ही अक्सरेकन की ग्रेडिंग</li> <li>इससे ट्रेनिंग कॉलेजों में बड़ी परिवर्तित, बेहतर होगी गुणवत्ता</li> <li>पांच श्रेष्ठ व पांच कमजोर ट्रेनिंग कॉलेजों की हुई घोषणा</li> </ul>	<ul style="list-style-type: none"> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, महेंद्र</li> <li>अध्ययन शिक्षा महाविद्यालय, भायलपुर</li> <li>जिला शिक्षा व प्रशिक्षण संस्थान, गढ़वा</li> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, मैरुह सिधन</li> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, सिधपुर, बेंगलूर</li> </ul>	<ul style="list-style-type: none"> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, घोषपुर, मधुबनी</li> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, सुखनन, मधेपुरा</li> <li>प्रथमिक शिक्षक शिक्षा महाविद्यालय, सुरसुख वैशाली</li> <li>जिला शिक्षा व प्रशिक्षण संस्थान, सिधन</li> <li>जिला शिक्षा और प्रशिक्षण संस्थान, लखीसराय</li> </ul>

गया है। विदित हो कि शिक्षा विभाग ने राज्य के सभी डाक्टर, ब्यूट, टीचर्स ट्रेनिंग कॉलेजों में शैक्षणिक माहौल सुस्त करने के लिए हाल ही ग्रेड फोर चेंज के साथ कारगर किया है और इस संस्थान ने सभी 66 ट्रेनिंग कॉलेजों को बेहतर के लिए कार्य करना भी आरंभ कर दिया है। चूंकि नई शिक्षा नीति में शिक्षक प्रशिक्षण संस्थानों के निर्माण कई महती कार्य संघटित होने हैं। ऐसे में राज्य के इन कॉलेजों की मासिक ग्रेडिंग को एक बेहतर तरीके पर ध्यान माना जा रहा है। हर माह सभी 66 कॉलेजों की निदेशक के नजर से समीक्षा भी जारी दिखेंगे एक साथ कर रहे हैं, जो निचले कई माह से की जा रही है।

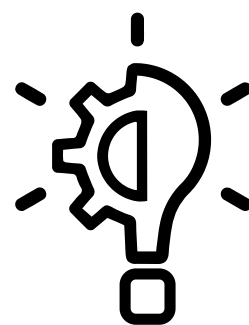
## 02 Problem Statement

Student learning and progress is dependent on the quality of the teacher, their learning, and their commitment to excellence. In this regard, ensuring quality teacher training is the responsibility of the training institutions. Once training institutions are strengthened and empowered to provide and sustain quality teacher training and excellence, a cadre of motivated and knowledgeable teachers will lead continuous self, student, and school improvement. To do this, it becomes imperative for the training institutions to first understand what constitutes quality pre-service teacher training and secondly provide the required facilities, resources, and support to ensure quality teacher training and practice.

The problem statement we are addressing here is:

*Absence of a mechanism to ensure continuous assessment and improvement of Teacher Education Institutions*

## 03 Solution



“The assessment of an Educational Institution is widely recognized as a tool for improving its quality. The outcome of assessment enables the concerned institution to design and execute appropriate interventions to enhance the quality of its effectiveness “ (Quality Council of India (QCI), 2014)

To accelerate the process of assessment and accreditation of TEIs, NCTE has stipulated that an institution which has been recognised by the National Assessment and Accreditation Council shall obtain accreditation from an accrediting agency approved by the Council within five years of such recognition.

The Quality Council of India (QCI) has developed the following criteria for the assessment and accreditation of teacher education programmes in the preschool and elementary education sectors:

- i. Curriculum Enrichment and Diversity
- ii. Teaching-Learning and Assessment of Learning Outcomes
- iii. School Internship
- iv. Research, Development and Extension
- v. Infrastructure and learning resources
- vi. Student Support System and Progression
- vii. Governance and Leadership



In order to increase the familiarity of the training institutions to a routine-led, scaffolded, virtual and comprehensive self-assessment in these areas, a monthly ranking assessment can be leveraged.

It is important to note that this assessment is intended to provide the institutions with a sense of direction and understanding of their current status and subsequent areas of improvement. Since it is in the self-assessment format, it is not intended to inspect or scrutinise the institutions and their work.



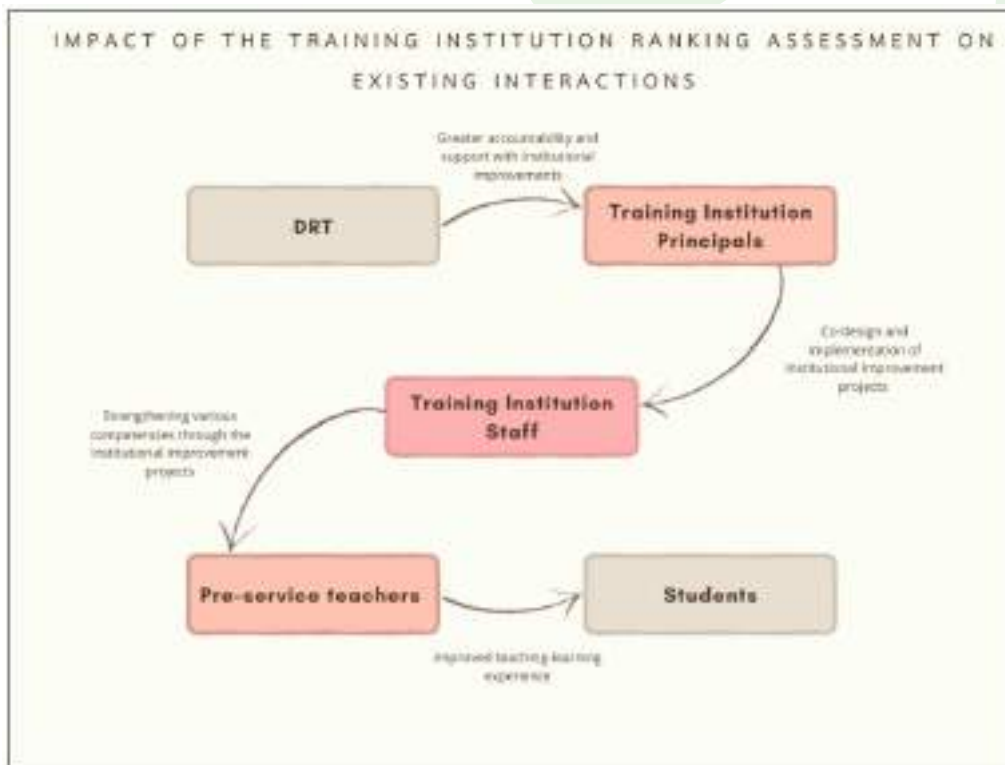
## Purpose and Objectives

- To increase the familiarity and comfort of the Training Institution Principals in taking a self-assessment online.
- To provide the institutions with a clear understanding of their current status, progress, and areas for improvement.

### 04 Roles & responsibilities

Different stakeholders are involved in implementing the solutions. Here are the main responsibilities of the stakeholders:

Stakeholder	Responsibilities
CSO	<ul style="list-style-type: none"><li>• Discuss and finalize the training institution assessment template, processes and frequency with the department</li><li>• Set up review structures for monitoring and evaluation of the program</li><li>• Orientation and support to the TEIs in undertaking the assessments either directly or through the Directorate of Research and Training or other state institutions</li><li>• Create platforms for TEIs to share challenges and best practices</li></ul>
Directorate of Research and Training	<ul style="list-style-type: none"><li>• Lead the initiative at the state level</li><li>• Conduct review meetings for TEIs based on monthly assessment</li><li>• Provide support to the TEIs for undertaking assessment and improvement initiatives through field visit or other forms of capacity building</li></ul>
Principal, Teacher Education Institutions	<ul style="list-style-type: none"><li>• Undertake assessments on a monthly basis</li><li>• Plan and conduct institutional improvement initiatives based on the assessment</li><li>• Track and share improvements to Directorate of Research and Training</li></ul>



*Fig. Representing the interaction between stakeholders who would be the beneficiaries of the solution.*





## 05 Steps to Implement the solution

### **STEP 1: Decide on the medium and frequency of assessment**

The assessment would be rolled out via a Google Form or DIKSHA. DIKSHA is good for large-scale implementation and data capturing. It is also an initiative by the government for education, and all education functionaries have already been using it. In some cases, Google Forms maybe preferred where time is much lesser or credentials for users/creators are not ready. Through discussions with the state department, align on which platform would work best.

The general frequency of the assessment should be between 6 to 12 months to visualise impact and also give time to the Institutions to get familiarised with this mode of assessment.

The Bihar team created and circulated the assessment via Google Forms because most of the Training Institution Principals were familiar with filling forms on Google Forms.

### **STEP 2: Finalize the assessment**

Conduct a meeting with the DRT to discuss and finalize the assessment.

To decide the weightage of each criterion, one could refer to the QCI breakdown of marks and divide that across the indicators. Once the questions and weightage are assigned, the assessment can be designed on Google Forms/DIKSHA. Ensure that the marks are added to each question, and the questions are organised in a logical flow.

Once the assessment is ready, share it with the department who will be circulating the assessment for review.



Click/Scan to access the TEI assessment created in Bihar



Click/Scan to see the breakdown of the QCI Criteria and Sub-Criteria into Indicators, the proposed weightage and how it was modified for Bihar

The Bihar team co-decided the indicators in a joint meeting with the Director and Vice-Director of the DRT, Bihar. These indicators were chosen on the basis of the state's priorities and indicators that would provide concrete data on institutional development. This breakdown is attached here. (Fig 1.1)

To decide the weightage of each criterion, one could refer to the QCI breakdown of marks and divide that across the indicators. This breakdown can be found here. (Fig 1.2)

Alternatively, the weightage could be co-decided by the state and the team, which is what the Bihar team did. Since the indicators were already co-decided by the state and the team, the weightage assigned to each indicator was also co-decided by these actors. The weightage was assigned in order of priority: areas that were of higher priority for the state were assigned higher values. For eg: Ensuring teacher attendance was a higher priority for the state after the COVID-19 pandemic; hence the department assigned 6 marks to this indicator. You can find this weightage here. (Fig 1.3)

Once the questions and weightage are assigned, the assessment can be designed on Google Forms/DIKSHA. Ensure that the marks are added to each question, and the questions are organised in a logical flow.

The Bihar team shared the form for feedback with the Director, who shared his feedback in terms of marks assigned and the wording of the questions.

### **STEP 3: Orientation on the program and circulation of the assessment**

Once the assessment is reviewed and ready, It can be shared with the TEI principals after orientation on the purpose and processes of the intervention. After that, the assessment can be shared with the Institutions with a few guidelines. The guidelines can include instructions on taking the assessment and timelines.

The Bihar team shared the assessment with the Institutions via Whatsapp on their Whatsapp groups along with a few guidelines. This is the guidelines message shared by the Bihar team:

*This is a monthly Assessment format for teacher education institutions. It is a preliminary process based on the Quality Council of India's (QCI) Indicators as prescribed by the National Council for Teacher Education (NCTE). The assessment will help you in understanding where your Institution stands with respect to the expectations of the Department. It will help you understand the areas your Institution needs improvement or support. The Indicators and sub-indicators will further be added with an objective to prepare the institutions for accreditation by NCTE in future. It will also give us direction to all the future interventions in teacher Education Institutions. The information received from this form will be the basis of the ranking for January, 2022.*

*This assessment is development-oriented and is not intended to take any disciplinary actions against your Institution. Please give your honest feedback on the assessment.*

The assessment should ideally be completed within 1-2 days of receiving it. This instruction can be shared in the guidelines as well. This step should be repeated for all subsequent months.



#### **STEP 4: TEIs conduct the assessment**

The Principals of TEIs conduct the assessment within the stipulated time.

#### **STEP 5: Set up support structures for TEIs**

Set up support structures for the TEIs through which they can solve technical or other process-related problems. This can be done through WhatsApp groups or in the form of asynchronous, recurring peer learning spaces.

#### **STEP 6: Analyse the data**

Once the Institutions send their responses, the data should be analysed to draw trends, conclusions, recommendations, and next steps.

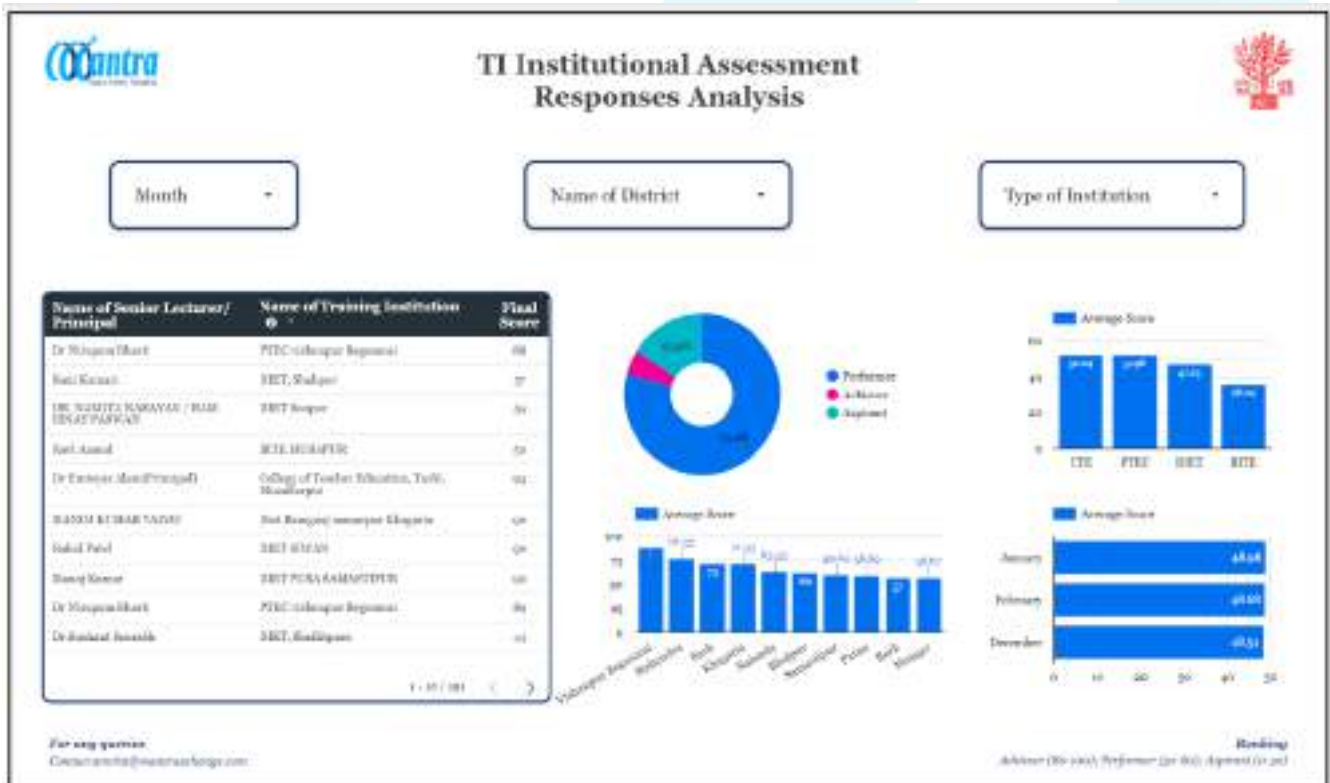


The Bihar team analysed the data on the following points:

1. Number of responses
2. Rankings of each institution
3. Average score of all institutions on each of the QCI criteria
4. District wise average rankings

Based on the rankings of each institution, the Bihar team ranked the Institution in 3 categories: Performer, Aspirant, Achiever. This was done to avoid mislabeling the Institutions and creating unnecessary comparisons.

- Achievers are Institutions who score marks between 80-100
- Performers are Institutions who score marks between 30-80
- Aspirants are Institutions who score marks between 0-30



Sample Dashboard for capturing details of TEI assessment

## STEP 7: Validate the data

Once the data is collected and analysed, it would also be important to validate the data shared and collect more insights for the program. This could be an ongoing process through the months. The data could be validated through the following modes:

1. Interviews- phone call/in-person interviews to understand their experience of taking the assessment and areas of support.
2. Field Visits- in-person visits to the training institutions to evaluate the institutional improvement projects, share appreciation, and decide next steps
3. Focus Group Discussions- in-person group discussions with 8-10 Training Institution principals to understand their experience of taking the assessment, share their institutional improvement plans, and brainstorm solutions to possible challenges.

Surveys: Google form feedback surveys. The Bihar team rolled out a feedback survey after 5 months of the monthly assessment. Questions were checked for the Institutions' experience of taking the assessment and future recommendations.



Click/Scan to access a sample survey form

## **STEP 8: Monthly review of TEIs**

Once the data has been collected and analysed, the scores of the monthly assessment should be shared with the Institutions every month. This could be done in a monthly meeting with the Director of the DRT and all the Training Institution Principals. These review meetings can also be a space for the participants to share the improvement initiatives undertaken by them and understand best practices undertaken by other institutions. It can help integrate institutional assessment as a part of their routine and also serve as an avenue for motivating the stakeholders.

The Bihar team has instituted monthly review meetings with the Director of the DRT and all the Training Institution Principals that are held at the end of every month, wherein the ranks of the assessment are shared with the Institutions.



## **STEP 9: Strategic planning and the way forward**

Based on the progress of the TEIs and priorities in the state, the assessment can be modified to include other criteria mentioned in QCI. This can be done at a frequency identified in discussion with the department.

## 06 Resources Required

**Human resources** to create the tool and provide assistance to TEIs



**Budget** to conduct regular review meetings and school visits

Access to different **platforms** to host the assessment



Data **dashboard** for data analysis and visualization

## 07 Outputs

Some outputs to monitor:

**Number of TI Principals who take the monthly ranking assessment**

**Number of TI Principals who share feedback on the assessment**

**Spaces for data analysis of the monthly rankings**

**Ranking the institutions into a performer, achiever, and aspirant categories**

**Circulation of the ranking assessment scores with the institutions**

Core implementation level (District)	Supporting Implementation and Enabling decisions level (State)
<ul style="list-style-type: none"> <li>• TEI Principals have a clear understanding of their institution's current status and areas of improvement</li> <li>• TEIs take initiatives to drive institutional improvements in their institutions</li> <li>• TEIs take efforts to promote teamwork in the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• The state actors have a clear understanding of the institutions' current status and areas of improvement</li> <li>• The state supports the institutions in driving institutional improvements</li> <li>• State &amp; district functionaries effectively use data to analyse trends and drive decisions</li> <li>• Support structures created for districts to undertake assessments and help them in creating Training Institute improvement plans and practices based on that</li> </ul>

After 6 months of implementation in Bihar, nearly 50% of the respondents from the Bihar Pilot felt that the Ranking Assessment helped them completely understand which areas they needed to work on to drive their institutional development, while 32% marked their understanding at a level 4. Only 6% of the respondents felt that the assessment did not help them understand their areas of improvement. 50% of Institutions felt comfortable in leading an Institutional Improvement Project after taking the Ranking Assessment

Almost all of the Principals have reported various improvements brought about in their institutions after participating in the ranking process such as improvement in attendance, regular classes, cleaning, time management, administrative management, curricular and co-curricular activities, and improvement of NCTE parameters.

There has also been extension of activities of the college, preparation of academic calendar, forming counselling and redressal cell, release of quarterly magazine, continuous work in teacher education, infrastructure development and celebrating Safe Saturday programmes.



## 09 Impact Parameters

- Improvement in the teacher education programmes in the pre-school and elementary education sectors in the domains of Curriculum Enrichment and Diversity, Teaching-Learning and Assessment of Learning Outcomes, School Internship, Research, Development and Extension, Infrastructure and learning resources, Student Support System and Progression and Governance and Leadership
- Future(pre-service) teachers have stronger competencies and skills to deliver content effectively
- Pre- service Teachers have access to effective resources and spaces for teacher training
- Teachers have opportunities to practise their skills and training in schools before joining the field
- Students experience a better teaching-learning environment



## 10 Risks and mitigation

- Data filtering and marking can be very difficult if done manually. Automating this process can save time and effort as it is a recurring process.
- This assessment may be seen as an additional work for the TEIs. To make this a part of their regular structures, it needs to be synced with department's process. For eg: Include the DRT in the planning and implementation process and align it to their goals of TEI improvement. If there is a monthly meeting between DRT and TEIs which is already happening, the discussion can become a part of the existing meeting structure
- QCI framework has many areas and therefore focussing on all may be overwhelming for the stakeholders. Areas can be identified on a recurring basis and weightage can be re-allocated based on the context
- Some TEIs may find difficulty in navigating the assessment. Ensure that support is provided through orientation, technical team, field visits etc
- Assessment may be seen as a data collection and monitoring exercise. To ensure that the focus is on institutional improvement, support needs to be provided to prioritize areas of improvement in each TEI and initiatives for addressing them



## 11

## Glossary

- DIKSHA: Digital Infrastructure for Knowledge Sharing, an initiative of the GoI, and is accessible online at <https://diksha.gov.in>
- Impact: Long-term (7-10 years) changes in the system's condition (socio-economic, civic, environmental) or how it operates.
- Outputs: Direct products of program activities usually measured on an ongoing, immediate basis.
- Outcomes: Specific changes in program participants' behaviour/mindsets/skills measured either in the short-term (1-3 years) time frame or a mid-term (4-6 years) timeframe.
- B.Ed: Bachelor of Education
- BPEd: Bachelor of Primary Education
- DRT: Directorate of Research and Training
- M.Ed: Master of Education
- MOU: Memorandum of Understanding
- MPED: Master of Primary Education
- NAAC: National Assessment and Accreditation Council
- NCERT: National Council for Education Research and Training
- NCTE: National Council for Teacher Education
- QCI: Quality Council Of India
- TEI : Teacher Education Institutions
- UGC: University Grant Commission

## 12

## Reference

1. Welcome To NAAC. (n.d.). [http://naac.gov.in/index.php/en/Quality Council of India \(QCI\)](http://naac.gov.in/index.php/en/Quality%20Council%20of%20India%20(QCI)). (2014).
2. Assessment And Accreditation Of Pre-Service Teacher Education Programmes: A Framework. <https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/Accreditation-Framework.pdf>. Retrieved November 7, 2021, from <https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/Accreditation-Framework.pdf>



### **About Mantra4change**

Founded in the year 2013, Mantra stepped into the ecosystem with a vision to transform Public Education in India. The idea and belief in the development of educational leadership that inspired us to initiate our work in Karnataka with 3 schools in 2014 have now become a game changer in 5 States with 284000+ education leaders who are transforming the reality of 266000+ schools in India. While committed to constant innovation, we formulate and implement programs across the school, cluster, block, state, and ecosystem levels, envisioning an enriching learning experience for millions of children in India.

### **About Edumentum**

EduMentum is Mantra's program for non-profits in the education sector focused on nurturing young social entrepreneurs to build contextual solutions to achieve systemic education transformation. While building strong communities of civil society organizations, EduMentum facilitates collaboration and knowledge sharing to nurture a community of education organisations focused on systemic school improvement.