

MHRD

Department of Higher Education

Summary record of the discussions of the Meeting on Teacher Education held on 08.02.2016 under Chairpersonship of Hon'ble Minister of Human Resource Development with State Education Ministers and State Education Secretaries

A Meeting of the State Education Ministers and State Education Secretaries on Teacher Education was held under the Chairpersonship of Hon'ble HRM on 08.02.2016 at New Delhi. The meeting was attended by Shri R. S. Katheria, MoS(HRD), Education Ministers of 12 States, Representatives of 28 States and Union Territories and heads of various autonomous organizations. Shri V.S. Oberoi, Secretary, Department of Higher Education, Dr. S.C. Khuntia, Secretary, Department of School Education and Literacy along with other senior officials of the Central and State Governments were also present in the meeting. The list of participants is at **Annexure I**.

2. The Meeting commenced with the screening of 2 short films on "Seema Darshan" & the students of Kendriya Vidhyalaya, Navodaya Vidhyalaya, Bal Bhavan shared their experiences. The unique experience of Seema Darshan which is the first of its kind, a collaborative initiative of MHRD, the Ministry of Defence and Ministry of Home Affairs was appreciated by the Ministers. Under Seema Darshan, 85 children from KVS, NVS, and from Bal Bhavan from across the country were exposed to the opportunity of visiting the international borders of the country between 22nd and 26th January 2016. This was followed by the release of NCERT book titled "VEER GATHA" by the Hon'ble HRM. VEER GATHA is a collection of patriotic stories of 21 brave hearts who were awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal, since 1947.

3. Hon'ble HRM welcomed all the State Education Ministers and officials from the States. She briefly spoke on the background of the Seema Darshan films and appreciated the students for sharing their experiences on their visit to our borders and interacting with our armed forces who are tirelessly

protecting our borders. She also spoke on the Veer Gatha series and hoped that the stories of valour of Param Vir Chakra awardees will inspire our students. She desired that through SCERT, these books will be made available to all States. Schools can be encouraged to organise essay and elocution competitions on these series so that more awareness is created among our students.

3.1. HRM also raised concern about the findings of a survey that was carried out on English teachers in Punjab which put the teacher skills in a negative light.

3.2. HRM gave a brief overview on the agenda items that were being presented before the House by the invited experts. She explained the rationale for starting a 20 week internship programme in Govt. Schools for Teacher Education programmes which was being covered by Prof. J. S. Rajput, Former Director, NCERT. The pros and cons of Teacher Eligibility Test (TET) to be presented by Ms. Indu Prasad, Azim Premji Foundation. Similarly, the experience of National Eligibility Test (NET) for higher education faculty to be covered by Dr. V.S. Chauhan. The repurposing of Human Resource Development Centres (HRDCs) to be handled by Prof. D.P. Singh, Director, NAAC. The issue of Academic Leadership and Educational Administrators to be covered by Shri V.S. Oberoi, Secretary, Dept. of Higher Education MHRD. She informed about the National Indian Ranking Framework (NIRF) which will be operative from April, 2016 and explained that this kind of grading framework for teacher education institutions will help each State to assess at what juncture their teacher education institution stands and what interventions are needed to strengthen those institutional structures. Dr. Surendra Prasad, Chairperson NBA, will today present that topic. One of the basic issues with regard to education which is teachers and training of our teachers is today hopefully is going to be addressed in the first presentations which is how do we leverage the retired teachers. The topic of Leveraging retired teachers to be taken up by Smt. Rina Ray, Addl. Secretary,

DoSE&L, MHRD. HRM stated that many of the Education Ministers and Education Secretaries had told her of the need for remedial coaching as a support for children lagging behind in certain subjects, suffering from language challenges and other barriers. She hoped that following the presentation of these topics productive discussions and deliberations will help the Centre and the States to combine their efforts to reach some conclusive decisions and prepare a framework of action.

4. This was followed by the presentations on the agenda items:

- Leveraging retired teachers
- Internship in Govt. Schools for Teacher Education programmes
- Teacher Eligibility Test (TET)
- National Eligibility Test (NET)
- Human Resource Development Centres (HRDCs)
- Academic Leadership and Educational Administrators
- Grading Framework for Teacher Education Institutions

The copies of these presentations are at **Annexure II-A-G**.

5. Hon'ble MoS(HRD)- Prof. R.S. Katheria stated that the crux of the discussions today is to address issues about the future generations and hence it is about the future of the country. The society will reflect what the teacher is. He stated that the realities on ground are quite different from what is ideally visualised. He expressed concern about the kind of education that children in rural areas are receiving. There is need to inculcate and awaken teachers to the social and national responsibility of educating children. He felt that while many of the teachers are role models there are teachers also who do not fulfil their desired responsibilities. He shared the experience of an inter-college in Agra which has an enrolment of over 1000 students and examinations are conducted without any invigilation with no instances of copying, which is reflection of inculcation of right values in the students. He hoped that after the day's discussions and deliberations on this extremely critical area of teacher education, the State and the Centre together can bring out some concrete suggestions and plan of action.

6. Shri Ram Bilas Sharma (Minister of Education and Technical Education, Haryana) began by saying "Siksha, Sanskar and Sanskriti" are the three special characteristics of our great country. In the context of grassroots consultations on New Education Policy, he gave an update of the progress made by the State in the consultative process. Regarding teacher education, he felt that the most important factor is the eligibility of the teacher to teach. He highlighted the problems of commercialisation of education and suggested that there is a need for obtaining NOC from the State Governments when NCTE accords recognition of B.Ed colleges.

7. Shri Mantri Prasad Naithani (Minister of School Education, Uttarakhand) expressed concern about the difficulty in ensuring standards laid down for DIETs in the State. He was in favour of leveraging retired teachers which may help to alleviate the problem of shortage of teacher in village schools. He also suggested setting up of monitoring committees for DIETs and evolving a mechanism for coordination of teacher training institution at the State level.

8. Shri Bhupendrasinh M. Chudasama (Minister of Education, Gujarat) - He emphasized that for achieving good quality education, a good teacher is essential. He felt that there is a need for incorporating job commitment in the teacher training programmes. He highlighted the need for making teaching profession more respectable and also raised concern about fake Ph. D degrees. The BTC/B. Ed programmes curricula must be revised at regular intervals so as to keep in sync with the global changes. Most importantly, he underscored the need to increase the accountability of Government schools teachers by linking their performance to the learning experiences and learning outcomes of the students. **HRM** responded that for linking teachers' promotion to learning outcomes, a database of teachers is essential. She, therefore, exhorted the States to develop a digitised database of all teachers subjects-wise in a time bound period (2 months).

9. Dr. Pradeep Kumar Panigrahy (Minister of State-Independent Charge, Higher Education- Odisha) emphasised that the critical factor of any education is determined by the quality of its teacher. Students have different needs

depending upon intellectual and academic capabilities and accordingly, he felt that the teaching methodologies must be flexible enough to meet their varying needs. Further, syllabus of teacher education must be reviewed periodically. He mentioned about a proposal for setting up of a Teacher Training University with funding support from Government of India. He underlined the role and importance of academic administrators in improving the quality of educational institutions. HRM responded that NUEPA gives training to educational administrators and on the same lines it can evolve a structure of training for District Educational Administrators.

10. Shri Ramchandru Tejavath (Special Representative, Telangana) stated that there is a need for developing a framework for leveraging retired teachers. He was of the opinion that TET and NET are more of academic tests rather than psychological testing that can assess the teaching aptitude. Further, in higher education sector, there are a lot of vacancies which need to be filled in a time bound manner.

11. Dr. Daljit Singh Cheema (Minister for Education, Punjab) suggested that there is a need to conduct common entrance test at State level for pre-service teacher education. This will help in attracting good students to the teaching profession and curb the mushrooming of sub-standard teacher training institutions. Secondly, he highlighted the importance of practical /application based activities within teacher education curricula. Thirdly, he felt that the minimum qualifications for admission to teacher education programmes may be raised from the current +2 level to graduation. Prof. Rajput, Former Director-NCERT responded that this was not desirable as a number of women students would be at a disadvantage, and an earlier experiment of these similar lines did not show positive results. Secretary, SE&L suggested that States can think of offering integrated B.A / B.Sc + B.Ed programmes wherein dual degrees are awarded to candidates. HRM suggested that a Centre of Excellence for teacher training may be set up.

12. Shri Vasudev Devnani (Minister of State for Education-Primary & Secondary) (Independent Charge, Rajasthan) made the following points:

- (i) B. Ed programme must include teaching commitment and values

(ii) The one year internship programme will help to address the shortage of teachers in Government schools.

(iii) In service trained teachers must get certification every 5 years and this could be linked to their promotion.

(iv) Convergence of training between SCERT, DIET etc. is essential. The main flaw in teacher education is that there are no linkages between the relevant partners, such as, the implementing agencies, training institutions and monitoring bodies.

(v) To encourage teachers to work in rural areas, a Gramin Bhatta may be provided as incentive.

(vi) Training of school Principals is very important.

(vii) He felt that Central Universities must try to offer undergraduate courses for teacher education.

HRM suggested that NUEPA and CBSE must prepare a schedule for training of Principals of government schools.

13. Shri Kali Charan Saraf (Minister for Higher and Technical Education, Rajasthan) highlighted the importance of smart classrooms in universities. College principals need to be given administrative training and faculty of higher education to be encouraged to take up research work. He also desired that more colleges may be allowed to be set up under RUSA.

13.1 HRM stated that it is proposed to organise workshops by UGC for educational administrators in higher education sometime in April-May 2016 in five regions across the country. Modules for these workshops will be prepared by IIMs. These modules may be adopted by the State Governments which can carry the process forward by organising similar workshops. DOPT may also be consulted for such master training programmes for educational administrators.

14. Shri Madan Mohan Mittal (Minister for Technical Education, Punjab) There is a need for focussing on training of teachers in technical institutions. He felt that along with B. Tech/M. Tech, a one year technical training may be provided to these students who can be potentially groomed to become teacher in IITs,

engineering colleges and polytechnics. The existing four National Institutes for Technical Teachers Training and Research (NITTTRs) is inadequate to meet this requirement.

15. Shri Ramachandru Tejavath (Special Representative, Telangana) stated that there is a need for developing a framework for leveraging retired teachers. He was of the opinion that TET and NET are more academic tests rather than psychological test which can assess the teaching aptitude. He also felt that in higher education there are a lot of vacancies which need to be filled in a time bound manner.

16. Shri Kedar Kashyap (Minister of School Education, Chhattisgarh) informed that the State has developed curriculum for D. Ed/B. Ed as per NCT norms and has also undertaken grading of schools. Given the issue of leftwing extremists, the State has outsourced teachers for whom training may also be necessity. Lastly, he said that teaching must be made an attractive profession and the most important factor is the motivation of teachers. **HRM** stated that there is a need to review the system of awarding the teachers. She felt that the society's perception should also be taken into account while granting awards.

17. Shri P.C. Dhiman (Additional Chief Secretary, Himachal Pradesh) highlighted the need for promoting innovation and research in teacher education.

18. M V Rajya Lakshmi (Director- SCERT, Andhra Pradesh) was of the view that teachers must be equipped with leadership qualities, digital skills and communication skills. There is a need for constant up gradation of curricula through periodic revision. Compulsory apprenticeship programme in technical institutions and greater industry academia interaction is necessary. **HRM** suggested that Andhra Pradesh along with Punjab can consult AICTE and develop a prototype of this training.

19. Ms. Sandhya Ranik, Commissioner, School Education (AP): There should be national teacher education qualification framework and teacher audit in

the education policy. There must be transparent Regulations and Accreditation for improving the quality of teacher education. Teacher's performance must be linked to promotions. **HRM** welcomed the idea of academic audit and she also informed that a Committee would be constituted to develop a framework for grading system which will include NCTE/NUEPA/NBA along with the representatives of a few States.

20. Dr. K Rajeswara Rao (Principal Secretary, Tripura) desired that the deadlines for training of in-service untrained teachers be extended, given the peculiar circumstances of the North-Eastern region. He emphasised that result oriented workshops should be organised to enhance quality of teachers. The present accreditation framework is not result oriented. National Centres of Excellence should be established and 4 years integrated courses should be started.

21. Shri Bharat Lal Meena, Addl. Chief Secretary, Karnataka mentioned that his State has taken initiative for "GIAN Sangam", which stresses on setting up of smart classes and sharing of content with private, government and aided colleges.

22. Shri P. Vaiphei (Pr. Secretary, Higher Education, Manipur) representative stressed on training for college principals, Induction Training for Asstt. Professors and Performance audit of college teachers. **HRM** pointed out that UGC will undertake training of college Principals and time schedule for such training will soon be notified.

23. Smt. Apoorva, Secretary, Higher & Technical Education, Tamil Nadu stated that the duration of teaching time of faculty needs to be raised. HRM advised him to consult the UGC.

24. Dr. Robin Chhetri, Director, SCERT, Sikkim felt that to supplement the teacher training, Teacher Resource Centres must be set up in districts which will strengthen preparedness of teachers. Academic leadership training programme should be initiated to train teachers to for leadership positions.

25. Representative of Telengana: stated that since faculty in higher education usually join teaching after research, they lack formal training unlike school teachers. Hence, there is a need to equip them with teaching skills through Induction Training,

which should be made mandatory. In service teaching should be conducted for continuous professional development. It was suggested that Indian Education Academy be established. Data submitted by institutions for ranking framework should be validated.

26. Shri Ashish Goyal (Secretary, Basic Education, Uttar Pradesh) mentioned that under SSA, teacher training is limited to subject training only. Training should include motivational training, leadership training etc. For development of teachers, MOOCs should offer courses in local languages also.

27. Dr. Chhanda Ray (Representative of West Bengal) spoke of the importance of practical exposure by teacher trainees. At the time of recruitment of teachers, 3 yrs field experience of teacher education should be essential. It was also suggested that student's appraisal forms for evaluation of teachers be developed.

28. Shri Arvind Vijay Bilung , Dy. Director (SE), Jharkhand suggested a separate cadre for teachers. SCERTs & DIETs should be strengthened for capacity building. State level Coordination Committee should be set up and NCTE guidelines should be made more viable.

29. Prof. Praveen Pandit (Higher Education Department, J&K) opined that B.Ed curriculum needs revision.

30. Prof. Onkar Singh (Vice Chancellor-MMMUT, Gorakhpur, Uttar Pradesh) suggested that Government of India should work out a model for recruitment of Asstt. Professor

31. Sh. Kaneez Fatima (Director, Education Department, J&K) mentioned on the need to develop a mechanism for monitoring and evaluation of teachers-performing teachers should go for enrichment programmes; non-performing teachers should go for training for improvement.

32. Shri S.C. Khuntia, Secretary (SE) made the following observations:

- i. There is a need to assess/analyse the demand and supply gap of teachers for next 15 years.

- ii. Develop a plan for filling existing vacancies in TEIs.
- iii. For teacher awards, States must come forward and give suggestions for rewarding the best teachers. If any change is required in the method of selection of awardees, it may be intimated to the Ministry.

33. Based on the deliberations, HRM made the following resolutions:

- i. To constitute a Committee to suggest ways to institutionalize an internship of Teacher Education Programmes in Government Schools. The Committee includes State Education Secretaries of Rajasthan, Karnataka, Uttarakhand, Tripura and representatives of NCTE and KVS. The internship will be for duration of 20 weeks, at the end of which the school will provide feedback on the teaching aptitude of the trainees.
- ii. To develop an accreditation / grading framework for Teacher Education Institutions so as to provide an idea of the quality of institutes. A Committee was constituted to develop the framework.
- iii. Develop a mobile app in collaboration with MyGov, by the Ministry of HRD to enlist citizens who are willing to volunteer as teachers. Nineteen States namely, Assam, Chhattisgarh, Haryana, Gujarat, Karnataka, Odisha, Punjab, Madhya Pradesh, Manipur, Telangana, Rajasthan, Uttarakhand, Andhra Pradesh, Bihar, Himachal Pradesh, Tripura, Goa , Uttar Pradesh and Delhi expressed their willingness to participate in the first phase.
- iv. During April-May, 2016, 5 regional Workshops for 2-3 days for Educational Administrators in Higher Education will be organized by the UGC in five regions across the country. Modules for these workshops will be developed by IIMs. These modules may be adopted by State Governments which can carry the process forward by organizing similar workshops.
- v. NCERT will conduct a review of SCERTs, DIETs and other state resource centres and prepare a roadmap for strengthening of these institutes as well as address the coordination issues among these institutes.
- vi. NCERT, CBSE & NUEPA will conduct State-wise training of school principals.
- vii. UGC will undertake similar training for government college principals.
- viii. All State Education Ministers to develop a database of teachers, subject-wise and category –wise so as to analyse demand supply gaps and assess state –

wise requirements of teachers which can accordingly help determine student intake of teacher training institutions. States may also review the Teacher Eligibility Tests. States are also requested to prepare a state specific roadmap to address challenges in teacher education and find out solutions to deal with them.

The meeting ended with a Vote of thanks to the Chair.

Annexure-I

List of participants who attended the meeting taken by Hon'ble HRM with State/UTs Education Ministers and Secretaries on 08.02.2016 in Hall No.5, Vigyan Bhawan, New Delhi.

S.No	Name and Designation	
1.	Smt. Smriti Zubin Irani Union Minister of Human Resource Development	In Chair
2.	Prof. (Dr.) Ram Shankar Katheria MOS for HRD (Higher Education)	
3.	Sh. Vinay Sheel Oberoi Secretary (HE)	
4.	Dr. Subash Chandra Khuntia Secretary (SE&L)	
5.	Shri Ganta Srinivasa Rao Hon'ble Minister of Human Resources Development (Primary Education, Secondary Education, Higher & Technical Education), Andhra Pradesh	
6.	Shri Prem Prakash Pandey Hon'ble Minister of Higher and Technical Education, Chhattisgarh	
7.	Shri Kedar Kashyap Hon'ble Minister of School Education, Chhattisgarh	
8.	Shri Bhupendrasinh Manubha Chudasama Hon'ble Minister of Education (Primary, Secondary and Adult), Higher and Technical Education, Gujarat	
9.	Shri Ram Bilas Sharma Hon'ble Minister of Education and Technical Education, Haryana	
10.	Shri M.Okendro Singh Hon'ble Minister of Education, Manipur	
11.	Shri Roytre Christopher Laloo Hon'ble Deputy Chief Minister and Minister (School Education and Literacy, Higher and Technical Education), Meghalaya	
12.	Sh. H. Rohluna Hon'ble Minister of School Education, Mizoram	
13.	Sh. R.R Romawia Hon'ble Minister of Higher & Technical Education, Mizoram	
14.	Dr. Pradeep Kumar Panigrahy Hon'ble Minister of State (Independent Charge), Higher Education, Odisha	
15.	Dr. Daljit Singh Cheema Hon'ble Minister for Education, Punjab	
16.	Shri Madan Mohan Mittal Hon'ble Minister for Technical Education, Punjab	
17.	Shri Kali Charan Saraf Hon'ble Minister for Higher Education & Technical Education, Rajasthan	
18.	Shri Vasudev Devnani Hon'ble State Minister for Education (Primary & Secondary), Rajasthan	

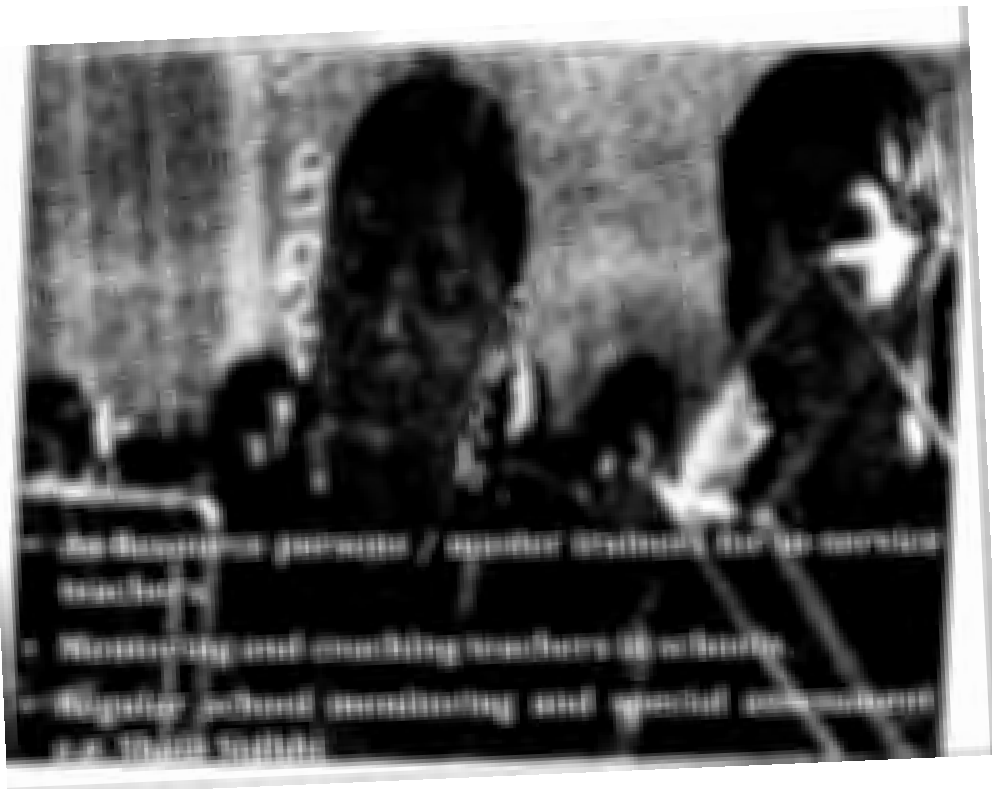
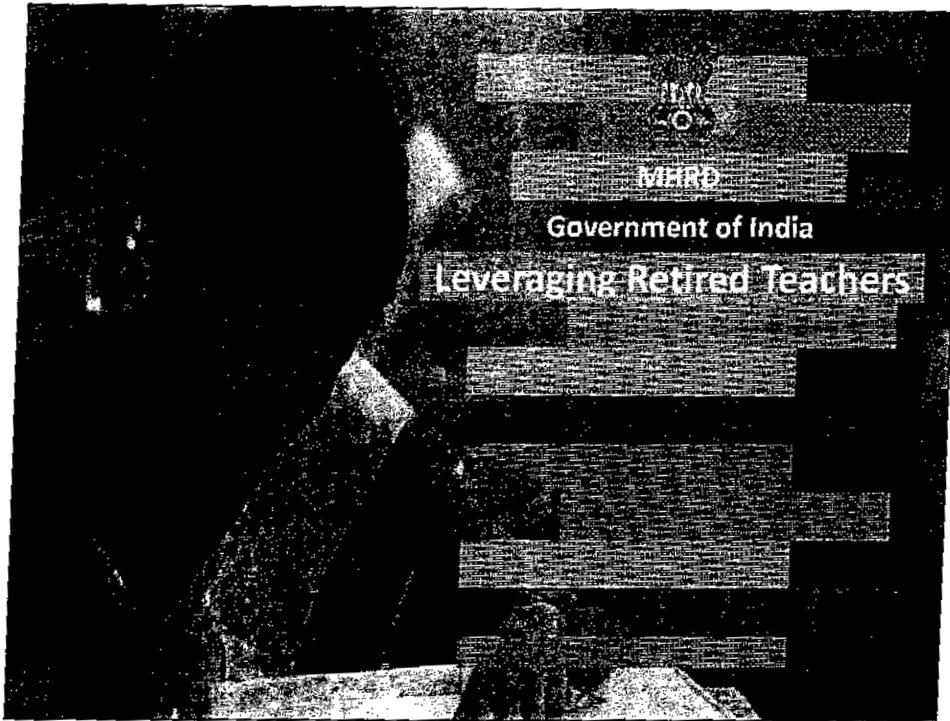
19.	Sri Kadiyam Srihari Hon'ble Deputy Chief Minister and Minister (Education), Telengana
20.	Sh. Mantri Prasad Naithani Hon'ble Minister of School Education, Uttarakhand
21.	Smt. Tanvi Garg, Secretary-cum-Director (Education), Andaman & Nicobar Island
22.	Sh. JS Rajput, Member of Committee for Evaluation of NEP
23.	Ms. Indu Prasad, Azim Premji Foundation
24.	Prof. V S Chauhan, Member, UGC
25.	Sh. S Prasad, Chairman, NBA
26.	Sh. D.P. Singh, Director NAAC
27.	Chairman, AICTE
28.	Prof. H. Devraj, VC(UGC)
29.	Chairman, NCTE
30.	Vice Chancellor, NUEPA
31.	Secretary, UGC
32.	Director, NCERT
33.	Commissioner, KVS
34.	Commissioner, NVS
35.	Dr. Renu Batra, JS(UGC)
36.	Prof. H.S. Srivastava, Chairman, TET, NCTE
37.	Prof. K Ramachandra, NUEPA
38.	Sh. R.P. Sisodia, Secretary, SE, Andhra Pradesh
39.	Sandhya Ranik, Commissioner, SE, Andhra Pradesh
40.	Ms Udaya Lakshmi, Commissioner, HE, Andhra Pradesh
41.	MV Rajya Lakshmi, Dir, SCERT, Andhra Pradesh
42.	SH. Gokul Mohan Hazarika, Secretary, HE, Assam
43.	DR. D.K. Datta, Education Dept, Assam
44.	Sh. Sanjay Kr Singh.SPD, Bihar Edu., Bihar
45.	Sh. Bipin Kumar, Resident Commissioner, Bihar
46.	Ms. B.V. Umadevi, RC, Chhattisgarh
47.	Sh. Amar Bal, OSD to Minister, Chhattisgarh
48.	Sh. Subrat Sahoo, Secretary, Education, Chhattisgarh
49.	Sh. Sanjay Ojha, Dir (SE), Chhattisgarh
50.	Sh. R.K. Ratwaye, Nodal Officer, Chhattisgarh
51.	Sh. Lekhraj, Director of Education, Daman & Diu
52.	Smt. Punya Salila Srivastava, Principal Secretary(Education), Gvt NCT of Delhi
53.	SH. Raj Kumar, Spl. Director, GNCTD
54.	SH. Santosh Mirelle, DC, KUS, Delhi
55.	Punya Srivastava, Secretary Education, Delhi
56.	Ms. Anita Satia, Dir, SCERT, Delhi
57.	Sh. Virendra Kumar, IAS, Secretary Education, Goa
58.	Sh. B.G. Nayak, Director, Higher Education, Goa
59.	Shri Sujit Gulati, Additional Chief Secretary, Gujarat
60.	Dr. A U Pateh- Advisor, Dept of Edu, Gujarat
61.	DR. TS Joshi, Director GCERT, Gujarat
62.	Sh. KS Kharab, Haryana
63.	Sh. Pradeep Sharma, PS to EM, Haryana

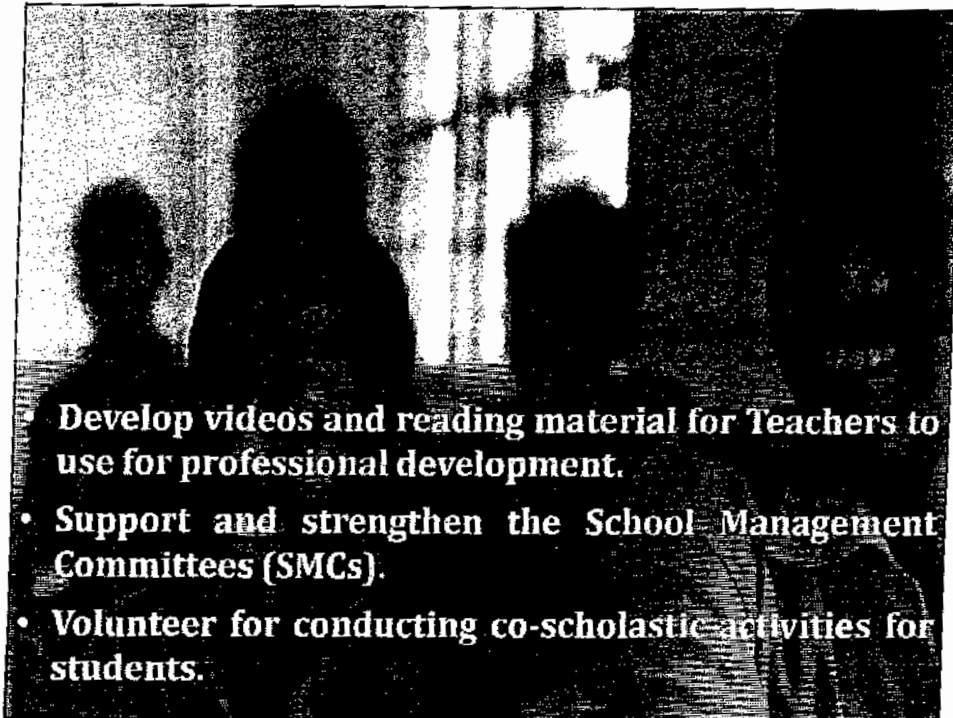
64.	Sh. A.K. Ahuja, JD, Technical Education, Himachal Pradesh
65.	SH. P.C. Dhiman, ACS (Edu), Himachal Pradesh
66.	Prof. Mubarak Singh, Dean, Faculty of Education, Jammu University, J&K
67.	Prof Parveen Pandit, Higher Education Dept, J&K
68.	Prof. H. Ashraf Wani, University of Kashmir, J&K
69.	Smt. Andrasi, Joint Dir., Technical Education, Civil Secy, J&K
70.	Shaleen Kalra, C/S Edu, J&K
71.	Sh. Kaneez Fatima, director, Education Dept, J&K
72.	Ms. Sarita Chauhan, C/S HE, J&K
73.	Dr. D.N. Ojha, Director, HE, Jharkhand
74.	Prof. Kaushal Smotko, Dept. of Hr. Education, Jharkhand
75.	Sh. Arbind Vijay Bilund, SE&L, Ranchi, Jharkhand
76.	Sh. Ajay Seth, Pr Secy, Karnataka
77.	Sh. Bharat Lal Meena, ACS, Karnataka
78.	Prof. P.S. Naik, KSOU, Mysore, Karnataka
79.	Prof. R.D. Dewai, Mysore, Karnataka
80.	Prof TD Devegowolu, Mysore, Karnataka
81.	Sh. V S Senthil, Add Chief Secretary, Kerala
82.	Shri Sanjay Singh, Principal Secretary, Technical Education and Skill Development Department, Madhya Pradesh
83.	Sh. S.R. Mohanti, ACS, SE, Madhya Pradesh
84.	Smt. Shilpa Gupta, Addl. Proj Dir, RMSA, SE, Madhya Pradesh
85.	Dr. H.S. Tripathi, OSD, HE, Madhya Pradesh
86.	Sh. Nand Kumar, Pr Secy, Maharashtra
87.	Sh. Sanjay Chahande, Pr Secy, Maharashtra
88.	Sh. P.N. Bhapkar, Maharashtra
89.	Dr. Dhanraj Mane, Dept of HE, Director DHE, Pune, Maharashtra
90.	Sh. P. Vaiphei, IAS, Pr Secy/HR. Education, Manipur
91.	Ms. M Meenakumari, Director, SCERT, Manipur
92.	Sh. KH Ashok kumar, PO/SCERT, Manipur
93.	Mr. P. Sampath Kumar, RC, Meghalaya
94.	Smt. Carleen Kharmalki (Lecturer), Meghalaya
95.	Sh. Chinmay P Gotmare- JS & Dir HE, Meghalaya
96.	Mrs. Lal Dawnglini -(JS), Mizoram
97.	Mrs. Zorinkana (Academic officer)- Mizoram
98.	Sh. Jyoti Kalash, RC, Nagaland
99.	Sh. B.P. Sahoo, DTE&T, Odisha
100.	Dr. Mihir K. Das, SPTC, Higher Education, Odisha
101.	Sh. Ranjana Chopra, Secy, S&ME, Odisha
102.	Sh. G. Vajralingam, Prin Secy, SE, Punjab
103.	Prof AS BRAR, VC, GND University, Amritsar, Punjab
104.	Mrs. Meena Malhotra, Punjab
105.	Sh Pammidushi, PA/Em Ph, Punjab
106.	Sh. MBS Sidhu, Add Dir TE, Punjab
107.	Dr. Kamal Mishra- OSD to Higher Education Minister, Rajasthan
108.	Sh. Bhera Ram Choudhary, Parliamentary Sec., Rajasthan
109.	Sh. R.S. Vijayvangi, Joint Director, Rajasthan
110.	Sh. Naresh Pal, Secretary SE, Rajasthan
111.	Dr. Rabin Chhetri, Director SCERT, Sikkim

112.	Smt. Apoorva, Secretary, Higher/Technical Education, Tamil Nadu
113.	Ms. D. Sabitha, Principal Secretary, Tamil Nadu
114.	Sh. Ramachandru Tejavath, Spl. Representative, Telengana
115.	D. Venkateshwar, Joint Dir, DTE, Telengana
116.	Dr. M.V. Reddy, Dept of Tech. Edu , Telengana
117.	Dr. Ashish, Dept. of Inter. Edu, Telengana
118.	Smt. Vani Prasad, IAS, Commissioner collegiate Edu, Telengana
119.	Dr. M.V. Reddy, Dir TE , Telengana
120.	Sh. V.V. Panara Rao, Telengana
121.	Sh. G. Kishan, IAS, Dir. SE, Telengana
122.	Dr. Rakesh Sarwal, Pr Resident Commissioner, Tripura
123.	Dr. K Rajeswara Rao, Principal Secretary, Tripura
124.	Sh. Ashish Goyal, Secretary, Basic Education, UP
125.	Prof. Onkar Singh, VC, MMMUT Gorakhpur , UP
126.	D. Senthil Pandiyan, Secretary Edu , Uttarakhand
127.	Dr. Kamal K Pandey, Dept of Chemistry, Govt of PG College, Uttarakhand
128.	Dr. Surjit Pal, Deputy DPI, HE, WestBengal
129.	Dr. Debi Prasad Nag Chowdhury, Controller of Exams, HE ,WestBengal
130.	Dr. Chhanda Ray, Director, SCERT, WestBengal
	MHRD Officials
131.	Smt. Rina Ray,AS (SE)
132.	Dr. Satbir Bedi,JS (SE-II)
133.	Sh. Maneesh Garg,JS (SE-I)
134.	Sh. J. Alam,JS (MDM)
135.	Dr. N K Sahu,EA (SE&L)
136.	Smt. Darshana M Dabral,JS & FA
137.	Sh. Praveen Kumar,JS (Admn.)
138.	Sh. Sukhbir Singh Sandhu,JS (CU&L, CVO)
139.	Ms. Ishita Roy,JS (HE)
140.	Sh. Rakesh Ranjan,JS (ICC)
141.	Sh. B K Pandey,EA (HE)
142.	Sh. B.N Tiwari,DDG (Statistics)
143.	Dr. Shakila T. Shamsu,OSD(NEP)
	Other MHRD Officials
144.	Smt. Padmaja Saxena, DS (PN-I)
145.	Smt. Anamika Singh, DS
146.	Sh. M.K. Pandey, US (PN-II)
147.	Smt. Rajni Taneja, US (PN-I)
148.	Sh. Padam Singh, SO (PN-II)
149.	Sh. Amandeep Singh, ASO (PN-II)
150.	Smt. Meenakshi, ASO (PN-II)
151.	SH. Nitin kumar, ASO (PN-II)
152.	SH.Hemraj, ASO (PN-II)
153.	Sh. Keshav Madhav Sharma, ASO (PN-I)
154.	Smt. Usha, ASO (PN-I)
155.	Sh. Soloman Dadu, UDC (PN-I)
156.	Sh. Pradeep Kumar, DEO (PN-I)
157.	Ms. Kamini , DEO (PN-I)
158.	Sh. Bhavinder Singh, MTS (PN-II)

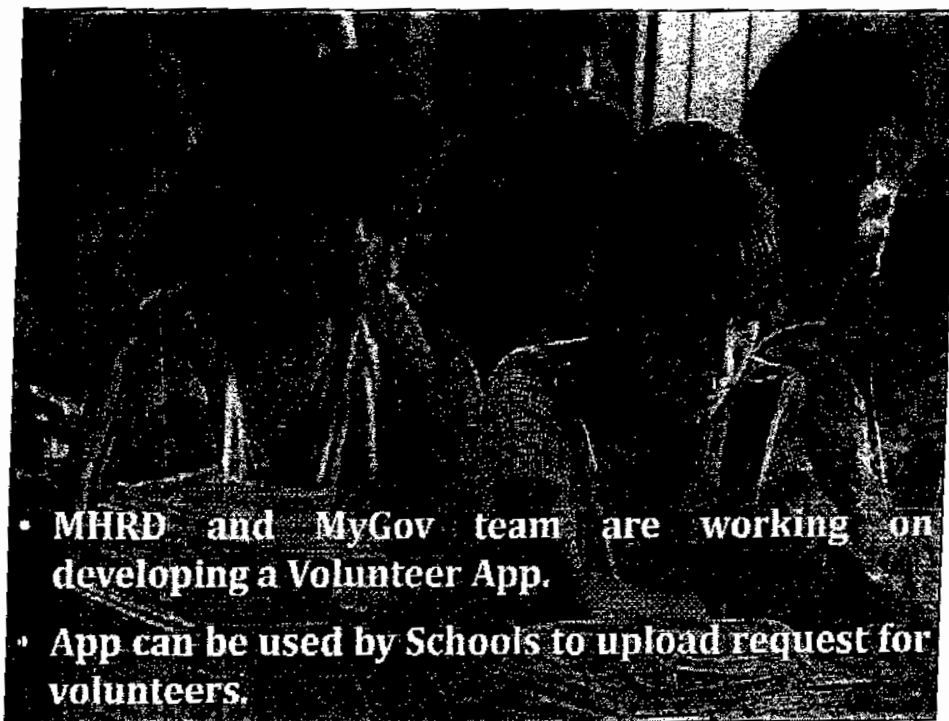
159.	Sh. Deepak Kaushik, MTS (PN-I)
160.	Ms. Sonia Wadhwa, Project Coordinator (EdCIL)
161.	Ms. Jay Lalita Soni, PA
162.	Ms. Sunisha Ahuja, PA
163.	Ms. Pankaj Kumar, APS, HRD Secy
164.	Sh. Bagish Chandra, PSO, HRD Secy
	KVS/NVS/Bal Bhavan/NBT Teachers, Students and other participants
165.	Ms. Archana Tyagi, Program Consultant, National Bal Bhavan
166.	Ms. Anju Antony, PS to Chairperson, National Bal Bhavan
167.	Ms. Mansi, Student, National Bal Bhavan
168.	Ms. Dishti Varshney, Student, National Bal Bhavan
169.	Ms. Agnivarna Trivedi, Student, National Bal Bhavan
170.	Ms. Vishal Singh, Student, Jawahar Navodaya Vidyalaya
171.	Ms. Rita Chowdhury, NBT
172.	Sh. Abenish, NBT
173.	Sh. Eantraj Prashad, NBT
174.	Sh. Sumit, NBT
175.	Sh. Ravinder Kumar, NBT
176.	Smt. Santosh Mirdha, DC, KVS (RO), Delhi
177.	Sh. Chandra Prabha Bhatia, Teacher KVS, kolkata
178.	Sh. Raghu Ram Mishra, PGT, NVS, UP
179.	Sh. Juglal Singh, MS, NCTE
180.	Sh. Om Prakash, Programmer, MHRD
181.	Dr. GL Arora, Professor, Consultant
182.	Sh. Hasib Ahmed, Consultant

2/9/2016

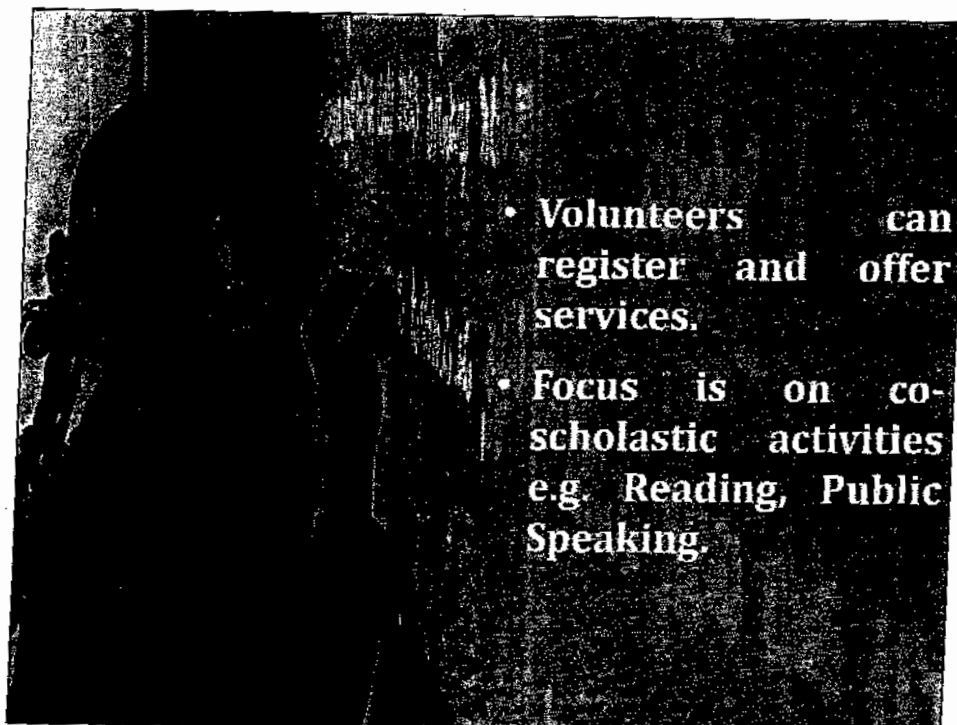


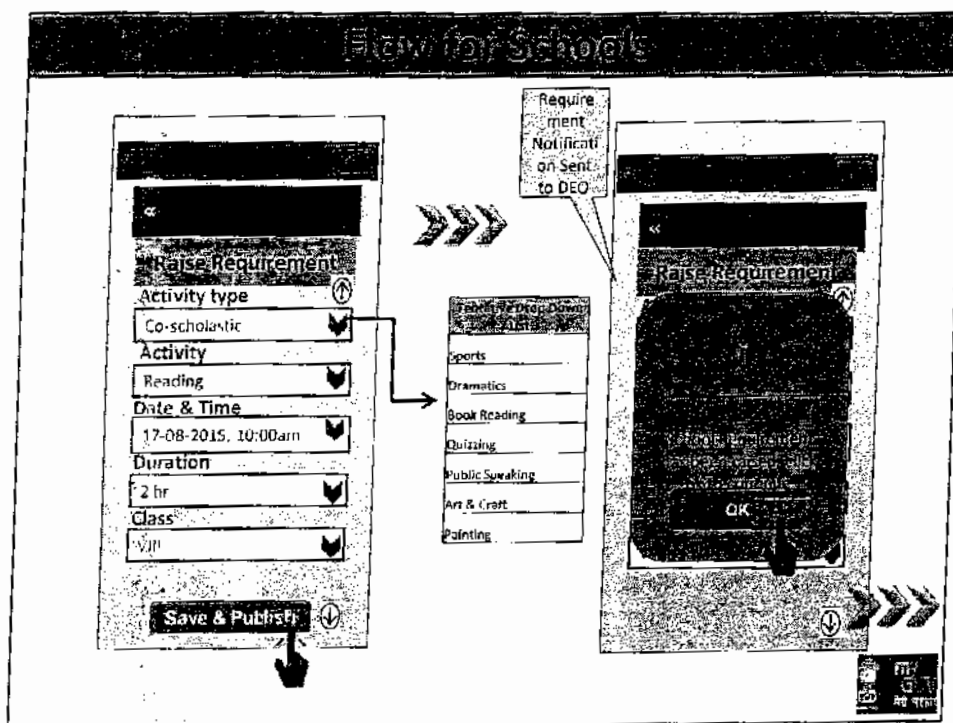
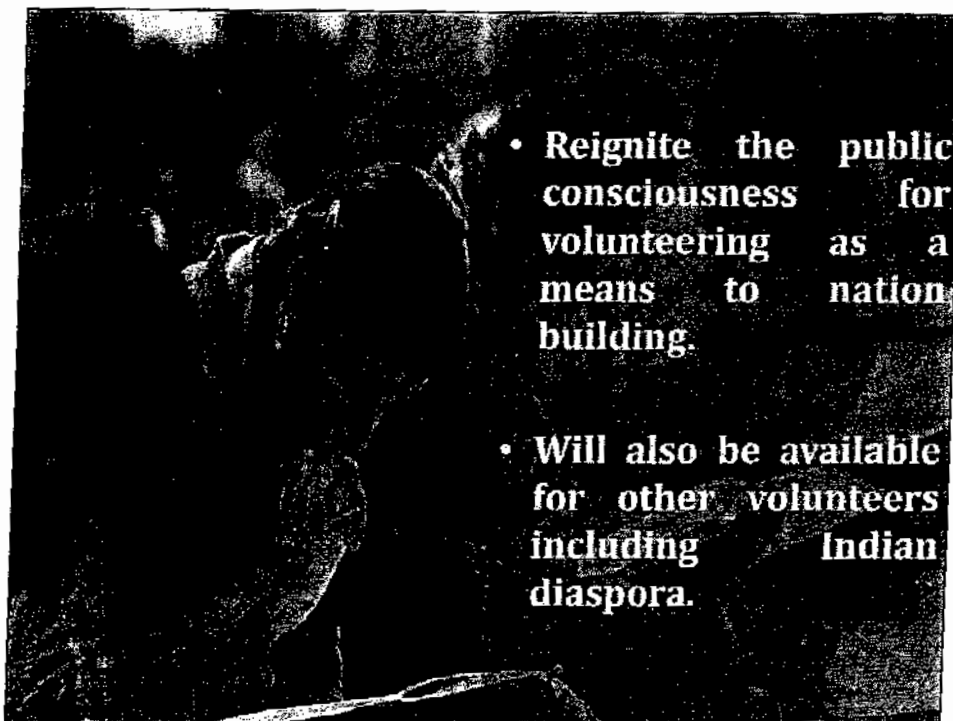


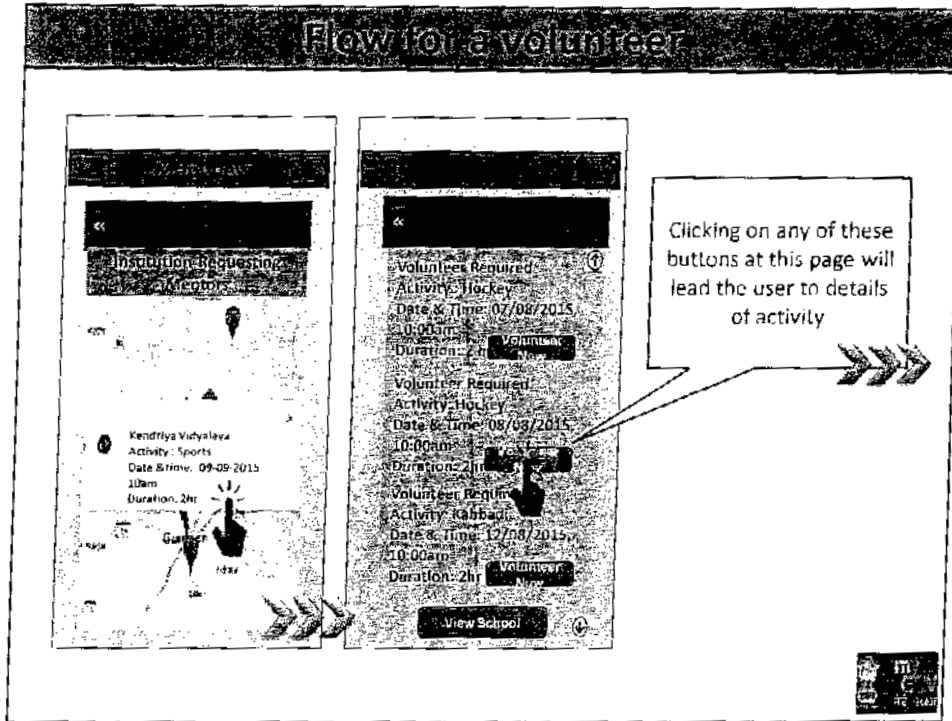
- **Develop videos and reading material for Teachers to use for professional development.**
- **Support and strengthen the School Management Committees (SMCs).**
- **Volunteer for conducting co-scholastic activities for students.**



- **MHRD and MyGov team are working on developing a Volunteer App.**
- **App can be used by Schools to upload request for volunteers.**







NCTE: Internship in Teacher Education

J S Rajput

Former Director, NCERT & Former CP, NCTE

Page * 1

Early Teacher Training

- **Teacher Training: LT, BT, JBT (Practice Teaching).**
- **Teacher Education: B.Ed, Diploma, Certificate (Internship).**
- **Teacher Orientation; Inservice Education; Continuing Education.**

- **Gunar Myrdal: "Asian Drama"**

Page * 2

Extended Duration

- CBE Report: 1938-43:
Preference for 18 months course.
- Secondary Education Commission: 1952-53: Recommended 2 academic years.
- NCTE (non-statutory): 1983: 1 year course + 1 year internship to be completed in 5 years.
- Education Commission: 1964-66:
1 year with extended duration of the year (230 days).
- Chattopadhyay Commission 1985: 5-yr course with staggered internship.
- NCFTE 2009: 2-year BEd and 2-year MEd.
- JVC: 2012: Enhanced Duration for BEd, 2-year for MEd.
- Past: 10-40 days of practice teaching/ internship highly inadequate.

Page • 3

Innovative Courses

- 4-year courses: 1964-65: NCERT by RIEs.
- 4-year BEIEd: 1997: Delhi University.
- 2-year BEd: 1999-2000: NCERT / RIEs/ NCTE.
- BEd-Elementary; MEd Elementary; 6-yr MScEd—
NCERT / RIEs/ NCTE.

Page • 4

Concerns and Issues

- **Quality enhancement stands well-established.**
- **In general, quality deterioration in learner attainments.**
- **Extended duration—the only alternative.**
- **Needs modern management and committed Implementation.**

Page - 5

Managing Internship

- **Rural-Urban exposure, etc. (80%-20%).**
- **Creating school willingness.**
- **Pressures of Board exams.**
- **Issues of logistics and planning.**
- **Role of the mentor teacher.**
- **Issue of coaching, commercialisation.**
- **Availability of teacher educators in TEIs.**
- **Role of government officials.**
- **Linking to recognition and accreditation.**

Page - 6

Numbers matter

- 16,423 TEIs for DEIEd, Bed (7862 DEIEd, 8561 BEd)
- 20 weeks field engagement—4 weeks in 1st year; 16 weeks in 3rd semester (2nd-yr school internship and community engagement -- including neighborhood cleanliness).
- 5-10 schools per TEI = Total 1 lakh-1.5 lakh schools to be engaged in internship (8.4 lakh Primary; 1.9 lakh upto Secondary)
- Demo Multipurpose Schools; KVS,;NVS etc.

Page - 7

Urgent steps

- Attitudinal transformation.
- To accept extended duration as an already-delayed initiative.
- Readiness of policy makers and implementers.
- Unprepared / inadequately-prepared teachers could damage thousands of students.
- Need to learn from nations that value quality teachers (like Finland, South Korea etc).
- Create a quality institutional relationship.
- Role of: Universities, SCERTs, IASEs, CTEs, DIETs, other TEIs.

Page - 8

2/9/2016




Teacher Certification & Licensing Teacher Eligibility Test




Teacher Eligibility Test (TET) - I

1. **TET was the first step towards teacher 'certification'**
 - a. 'Certification' refers to a common benchmark beyond a teaching degree
2. **Mandatory for elementary school teachers through RtE**
3. **Status**
 - a. Besides the Central test (C-TET), most states have conducted at least one round of the TET
 - b. Pass percentages have been mostly poor (mostly range between 1% and 20%)
 - c. No detailed study yet on why - could be the quality of pre-service teacher education or the quality of the test or both
4. **No such 'eligibility' or 'certification' mandatory for pre-primary or secondary teachers**


 Azim Premji
Foundation

Teacher Eligibility Test (TET) - 2

1. **Variations across the State TETs and C-TET**
 - a. Quality of syllabus, quality of question papers
 - b. Connect with pre-service curriculum
2. **Questions are mostly fact/recall based**
 - a. Could have a greater focus on pedagogic content knowledge
3. **MCQ is the common form**
 - a. Given that it is a large-scale test, difficult to find another way
 - b. Could consider some alternatives within this (e.g. caselets followed by MCQs)
4. **Most often, no separate weightage to each of the sections**
 - a. Can pass even while doing badly in one or more sections
5. **No separate criteria for arts, physical education teachers**


 Azim Premji
Foundation

Teacher Eligibility Test (TET) - 3

1. **TET & Recruitment**
 - Some states have used it as a recruitment test
 - Some have given it weightage in recruitment
 - Some have a completely separate recruitment process
2. **Anecdotal 'evidence' suggests that**
 - Teachers who have entered schools via a common benchmark process (e.g. CET or RPSC or TET) are 'better' than others
3. **Difference between 'certification' and 'recruitment'**
 - Recruitment needs more than a paper-pencil test
 - Classroom demo is critical
 - Personal interview is good to have
 - Challenge: Qualitative parameters on a large scale are difficult to handle



What do some other countries do?

1. **Have a national Framework for Teacher Standards or Competence**
 - a. Usually combines knowledge, skills and dispositions (including values)
2. **Have a system of Teacher Licensure & Certification**
 - a. **Licensure** - to begin practice as a teacher (like TET)
 - o License is valid for a limited period
 - b. **Certification** - demonstrates exemplary knowledge beyond licensure
 - o Can apply for certification after some years of full-time teaching
 - c. **Two** kinds of certification
 - a. **Mandatory certification** - linked to salary scales, professional development
 - b. **Voluntary certification** - carries incentives (e.g. enhanced salary)
 - d. **Alternative licensure** - for teachers who may not have a degree in education
 - a. Used for difficult geographies or subjects where there is teacher shortage

Based on a study of 16 countries



Recommendations

1. **Evolve national professional standards for teachers, teacher educators and teacher education institutions**
2. **Develop a system of licensing and certification for all teachers and teacher educators based on the national professional standards**
 - a. Treat the TET as the initial licensure test - map it to the standards
 - b. Make it mandatory for all teachers across stages of education (pre-primary to senior secondary)
3. **Ensure that these national standards/benchmarks inform pre-service teacher education by providing clearly defined and shared outcomes**
4. **Assess/Accredit all Teacher Education Institutions (public and private) and Programs every five years based on the above performance standards**
 - a. Place assessment results in the public domain



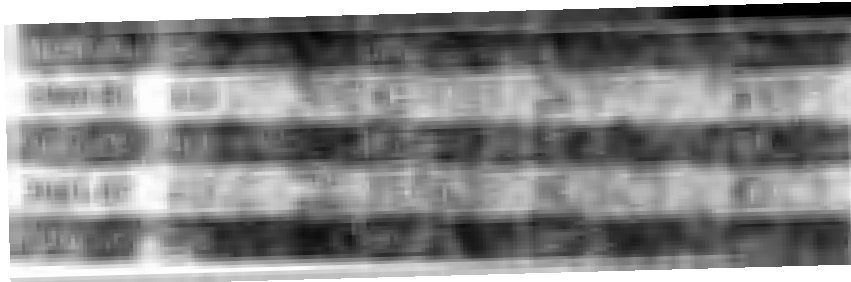
A Dream of a Just, Equitable, Humane and Sustainable Society



09-02-2016

Higher education expansion- snapshot

Year	Universities	Colleges	Enrollment (in Lakhs)	GER (%)
------	--------------	----------	--------------------------	---------

**NATIONAL ELIGIBILITY TEST(NET)**

To ensure minimum standards for the entrants in the teaching profession and research

- eligibility for lectureship
- award of Junior Research Fellowship (JRF)

Beginning of NET

1984

For award of JRFs to ensure - greater comparability, higher degree of validity and reliability in research

1989- Following National Education Policy (1986)

NET - An instrument for declaring the candidates eligible for lectureship in Indian Universities/Colleges

Major Objectives

- Overall improvement in educational standards throughout the country
- Sound and all round knowledge of applicant's subject
- Keen general awareness and learning ability

SUBJECTS

UGC

- 78 subjects in Humanities and Social Sciences, Computer Science and Applications, Electronic Science, Forensic Science and Environmental Sciences

UGC-CSIR

- 5 core science subjects, viz., Chemical Sciences; Earth, Atmospheric, Ocean and Planetary Sciences; Life Sciences; Mathematical Sciences and Physical Sciences.

THE FORMAT OF NET (POST 2012)

- Three papers – Multiple choice type format
- Paper-I - General awareness & teaching & research aptitude
- Paper-II and Paper-III - Subject specific.
- Same syllabi as before & no negative marking
- Candidates allowed to carry the carbon printout of Optical Mark Reader (OMR) Response Sheets with them.



DECLARATION OF RESULT

Step-I Minimum Marks to be scored by each candidate

	General	PH/VH/SC/ST/OBC (NC-layer)
P-I	40%	35%
P-II	40%	35%
P-III	50%	40%

Candidates obtaining the minimum required marks in each paper, separately, are considered for final preparation of result.

Step-II - Merit list based on aggregate marks, both subject and category wise

Step-III - Top 15% from each list are declared NET qualified for lectureship.

Step-IV - A separate list for the award of JRF from the list after step-III.

RECENT TRANSPARANCY MEASURES

- Providing the copy of OMR to all the candidates on conclusion of the examination, since 2012.
- Uploading the question papers and answer keys on the website.
- Inviting online feed back from the candidates regarding the correctness of questions and keys.
- The keys are re-examined by the subject experts and updated wherever required.
- The final result is prepared with the updated keys.
- The result along with the marks is uploaded on the website.

Fellowship Amount

w.e.f. 1.12.2014

JRF

- Rs.25,000/-p.m. + admissible HRA

SRF

- Rs.28,000/- p.m. + admissible HRA

Recent Initiatives

- **Online registration** from June 2010 UGC-NE1 onwards
- **E-CERTIFICATE** - The UGC is the first national level examination body to introduce issuance of e-certificates
- ✓ E-certificates are Bar-coded & can easily be scanned and authenticated
- ✓ Available online and can be downloaded any time
- ✓ Avoids delay of several months

Some statistics

- A large number of candidates appear for NET/JRF examination. From 1.8 lakhs in June 2010, number increased to 5.4 lakhs in 2014.
- Qualification rate; In 2010 ~10,000- lectureship, 3,500-JRF. In 2015 ~35,000- lectureship, 4,500-JRF
- Male-female ratio among applicants is almost even and so is the qualification outcome in General category; not so in the reserved categories.

State Eligibility Test (SET)

- States can (and do) also conduct similar test following accreditation by UGC.
- Since 2002-qualified candidates (SET) eligible for lectureship in university/college within the respective state. The SET can be taken any number of times with no age bar.

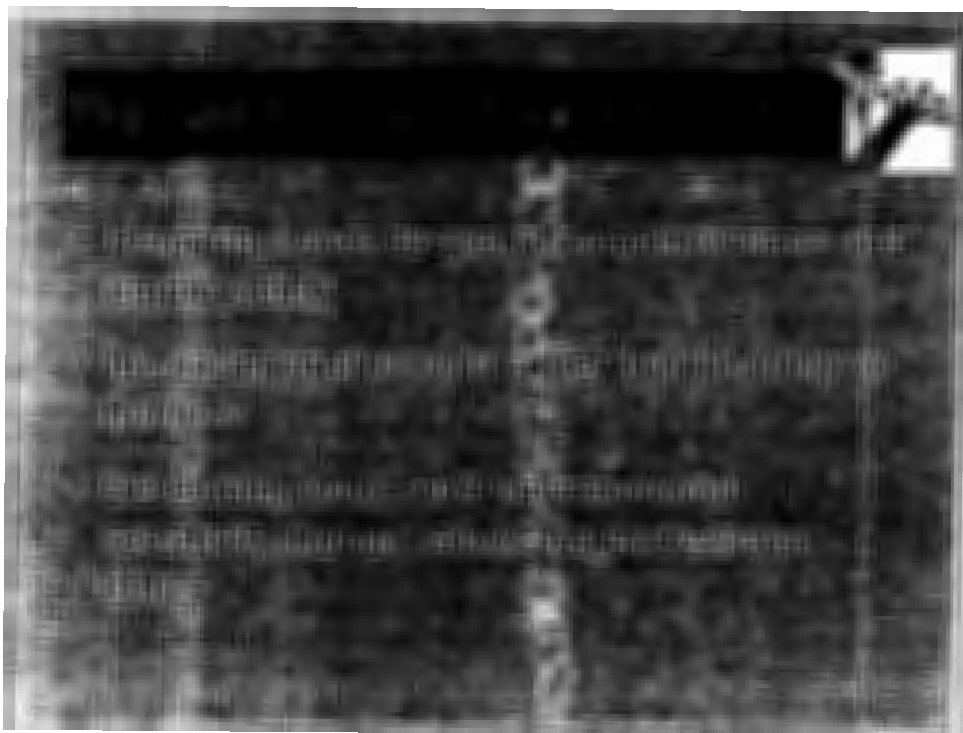
States which have conducted SET so far

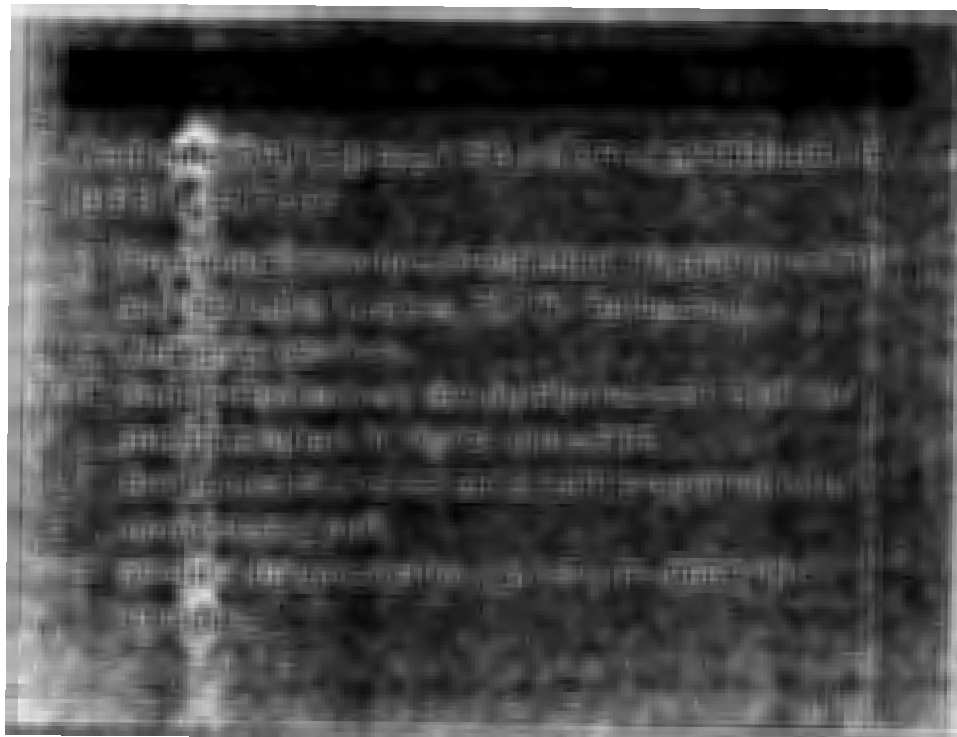
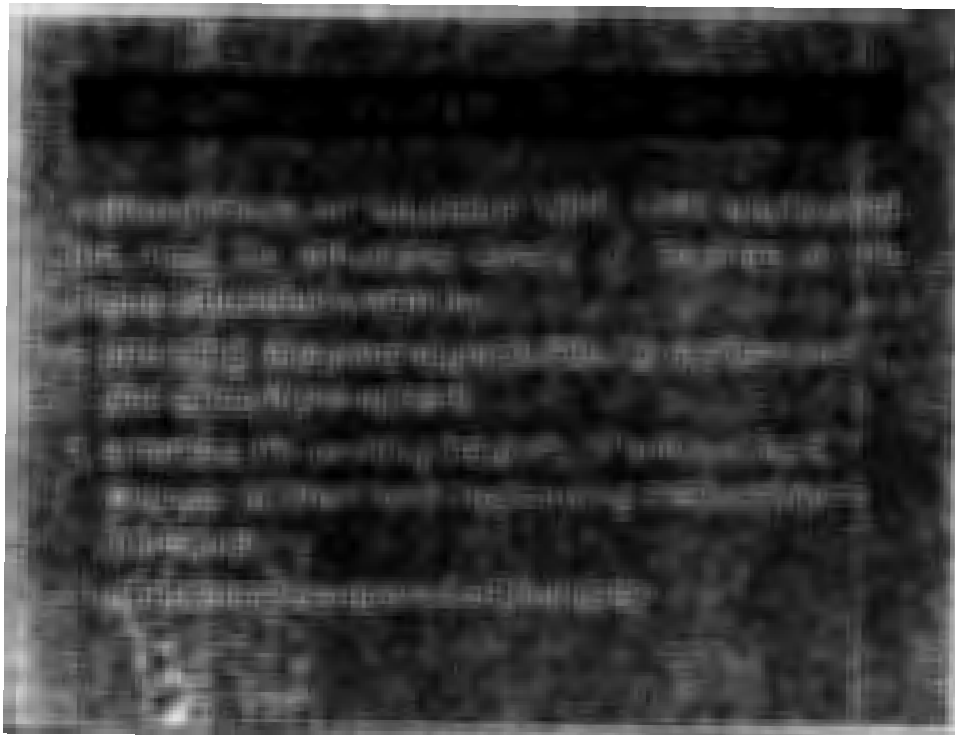
- Andhra Pradesh (independently earlier but now jointly with Telangana)
- Bihar
- Chhattisgarh
- Gujarat
- Haryana
- Himachal Pradesh
- Jammu & Kashmir
- Jharkhand
- Karnataka
- Madhya Pradesh
- Maharashtra & Goa
- North Eastern states (participating states: Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Tripura & Sikkim)
- Rajasthan
- Tamil Nadu
- Uttarakhand
- Uttar Pradesh
- West Bengal

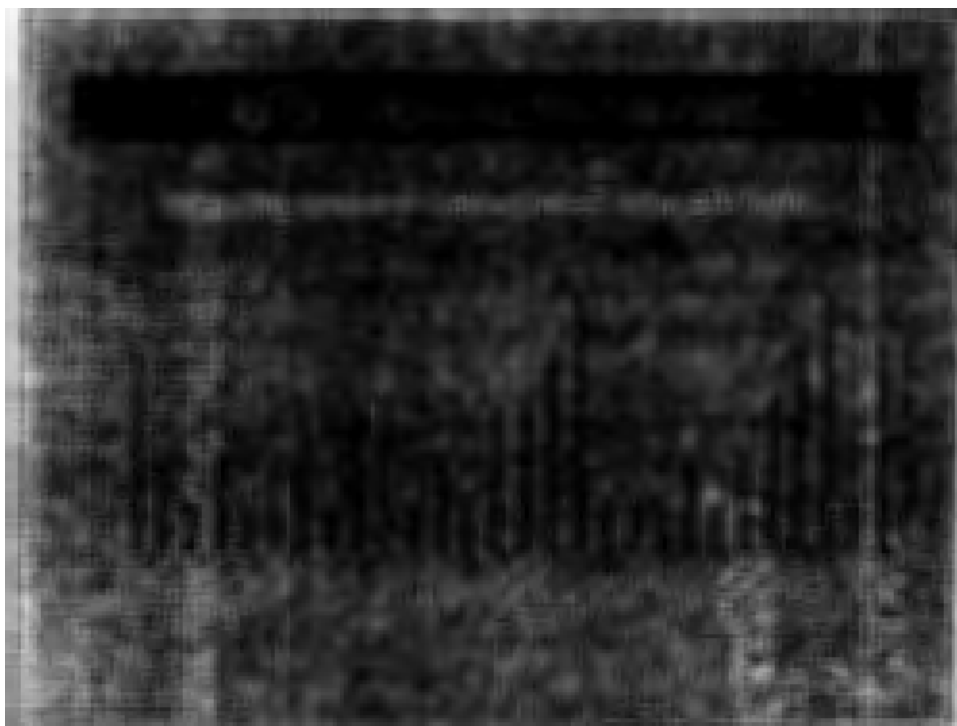
Going forward NET aims to:

- To have online format for examination at regular short intervals
- Develop comprehensive nationwide infrastructure.
- Enlarge and update question banks and syllabi.
- Take more feedback from experts and applicants through regular consultation.

2/9/2016







Region	States	No. of ASCs
North	Chandigarh, Delhi, Haryana, HP, J&K, Punjab, Rajasthan, UP, UK	19
East	Bihar, Chhattisgarh, Jharkhand, Odisha, West Bengal	10
North-East	Assam, Manipur, Meghalaya, Mizoram	4
West	Goa, Gujarat, MP, Maharashtra	16
South	AP, Telangana, Karnataka, Kerala, Puducherry, Tamil Nadu	17
	Total	66

Universities	Number	No. of ASC
State Universities	362	14
Private Universities	313	16

Plan Period	Programs Organized	Teachers Trained	Expenditure Incurred
2011-12	3,000	20,000	1,20,00,000
2012-13	3,700	24,000	99 Crores

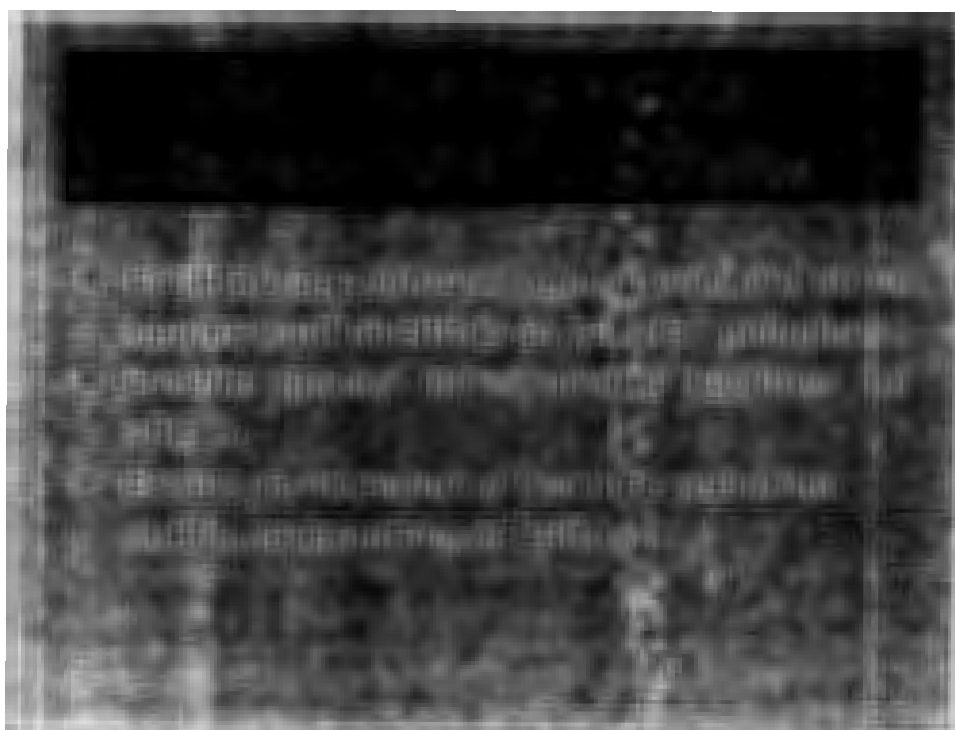
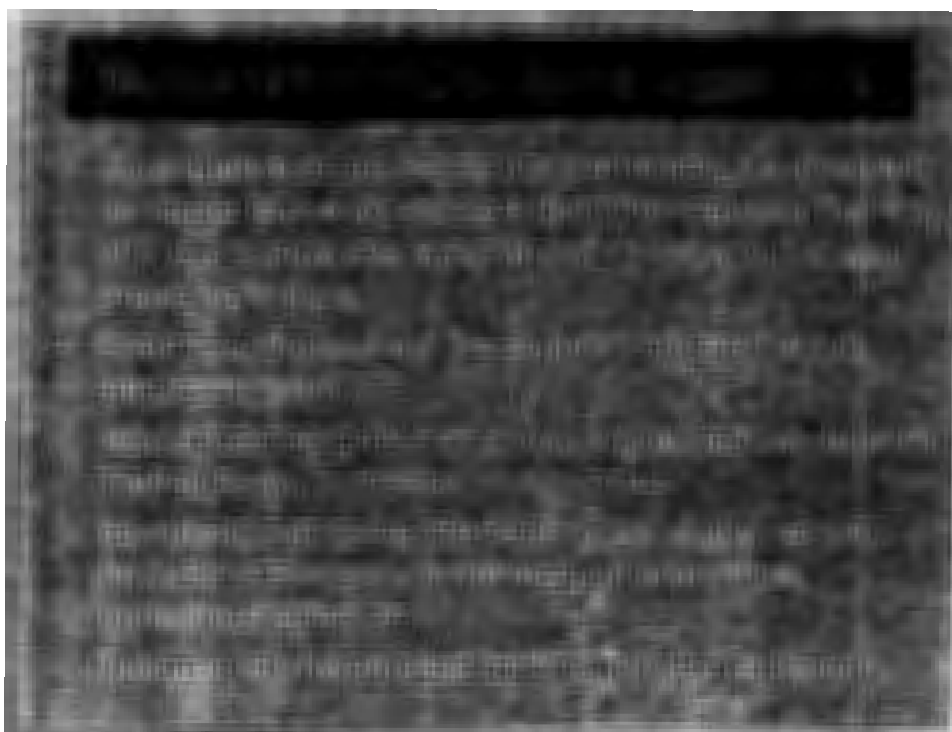
Table 1: Performance of UGC-ASCs

Scale and Grade	Description
Grade 13	Senior Lecturer
Grade 12	Senior Lecturer
Grade 11	Senior Lecturer
Grade 10	Senior Lecturer
Grade 9	Senior Lecturer
Grade 8	Senior Lecturer
Grade 7	Senior Lecturer
Grade 6	Senior Lecturer
Grade 5	Senior Lecturer
Grade 4	Senior Lecturer
Grade 3	Senior Lecturer
Grade 2	Senior Lecturer
Grade 1	Senior Lecturer

Table 2: Performance of UGC-ASCs

Descriptor	No. of UGC-ASCs
Performers	13
Under-Performers	46
Non-Performers	7
Total	66

Academic Staff College (ASC) renamed as Human Resource Development Centre (HRDC)





09-02-2016



Academic Leadership and Educational
Administrators

Meeting on Teacher Education
8th February, 2016

Ministry of Human Resource Development
Department of Higher Education

Need and Rationale

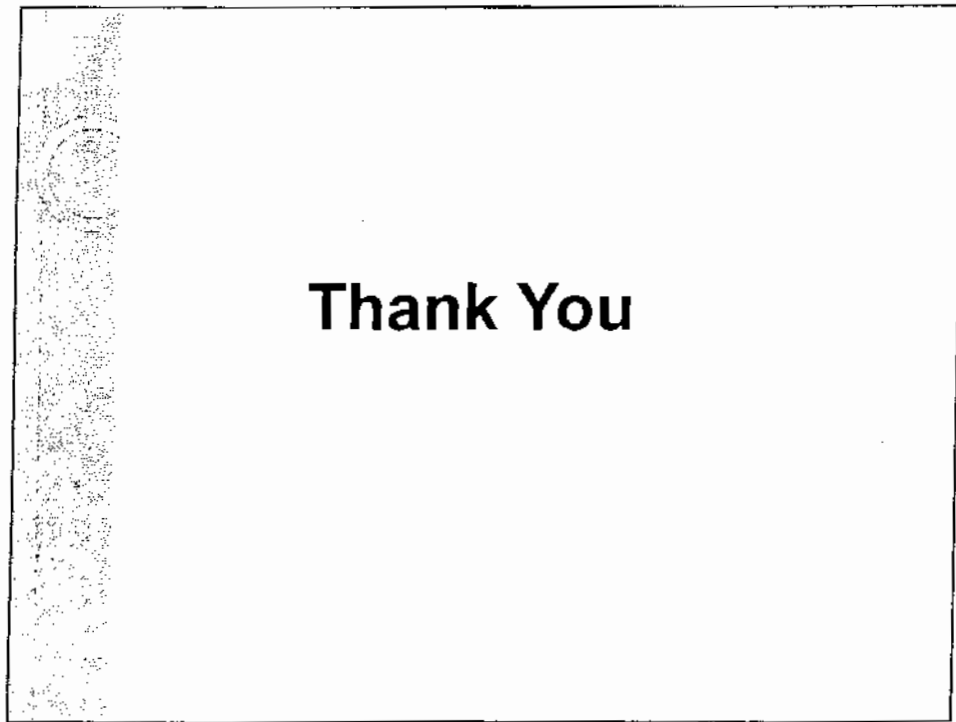
- To develop potential academic leaders of higher education institutions
- To augment their functional competencies
- To orient academic leaders to their new tasks and responsibilities

Need for Sensitization

- Diversity of student population
 - gender sensitization
 - understanding and handling problems faced by socially, educationally and economically disadvantaged students
- Students with varying disabilities
- Learning disabilities - language, soft skills, communication skills

The Possible Way Forward

- Evolve a systematic programme on the training needs of academic leaders
- Develop training resources and sensitisation modules
- Provide entry-level orientation training
- Provide specialized training in selected areas of critical relevance
- Academy (ies) of Educational Leadership and Management



09/02/2016

A Methodology for Ranking and Grading of Academic Institutions in India

The Challenge

- *Challenge of Diversity:* Very large and very complex multi-layered structure of Higher Education Scene in India.
- *Diversity of Types of Institutions:*
IIT's, IISc, IESRS, Central Universities, Deemed-to-be Universities, Private Universities, Affiliated Colleges, Narrow Domain Universities.
- *Diversity of Scope, Autonomy and Source of Funds.*
- *Huge Variation in Quality and Standards.*

Broad Direction

- A single ranking or grading methodology to view all institutions may be inappropriate.
- An *apple-to-apple* comparison more appropriate:

Rankings by Fields: Engineering, Management, Pharmacy, Comprehensive Universities etc.

Teachers' Education??

Rankings by Category:
Engaged in Research and Teaching,
Primarily Engaged in Teaching.

2

Ranking/Grading Philosophy

- Based on a set of metrics around the parameters agreed upon by the core committee.
- Parameters organized into five broad heads, each with suitable sub-heads.
- Suitable weights assigned to each head and subhead.

2

Ranking/Grading Philosophy

- Identified relevant data needed to suitably measure the performance score under-each sub-head:
Data should be easy to generate and verify.
- Formulated suitable metrics for each sub-head enabling computation of a score:
For each sub-head and for the overall composite metric for each major head.
- Overall score computed based on weights allotted to each major head. The overall score can take a maximum value of 100.
- The institutions can then be rank-ordered or graded based on their scores.

Ranking/Grading Based on Institution Categories

- Ranking/Grading proposed to be done separately across two distinct categories in each field:
Category A: Those engaged in Research and Teaching.
Category B: Those engaged primarily in Teaching.
- An Affiliated Institution may also opt to participate in *Category A, if it so wishes.*
- Score computations similar for both categories on most counts.

Institution Categories

- Benchmarks somewhat different on a few parameters, to account for ground realities.
- Lower Weight for *Research* and Higher Weight for *Graduation Outcomes* for Category B institutions.
- Even where the assessment metrics similar, percentile calculations or normalization based on institutions of the corresponding category.
- Thus the methodology will produce two separate rankings/gradings, one for each category.

7

Data Collection

- Institutions desirous of participating in the ranking exercise, will supply the data in a specified format.
- Data to remain on Institutional websites and in an archived form for the next 3 years to enable easy verification. Penalty for unethical practices or false reporting.
- The Ranking Agency to be empowered to take up random checks on relevant institution records, if needed.

8

Data Collection

- For some parameters, data to be populated from internationally available Data Bases: Scopus, Web of Science, or Google Scholar.
- Some other data through a national effort: Number of successful candidates in public examinations: UPSC, GATE, NET, CAT, PSU etc.
- Affiliating universities: to provide examination results data in the appropriate format.

18

Miscellaneous Recommendations

- *An Implementation Committee* has been set up to oversee the process initially.

19

Annual Calendar

- Submission of applications and data (on-line) in given format: **31st December.**
- The Ranking/Grading Agency to extract the relevant information from this data and using software, compute the various metrics and rank or rate institutions based on this data.
- Process completion: in about 3 months.
- Rankings published: ahead of the next year's admission schedule, in mid-April.

11

Basic Approach

- Five Major Parameters identified by the Core Committee:
Teaching, Learning and Resources.
Research, Professional Practice and Collaborative Performance.
Graduation Outcomes.
Outreach and Inclusivity.
Perception.
- Together with sub-parameters, total number of parameters limited to about 20.

12

Teaching, Learning and Resources

- Relate to the *Core Activities* of a Place of Learning.
- Parameters lay emphasis on the primary resources for this activity:

Faculty-Student Ratio.

Faculty Qualifications and Experience.

Library and Laboratory Facilities

Facilities for Sports and Extra-Curricular Activities.

18

Research, Professional Practice and Collaborative Performance

- Excellence in Teaching and Learning: Closely associated with scholarship of faculty and students.
- Faculty members also expected to make their knowledge available for the benefit of society and industry.
- The parameters attempt to quantify these contributions through:
 - Peer-Reviewed Publications.
 - Research Citations.
 - IPR and Patents.
 - Collaborative Work.
 - Research Funding and Consulting.

19

Graduation Outcomes

- Some may regard this as the ultimate test of effectiveness of Teaching and Learning.
- Parameters focussed on Graduation rate and Placement in Industry:

Success in Public and University Exams.

Placement, Higher Studies and Entrepreneurship.

Average Compensation Package at Graduation time.

15

Outreach and Inclusivity

- Framework lays special emphasis on inclusivity, diversity, and outreach activities:

Outreach.

Region Diversity.

Representation of Women.

Socially Disadvantaged Students.

Facilities for Physically Challenged Students.

16

Perception

- Significant Importance to Perception of Stakeholders.

Online Stakeholder Surveys:

Through careful selection of stakeholders.

Perception by Peers.

Perception by Public.

17

Thank you

for your kind attention

18

Sr. No.	Parameter	Marks	Weightage
1	Teaching, Learning & Resources	100	0.30
2	Research, Professional Practice & Collaborative Performance	100	0.30
3	Graduation Outcome	100	0.15
4	Outreach and Inclusivity	100	0.15
5	Perception	100	0.10

1	Teaching, Learning and Resources	(Ranking Weightage = 0.30)
	A. Teacher Student Ratio with Emphasis on permanent faculty	30 Marks
	B. Combined metric for faculty with Ph.D. and Experience	30 Marks
	C. Metric for Library, Laboratory Facility	30 Marks
	D. Metric for Sports and Extra Curricular Facility	10 Marks
2	Research, Professional Practice & Collaborative Performance	(Ranking Weightage = 0.30)
	A. Combined metric for publication	30 Marks
	B. Combined Metric for Citations	30 Marks
	C. IPR and Patents, Granted, Filed, Licensed	15 Marks
	D. % of Collaborative Publications, Patents	10 Marks
	E. Footprint of Projects and professional Practice	15 Marks
3	Graduation Outcome	(Ranking Weightage = 0.15)
	A. Combined Performance in public and University Examination	30 Marks
	B. Combined % for Placement, higher Studies, Entrepreneurship	30 Marks
	C. Mean Salary for Employment	20 Marks
4	Outreach and Inclusivity	(Ranking Weightage = 0.15)
	A. Outreach Footprint (Continuing Education, Service)	25 Marks
	B. % Students from Other States/Countries	25 Marks
	C. % Women Students	20 Marks
	D. % Economically and Socially Challenged Students	20 Marks
	E. % Physically Challenged Students	10 Marks
5	Perception	(Ranking Weightage = 0.10)

Performance Metrics

- Two kinds of Metrics used here
 1. Based on a desirable benchmark to calculate the score.
Examples: Faculty Qualifications; Inclusivity Profile etc.
 2. Use a normalisation or percentile calculation.
Examples: Publications and Citations; Budgets for Infrastructure Items etc.
- Both used here, depending on the context.

21

Example: Metric for Faculty Qualifications

- Based on Desirable Benchmarks:
- Category A Institutions:
 $FQ = 15 \times (F/95)$, $F \leq 95\%$;
 $FQ = 15$, $F > 95\%$.
- Here F is the percentage of Faculty with Ph.D. averaged over the previous 3 years.
- Category B Institutions:
 $FQ = 15 \times (F/30)$, $F \leq 30\%$;
 $FQ = 15$, $F > 30\%$.

22

Example: Metric for Inclusivity

- Representation of Socially Disadvantaged Students:
- $ESCS = 20 \times (N/50)$
- Representation of Women:
- $WS = 8 \times (N_1/50) + 8 \times (N_2/20) + 4 \times (N_3/2)$
- N_1 and N_2 are the percentage of Women Students and faculty respectively. N_3 is the number of women members of eminence as Heads of Institute or in the Governing Board.
- Expectation: 50% women students and 20% women faculty and 2 women members as Institute Head or in the Governing Board expected to score maximum marks;

23

Example: Combined Metric for Publications

- $PU = 30 \times$ percentile (expressed as a fraction) parameter on the basis of (P/F).
- P is the number of publications = weighted average of numbers given by Scopus, Web of Science and Google Scholar over the previous 3 years.
- $P = 0.3PW + 0.6PS + 0.1PG$
- PW: Number of publications reported in Web of Science.
- PS: Number of publications reported in Scopus
- PG: Number of publications reported in Google Scholar.
- F is the number of regular faculty members as used in Item 1.
- Explanation: Percentile parameter = (percentile value of P/F)/100.

24

Concluding Remarks

- Maiden Attempt.
- We believe, it is an objective and logical approach in the Indian context.
- Shortcomings likely.
- We look forward to public feedback to effect improvements in future years.

25

Concluding Remarks

- A word about strategy:
- NBA has a very important and ambitious aim of bringing about quality assurance of technical education through accreditation.
- Ranking is another new tool being adopted the country towards the same objective.

26

Concluding Remarks

- The two need to be pursued vigorously, but independently for two very important reasons:

(i) Very strong potential for conflict of interests.

(ii) Possible dilution in the accreditation effort, which has just received international recognition, but is still in a nascent stage of development.