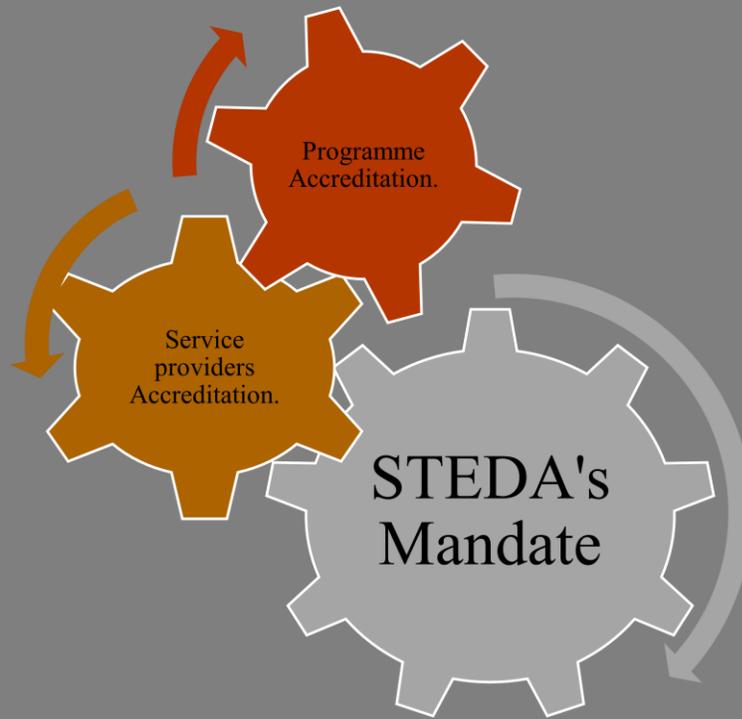




Accreditation of Initial Teacher Education Institutes





ACCREDITATION OF INITIAL TEACHER EDUCATION INSTITUTES



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Accreditation of Initial Teacher Education Institutes

Acronym

DCAR	Directorate of Curriculum, Assessment and Research
EOI	Expression of Interest
ITE	Initial Teacher Education
SESP	Sindh Education Sector Plan
SP	Service Provider
STEDA	Sindh Teacher Education Development Authority
TES	Teacher Education Strategy



Accreditation of Initial Teacher Education Institutes

Glossary¹ of Key Terms/ Concepts

Accreditation:	Validation of institutions and/or programmes offered by accredited institutions
Accreditor:	Refers to Sindh Teacher Education Development Authority
Standards:	Key specifications/ requirements that have to be met by the institution seeking accreditation
Accredited Institution:	Refers to the institution holding valid accreditation certificate
Accreditation Period:	The period for which accreditation letter has been issued
Programmes	Refers to formal programmes of Initial Teacher Education (ITE)
Service Provider:	The institution potentially interested in accreditation for providing services in ITE
Mission Statement:	Statement indicating purpose/ aims of an organization
Vision Statement:	A statement that articulates what an organization intends to become in future

¹ These are functional definitions of the terms used in the document

1. Introduction

The Sindh Teacher Education Development Authority (STEDA) is endeavoring for achieving obligations and striving for delivery of services as per its mandate, envisaged in STEDA Act, 2012. In this regard the role of Authority is ensure quality at various levels, including accreditation of the teacher education institutions and Initial Teacher Education (ITE) programmes. Initial teacher education plays a key role in determining both the quality and the quantity of teachers. It is a pathway to regulate the quantity of quality teachers. The accreditation process contributes to the improvement of the quality of initial teacher education and providing a guarantee of graduate teacher quality and building public confidence in the profession. The set standards and procedures of accreditation process focuses on ensuring the quality of teacher education.

This document outlines the accreditation process through documenting the proposed revisions of standards and tools related to the accreditation process.

2. Process adopted in developing the document

STEDA's team has been engaged with the development of standards for accreditation of institutions and programmes. The team has also developed tools to implement these standards. A rigorous review process was considered important for the finalization of these standards and tools. The review was carried out by relevant experts from both the public and private institutions of teacher education in the field. The list of participating organizations is annexed with this report

3. STEDA's Role in Accreditation

The Sindh Teacher Education Development Authority (STEDA) was established through the Act No. XVIII of the Sindh Provincial Assembly in 2012. The preamble of the Act states that the *raison d'être* of STEDA is 'to manage and regulate the teachers education and professional development in the Province of Sindh' (p.85).

The Act, under the section of 'Powers and Functions of Authority', explicitly mentions STEDA's role in relation to accreditation. See section 4 (1) (p) of the STEDA Act), which states:

“...accredit and oversee public and private sector and other service providers for teachers education and professional development.” (p. 89)

The above provision emphasizes that STEDA should develop standards and processes to undertake the accreditation of service providers. In addition to the accreditation of institutions, the STEDA Act also highlights the need to accredit programmes offered by accredited institutions. Section 4 (1) (g) reads as:

“...lay down guidelines for compliance by accredited institution for starting new courses, programmes or training and for providing physical and instructional facilities, staffing pattern and staff qualifications.” (p.88)

As per mandate provided through the Act, STEDA is responsible for the matters related to the accreditation of institutions and the new programmes offered by the accredited institutions. The standards for accreditation will be applicable both to public and private institutions. The role of STEDA as an accrediting body is depicted in Fig. 1 below.

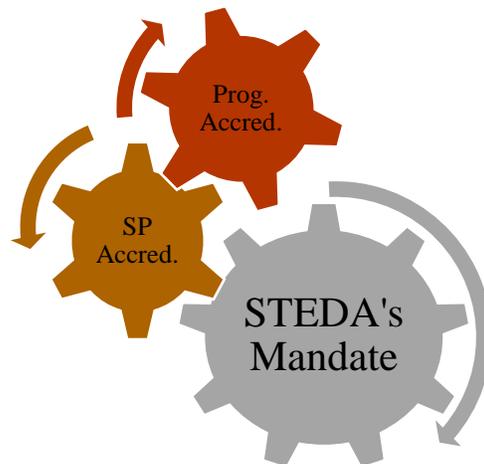


Figure 1: STEDA’s Role as an Accrediting Body

3.1 Rationale for Accreditation of Teacher Education Institutions and Programmes

Accreditation is closely linked to quality assurance mechanisms. The quality provision of teacher education requires that provider institutions and the programmes offered by them are of high quality. Quality assurance needs framework that provides overall guidance and certain mechanisms. Accreditation provides such framework based on standards.

3.2 Conceptual Framework

STEDA is an apex body to regulate and manage activities associated with teacher education in Sindh. Given the emphasis on quality in strategic/ legal documents – such as SETDA Act (2012), Teacher Education Policy 2009, Teacher Education Strategy (TES), Sindh Education Sector Plan (SESP) and others, STEDA has developed an Accreditation Mechanism to ensure quality as a sustainable mechanism in Teacher Education. The key features of the mechanism are outlined below:

- Accreditation is seen as a mechanism of quality assurance in teacher education.
- Accreditation mechanism is based on standards for ITE providers and for ITE programmes.

- These standards have been peer reviewed; the peers were invited both from public and private sector.
- The operationalization of the standards has been carried out through tools and guidelines.
- Meeting some standards are mandatory for example, Standard No.1. If any institute fails to meet the mandatory standards, its application for accreditation will not be entertained.

4. Process – Accreditation of Institutes/ Service Providers

The process of accreditation of service providers will be informed and guided by the ‘Standards for Service Providers’. The overall process of accreditation is mapped through the following exhibit (cf. Table 1).

Table 1: Accreditation of Service Providers (Process)

Steps/ Stage	Description	Responsibility/ Comments
Expression of Interest (EOI)	The interested institution/ service provider expresses their interest through a formal letter to STEDA	Service Provider (SP) will send formal EOI to STEDA. On receiving EOI, STEDA will dispatch the information package (within one week) to SP to help in formal submission of the application for accreditation
Submission of formal application	The application will accompany important documents to establish credentials	SP will submit a carefully prepared application to STEDA
Review of application	A rigorous process of facilitation, support and review in accordance with the documents submitted by the SP	The STEDA team will engage with SP and guide and support them to fulfill the requirements, ask for more information when required and then at the fulfillment of requirements of the application.
Visit of institution seeking accreditation	The visit of the SP will be carried out by a committee of External Evaluators comprising of members from	The application by SP will be a key reference document for this visit besides some additional interactions and observations. The visit will be scheduled

	public and private institutes of credibility/ repute	based on mutual consent of SP and STEDA
Accreditation or Resubmission	Based on the observations on the documents and visit by the external evaluators, any of the following decisions can be made: A. Approved for accreditation B. Approval contingent upon some modifications/ adjustments C. Rejections based on major comments	The accreditation will be for the period of 3 Years (renewable). SP with resubmission may apply after one year/ 6 months OR any other time period as mutually agreed by external evaluators, STEDA and the institute

4.1 Accreditation: Duration, Renewal and Reaccreditation

The period of accreditation for a ITE Provider will be 3 years. However, the maintenance of this accreditation during this period will be dependent upon compliance to the standards set by STEDA.

After 3 years of successful accreditation, the SP, if interested, will apply freshly for the accreditation. This will allow STEDA for a comprehensive and fresh review of the institution for accreditation purpose.

4.2 Process-Accreditation of Programmes

Only institutions with valid accreditation can pursue the accreditation of any programme. The process of accreditation is illustrated in Fig. 2.



Figure 2: Course Accreditation Process

The details for each process is given in table 2.

Table 2: Accreditation of Programmes

Steps/ Stage	Description	Responsibility	Comments
Expression of Interest (EOI)	EOI is based on identifications of need by STEDA/any other relevant organization	STEDA sends out EOI to accredited institutions with the timelines.	EOIs may also be initiated by accredited institutions based on their empirical work
Submission of EOI	Proposals will be developed and submitted using standards for programmes	Accredited institutes will submit their EOI to STEDA within the stipulated time frame	Standards for programmes provide basic framework for proposal submissions
Review of the EOI	The EOI will be scrutinized against the standards for programmes	STEDA team – may include experts from other organizations	The review team should not have any conflict of interest
Decision	<p>The review may result in any of the following decisions:</p> <p>A. Approved with or without comments</p> <p>B. Resubmission</p> <p>C. Rejection</p>	STEDA	<p>In case of Resubmission , the STEDA will facilitate and provide technical guidance to the SP to fulfill the requirements of the accreditation standards and the SP will resubmit after one year/ 6 months OR any other time period as mutually agreed by external evaluators, STEDA and the institute</p> <p>In case of rejection the accredited institutions will not resubmit the proposal.</p>

4.3 Standards for Accreditation of Initial Teacher Education Institutes

Table 3 below provides the standards.

Table 3: Standards for Accreditation of Initial Teacher Education Institutes

S #	Standards	Indicators	Source of Evidence
1.	(A) Vision and Mission Statements (B) Legal status The Institution / organization has been established through legal process.	<p>1(A) The institute/ organization has stated its vision, mission and objectives aligned with its mandate.</p> <p>2(A) The vision and mission statement has been formulated through appropriate consultation.</p> <p>3(A) The vision and mission statement is properly displayed and disseminated</p> <p>4(A) The contents and aspirations of the vision and mission statement are clearly understood by stakeholders such as: Teachers, Students, Administration, and Nonteaching Staff</p> <p>1(B) The institution/organization is a registered legal entity with the right to conduct Teacher Education through a regulatory competent body.</p> <p>2(B) The organization / institution offers or intends to offer Teacher Education as a core programme.</p> <p>3(B) Affiliation of Teacher Education Institutes with examination bodies (National/provincial).</p> <p>4(B) The memorandum of association contains the organization's capacity to operate as a provider of continuous professional development.</p>	<ul style="list-style-type: none"> • The vision and mission statements. • minutes of meeting; • Stakeholders views <p>Certification of Corporation / Association / Registration / Chartered</p> <p>Notification of affiliation from examination body</p>
2.	Institutional Planning and Management	<p>1. The institution has systematic procedures for planning and development.</p> <p>2. The institution ensures that the stakeholders are aware of the institution's objectives and of the role</p>	<ul style="list-style-type: none"> • Planning and development policy • Feedback of the stakeholders

		<p>they are expected to play in achieving them.</p> <p>3. The institution holds the meetings on Planning and management issues within staff and with stakeholders and keeps the record of the same</p>	<ul style="list-style-type: none"> • Minutes of the meeting
3.	Program Entry	<ol style="list-style-type: none"> 1. The institution has academic planner aligned with learning and teaching pedagogies. 2. The institute has prospectus/ brochures for academic programs 3. The annual calendar of organization/institute disseminated to all stakeholders. 4. The institution has clear admission policy. 5. Gender and equity is considered in admission policy. 6. The admission process is transparent on set criteria. 7. Admission campaign is in place 8. The institution has an orientation program for the prospective teachers and teacher educators. 	<ul style="list-style-type: none"> • Academic calendar/ • Prospectus/ Brochure • Semester/year wise plan/ Scheme of study • Gender and equity • Advertisements • Admission campaign • Approved admission policy • Result of entry test • Notified admission committee
4.	Curriculum and Instruction	<ol style="list-style-type: none"> 1. The curriculum is aligned with set standards for teachers and approved by university/HEC or from affiliating body. 2. Modern approaches (learner centered) is in place. 3. Practicum is based on NPSTP and National Curriculum 2006 and onward. 4. Practicum facilitate the delivery of program particularly professional experience for pre service teacher 5. The process of mentoring of student teachers is in place. 6. The professional experienced/Practicum components of the program are relevant to a classroom environment. 	<ul style="list-style-type: none"> • Subject wise curriculum • Scheme of study • Portfolio • NPST • Mentoring mechanism Procedure

		7. The program support the delivery of professional experience aligned with NPSTP and National Curriculum 2006 and onward.	
5.	Infrastructure and Learning Resource	<ol style="list-style-type: none"> 1. Adequate physical facilities for ITE program are available 2. The materials and resources are contextually relevant and easily accessible to all learners in all contexts 3. Institution building etc. is based on safety measure. 4. Appropriate classrooms with IT facilities. 5. Computer lab with sufficient accessories. 6. Library having updated and relevant books / journals/ learning material 7. Place for Namaz / prayer room. 8. Common room and sick room is in place. 9. Separate rest rooms for male and female are available. 10. Playground is available. 	<ul style="list-style-type: none"> • Physical infrastructure,(airy classroom, moveable furniture, science labs,) • Multimedia/ overhead projector • Computer/laptop with internet access. • Digital library with updated books • Boundary wall • C.C TV camera • Security guards • Security alarm
6.	Support for Learners	<ol style="list-style-type: none"> 1. Comprehensive feedback system is in place 2. Progress and implementation of the program are monitored 3. Engagement of learners shows planned teaching and learning process. 4. There is a procedure for tracking and enabling all learners to fully achieve the program objectives. 5. A mentoring /counseling process is an accessible to all learners 	<ol style="list-style-type: none"> 6. Result of the assessment test record (assignment, midterm test, quiz etc.) 7. Attendance registers and Principal remarks 8. Staff and students feedback proforma and student records 9. The process of monitoring and evaluation to maintain the quality assurance mechanism. 10. Assessment and learner tracking procedures

			11. Mentoring & counseling guidance, arrangements & information
7.	a. Human Resource	<ol style="list-style-type: none"> 1. A procedure for appeal and complaints is in place 2. There is performance based award system for the staff. 3. The institution employs sufficient, appropriately qualified administrative, academic and technical staff to handle various specialized tasks and activities. 4. The institution has defined criteria for the recruitment, and promotion of academic staff. 5. The roles and responsibilities of the staff within the institution are clearly defined 6. Every staff member is aware of his/her roles and responsibilities. 7. Staff development mechanism is in place. 	<ul style="list-style-type: none"> • Criteria for the recruitment and promotion of officers and officials • Defined job descriptions • CV of staff
	b. Financial Stability	<ol style="list-style-type: none"> 1. The organization/institute has an adequate/multi-source financial mechanism. 2. The organization/institute maintains its budget by abiding financial rules and follows the standard procedures. 3. A separate and regular budget is allocated for updating and maintenance of libraries, laboratory and other support services 4. Students' welfare funds is in place. 5. The plan for Staff welfare fund is in place 	<ul style="list-style-type: none"> • Financial records/statements Accounts
8.	Assessment & Evaluation	<ol style="list-style-type: none"> 1. Course evaluation system is in place 2. The program design includes assessment strategies and procedures which enable all learners to be able to demonstrate their learning. 3. Enabled learners to be actively engaged in assessment. 4. The assessment of learners is based on the agreed criteria and guidelines. 	<ul style="list-style-type: none"> • Assessment procedures and guidance • assignment , class test, presentation and etc • self- assessment and assessment of cooperative teachers

		<p>5. The process of evaluation for the program based on formative and summative assessment.</p> <p>6. Practicum observation is based on the set rubrics.</p> <p>7. Self-assessment/ reflection practice is in place.</p>	and teacher educators/supervisor
9.	Quality Assurance Mechanism	<p>1. There is comprehensive process for quality assurance and evaluation procedure in place for teaching and non-teaching staff.</p> <p>2. Evaluation reports are used to improve the quality of the design, delivery and outcomes.</p> <p>3. Regular and systematic reviews of the plan and activities to ensure the quality.</p> <p>4. Teacher Educator use feedback for improving their professional competency.</p> <p>5. Parents teachers meeting (PTM) is in place.</p> <p>6. Feedback from alumni is in place</p> <p>7. QA support system for alumni is in place</p> <p>8. Internship program is in place</p>	<ul style="list-style-type: none"> • Evaluation procedure/ system • Evaluation reports • QA observation reports • Trainer feedback questionnaire • Teacher work plan
10.	Research & Development	<p>1. The institute has clearly defined policy on research.</p> <p>2. Institute develops and executes research plan(s).</p> <p>3. The appropriate material is developed and disseminated among stakeholders.</p> <p>4. The institute/organization has allocated financial provision for Research Publication.</p> <p>5. The institute encourages and makes provisions for innovative practice.</p> <p>8. Faculty involves Individual and team researches and shares the results/outcome formally.</p> <p>9. The faculty has received training and has competency in development of Instructional Material using ICT Skills.</p>	<ul style="list-style-type: none"> • Research publications and reports • List of assignments regarding small scale research which leads to expected outcomes given to faculty members. • Instructional material development Records and reports

5.Accreditation Tools		
5.1 GENERAL INVENTORY		
Standard-1	Yes	No
(A) Vision and Mission Statements:		
➤ Vision and mission statement is available		
➤ Vision and mission statement is disseminated		
➤ Minutes of meeting for designing vision and mission statement is place		
(B) Legal status		
➤ Certification of Corporation / Association / Registration / Chartered is in place		
➤ Notification of affiliation from examination body is available		
Standard-2		
Institutional Planning and Management		
➤ Administrative and academic staff is available as per need of the Program.		
➤ Management holds the academic meetings with all teaching faculty members.		
➤ Minutes of Academic Meetings are available and distributed among the faculty members.		
➤ The institute has proper sanctioned strength of faculty as per need of the program offered		
➤ The institute has a legal mechanism for Recruitment		
➤ The institute has a policy to contextualize the curricular concepts.		
➤ The institution has clearly defined the roles and functions of staff involved and they collectively identified the activities.		
➤ The Institute has adequate financial resources to run the program.		
➤ Mechanism of Initial Teacher Education (ITE) is available for Teaching Faculty.		
➤ The institution adopts a participatory approach involving all the employees.		

➤ The institution uses a management information system for running the academic program.		
➤ There is proper mechanism for regular performance appraisal of the faculty members		
➤ The number of teaching faculty and supporting staff is available as per need of the teaching learning practices.		
➤ Administrative and academic staff is available as per need of the Program.		
➤ Management holds the academic meetings with all teaching faculty members.		
➤ Minutes of Academic Meetings are available and distributed among the faculty members.		
Standard-3		
Program Entry		
➤ Admission policy is approved.		
➤ Advertisement for admission is in place		
➤ The institute has academic calendar		
➤ The institute has prospectus/brochure for academic program		
➤ The institute has clear admission policy where gender equity is considered		
➤ The admission process is based on set criteria		
➤ The institute has orientation plan for prospective teachers		
➤ The institute has faculty orientation plan for each academic year		
Standard-4		
Curriculum and Instruction		
➤ The curriculum is approved by HEC or affiliating body.		
➤ Practicum of the program is based on NPST and aligned with National Curriculum 2006 and onward.		
➤ The process of mentoring of prospective/ cooperative teacher are in place		
➤ Teacher develops the lesson plans based on the frame work of prescribed curriculum & scheme of studies		

➤ Appropriate material is available according to need of the topic and effectively uses during teaching learning process		
➤ Teacher motivates students to activate their prior knowledge.		
➤ Teacher speaks clearly to student and has good communication skill.		
➤ Presents the topic with the support of the instructional material.		
➤ Demonstrate a variety of techniques in teaching/learning process.		
➤ Involves/engages all students in the teaching learning process.		
➤ Teacher responds to questions/queries of students at the appropriate level and time.		
➤ Identifies the learning difficulties among students		
➤ Guide students to overcome their learning difficulties.		
➤ Teacher put question to assess students learning.		
➤ Teacher assigns home based assignment to the students.		
➤ Teacher provides feedback on home based assignments.		
Standard-5		
Infrastructure and Learning Resource		
➤ The learning material of the program aligned with learning objectives		
➤ The learning resources and material are relevant to the local learning environment		
➤ Security guards		
➤ Boundary wall		
➤ Alarming system		
➤ Jammers		
➤ CC.TV Cameras		
Standard-6		
Adequate learning environment		
➤ Flexible furniture		
➤ Projectors		
➤ Ventilation		
➤ Temperature control electrical equipment		
➤ Backup power supply		

➤ Alternative power supply used for generating electricity.		
➤ Lavatory blocks separate for each gender		
➤ Campus has Playground/Sports hall for games		
➤ Canteen provide hygiene food courts.		
➤ Enough space flexible furniture is available in class room to perform group work.		
➤ Auditorium facility for cultural events/ other activities.		
➤ Management and Faculty rooms are equipped with furniture, computers with internet facility		
➤ The campus has been equipped with latest technology of computer network		
➤ The library has been equipped with the latest Books and other resources i.e. National Journal/ International research journals; magazines, Newspapers/reports		
➤ Science Labs are well equipped		
Standard-6		
Support for learners:		
➤ Procedure of assessment.		
➤ Procedure for awarding certificate of the program.		
➤ Mentoring/counseling procedure appropriate with the program		
➤ Procedure for monitoring and evolution (Follow-up).		
➤ Mechanism for post ITE performance assessment.		
Standard-7		
Human Resource & Financial Stability		
➤ The organization/institute has an adequate multisource financial mechanism		
➤ The organization/institute maintains budget by standards procedures		
➤ The institute has separate budget for library and laboratory		
➤ The institute has a procedure of appeal and complains is in place		
➤ The institute has performance based award system for staff		
➤ The institute has staff welfare fund is in place		
➤ The staff of institute is qualified as per criteria		

➤ The staff is academically strong and organized to maintain the quality of education		
➤ The institute has defined criteria for recruitment and promotion/up-gradation of staff		
➤ The job description of the staff are well defined		
Standard-8		
Assessment & Evaluation		
➤ The criteria and guidelines for assessment relevant to the program		
➤ The assessment tools of the program are in place.		
Standard-9		
Quality Assurance of program:		
➤ Evaluation procedure of the program.		
➤ Evaluation reports of the program.		
➤ Systemic procedure for review of the program/ Quality Assurance.		
➤ Feedback procedure for trainers		
Standard-10		
Research & Development:		
➤ The institution has well defined policy on research.		
➤ Teacher educators adopt systematic approach to solve teaching-learning problems by using action research.		
➤ The findings of research used for further improvement of teaching learning.		
➤ Different National/International Research Journal are available for faculty in the institution.		
➤ Internet facility is available for teacher educators for their self-grooming		
➤ Teacher educators have opportunities to attend research seminars.		
➤ Teacher educators have been providing opportunities to carry out research.		
➤ Enough resources are available in the institute to carry out research projects.		

➤ Enough funding is available to attend research seminars for faculty.		
➤ Faculty is being provided incentives for the publication of their articles in journals.		
➤ The institution has well defined policy on research.		
➤ Teacher educators adopt systematic approach to solve teaching-learning problems by using action research.		
➤ The findings of research used for further improvement of teaching learning.		
➤ Different National/International Research Journal are available for faculty in the institution.		
➤ Internet facility is available for teacher educators for their self-grooming		
➤ Teacher educators have opportunities to attend research seminars.		
➤ Teacher educators have been providing opportunities to carry out research.		

5.2 DOCUMENT CHECKING		
Standard-1	AVAILABLE	NOTAVAILABLE
(A) Vision and mission statement		
➤ The vision and mission statement		
➤ Minutes of meeting		
(B) Legal Status		
➤ Certification of Corporation / Association / Registration / Chartered is in place		
➤ Notification of affiliation from examination body is available		
Standard-2		
Institutional planning and management		
➤ Planning and development policy		
➤ Minutes of meeting regarding meeting held with staff and stakeholders for planning and management of issues		
Standard-3		
Program entry		
➤ The criteria for the selection of learners in the program.		
➤ Academic calendar		
➤ Institutes prospectus/brushers for academic program		
➤ Plan for Orientation program and pictures of orientation		
➤ Result of entry tests for the program		
Standard-4		
Curriculum and Instruction:		
➤ The scheme of studies		
➤ NPST Booklet		
➤ Curriculum guidelines		
➤ Portfolio of students		
➤ Mentoring mechanism		
Standard-5		
Infrastructure and leaning resources :		
➤ MAP of building		
➤ List of library books		
➤ List of computer hardware and software		

Standard-6		
Support for learners:		
➤ Participants/learners information procedure and record.		
➤ Procedure of the assessment of the program.		
➤ Procedure of certification of the program.		
➤ Procedure for tracking and enabling the learners to achieve the program objectives.		
➤ Monitoring (Counseling) guidelines.		
Standard-7		
Human Resources and financial stability:		
➤ Financial records/statements of account		
➤ The CV file of trainers for this program.		
➤ The appraisal reports of trainers.		
➤ The minutes of the meeting for review and updating of this program.		
Standard-8		
Assessment and Evaluation:		
➤ The guidelines for assessment.		
➤ The procedure and criteria for assessment.		
➤ The strategies for assessment.		
Standard-9		
Quality Assurance Mechanism:		
➤ Evaluation procedure/system.		
➤ Evaluation reports.		
➤ Quality Assurance observation reports.		
➤ Trainer Feedback questionnaire		
➤ Teachers work plan /time table		
Standard-10		
Research and Development		
➤ Research policy		
➤ Research publication and reports		
➤ Mini research topics/ list		