

MANUAL ON ASSESSMENT OF TRAINING INSTITUTIONS

(Revised Guidelines for New & Extension Proposals
w.e.f Academic Session 2020-21)



Rehabilitation Council of India

A Statutory Body of Ministry of Social Justice and Empowerment
Department of Empowerment of Persons with Disabilities (Divyangjan), Government of India
B- 22, Qutab Institutional Area, New Delhi – 110016
E-mail rci-depwd@gov.in; website: www.rehabcouncil.nic.in

Contents

Sl.	Sections	Page No
1	Purpose of Revision	2
2	Objectives of Assessment	3
3	Components of Assessment	3
4	Guidelines on Maintaining Minimum Standard	4-6
5	Norms for Appointment of Visiting Experts	7-8
6	Code and Conduct for Visiting Expert	8-9
7	Guidelines for Assessment (Fresh & Extension)	9-10
8	Scoring System	11

1.0 Purpose of Revision

Rehabilitation Council of India has been making continuous effort to improve standard of Rehabilitation and Special Education Professionals through quality curriculum delivered through training institutions approved by the Council. It is undoubted that the role of training institutions is immense. The quality of professionals those would serve the persons with disability depends on the quality of training institutions. Hence the Council looks forward for both qualitative as well as quantitative growth of training institutions in the country.

Maintaining the standard of training institutions is one of the major goals of the Council. Therefore for approving a course to any training institution, the Council ensures the feasibility of such institution in offering the required course having adequate faculty and resources. Hence the Council undertakes assessment and Assessment of training institute in a systematic and scientific manner.

Over the years there have been several revisions to such procedure; however currently there was need to go for further revision to make the process more objective and scientific based. In case any course in an institution is not approved, it has been observed that in most of such cases, the management of such training institute demonstrates the dissatisfaction in the assessment done by the visiting experts- blames as well as puts up complaints to the Council. It becomes very difficult for the Council to verify the assessment done by the visiting experts unless fully objectivity is not achieved in the assessment procedure. A committee appointed by the RCI in Year 2017 reviewed the assessment process, general guidelines for assessment (Fresh & Extension). After due approval from the General Council of RCI, the revised assessment report format and its guidelines were implemented from the Academic Session 2018-19. The team realized that in many parameters, the decision of the visiting experts is difficult to review as such there is more scope for subjectivity and lacks the objectivity. Therefore, the team revised the assessment procedure. The Council undertook the assessment of the training institutions on the basis of the revised format for the academic session of 2018-19 and made a comprehensive record of feedbacks, practical difficulties, etc. and further recommended for a review of the revised assessment process so that the assessment format and process could be further validated and refined. The revised assessment report format, guidelines etc. has again been reviewed on 4th & 5th Dec, 2018 for further refinement. Thereafter again the said guidelines has been revised based on the outcome of the meeting held on 10th August, 2019 under the chairmanship of Sh. K. V. S. Rao, Director, DEPwD, MoSJ&E, Govt. of India and members were Dr. Subodh Kumar, Member Secretary, RCI, Dr. Sandeep P. Tambe, Assistant Director, RCI and Dr. Rajesh Kr. Verma, Assistant Director, RCI.

It was felt that the Council should have separate assessment report format for each level of course to facilitate the visiting expert in report writing in objective & transparency manner.

Another meeting was held on 5th & 6th Sept, 2019 at RCI wherein committee has again re-looked the essential, desirable & credentials parameters and their scoring patterns. Accordingly separate assessment report format for different level of courses (Fresh & Extension) have developed by the Council which is being implemented from the academic session 2020-21 and onwards.

2.0 Objectives of Assessment

The objectives of assessment are:

- 2.1. To develop a procedure/process to assess the capabilities of training institutions those could offer a particular course in the manner as prescribed in the curriculum approved by the Council in order to prepare quality manpower for the country;
- 2.2. To consider all those parameters that are essential for a training institution to successfully offer a course as well as other parameters that are desirable to strengthen the quality of the training;
- 2.3. To minimize the subjectivity factors of the assessor such as giving undue favour to the training institution or exhibiting bias
- 2.4. To strengthen objectivity in the assessment process so that the training institution is truly evaluated of their capabilities;
- 2.5. To consider the credibility, achievement, innovations and reputation of the institution in the assessment process.

In a nut shell, with the revised format and procedure, the Council would ensure for the conduct of a reliable and valid assessment which would ultimately support its objective of upholding standards across curriculum, training institutes and states.

3.0 Components of Assessment

Assessment is comprised of major three components:

- a. **Essential Component (Part A):** This includes all those parameters and sub-parameters which are considered to be essential for a course/training institution. For example, under building/physical infrastructure, the classrooms are taken as essential component whereas staff quarters or guest house as desirable component.
- b. **Desirable Component (Part B):** As mentioned above, the desirable components which are complimentary for any course/training institution are also assessed. Part A and Part B shall be assessed simultaneously for each parameter/sub-parameter as per assessment format.
- c. **Credentials (Part C):** The assessment also includes the background, achievements as well as experience of the institution in the field of disability rehabilitation and special education. For example, if the training institution has received an award from the state or central government, then this achievement would be appropriately scored and included in the assessment.

The distribution of weightage across various components is given below:

Sl.	Components	Part	Weightage of Scores
1	Essential	A	70%
2	Desirable	B	20%
3	Credentials	C	10%
Total		A+B+C	100%

Further, the assessment has three stages:

- a. **Self –assessment/self-appraisal** of training facilities, resources by the training institutions;
- b. **Assessment of the training facilities** by the visiting team of experts (In case of extension proposal, then the visit can be done during institute’s working hours without prior information to the training institution);
- c. **Verification & validation** of assessed information by the Council and decision on approving or disapproving any institution.

The visiting team of experts is required to go through the self-assessment/self-appraisal report of the training institution prior to undertaking any assessment. The Council is entrusted with responsibility to verify and validate the assessment data based on the report submitted by the visiting experts deputed by the Council.

4.0 Guidelines for Maintaining Minimum Standards

The visiting experts deputed by the Council are assigned with responsibility to conduct a fair assessment without any bias or favoritism and help the Council to maintain the minimum standards across courses/training institutions in the country.

It is very important for all visiting experts to go through the complete curriculum/syllabus prescribed by RCI for the course they are being deputed by the Council for assessment. The latest curriculum/syllabus can be downloaded from RCI website. The syllabus of the Council has clearly mentioned about the norms in terms of faculty, classrooms, laboratories, equipments, etc. which becomes a base for the visiting team to conduct assessment.

In case the norms/guidelines are not provided in the curriculum/syllabus prescribed by the Council; the following common guidelines are required to be followed as given below:

a. **Building**

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the building and infrastructure; then the institute should have minimum 1000 sq. meters including 500 sq. meters built up area for the first proposed training program. For each additional course, 300 sq. meters additional built up area is required. Classrooms size has to be 25 to 30 sq. meters up to 30 students or in proportionate manner with required furniture. The number of classrooms should be as per the duration of the course.

b. Human Resources

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council of the course under assessment regarding the human resources; then at Diploma level course, the training institution should have : (i) Two (02) qualified full time faculty members with valid RCI registration (Senior most of them will be the Course Coordinator); (ii) The essential allied faculty, one in each area as necessary, should be visiting the institution for a minimum of five hours in a week for lecture, demonstration, practical work, etc., or as per requirement of the course; (iii) Two numbers of clinical/technical staff ; (iv) One administrative staff; (v) 50 % of the core and allied faculty should have relevant experience of more than two years. For Bachelors, Masters and above courses please refer the respective curriculum / syllabus.

c. Special and Inclusive School (*for education related courses*)

Training institutions applying for special education and/or inclusive education related courses should have the facility of Special and Inclusive school(s). The institution should have own three year old functional special school with the required strength of children in respective area of disability as prescribed in the respective curriculum/syllabus. Memorandum of Understanding (MOU) with a nearby/local special school may be considered in case the course is run by the Universities/National Institutes/Govt. organizations. The MOU needs to be renewed after every two years.

As, the curriculum of the courses related to education requires that trainees are to be placed in the inclusive set ups and undertake practice teaching, hence the training institutions applying for special education and/or inclusive education related courses should have access to inclusive school with strength of minimum 10 children with disability. If adequate number of children with disabilities is not available in the inclusive school, more number of such schools should be considered by the training institution. MOU or written consent from nearby/local inclusive school(s) may be considered.

d. Clinical Infrastructure (*for clinical/rehabilitation courses*)

Training institutions applying for clinical/rehabilitation courses should have the facility of three year old functional clinical services with required infrastructure as prescribed in the curriculum/syllabus. If not prescribed in the curriculum, the training institution running/proposing Diploma level course should have the clinical facility having: (i) 5 persons with a given impairment/disability for every student admitted each year and multiplied as per the number of courses being run/applied for by the training institution; (ii) 75% of the clinical population must be attending therapy / intervention program at the institute; (iii) All varieties of clinical population with the number of persons in each clinical variety be not less than 10% of the total clinical population; (iv) Requirement of equipment shall be as per RCI syllabus for a given course; (v) A minimum of five rooms for therapy and other intervention programs and multiplied as per the number of courses being run/applied for by the training institution. For Bachelors, Masters and above courses please refer the respective curriculum syllabus.

e. Laboratory Infrastructure / Resource Room

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the Laboratory Infrastructure (for clinical and rehabilitation courses) or Resource Room (for education related courses); then training institution should have (i) equipment, tools, tests etc. as stipulated in the syllabus; (ii) one number each of the tests and tools stipulated in the syllabus for every 15 students; (iii) at least one room with special infrastructure for each course.

f. Library Resources

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the Library Resources; then training institution should have for Diploma level: (i) Three copies of each title/book per paper in the core subjects; (ii) Two copies of each title/book per paper in the allied areas; (iii) In case prescribed book is not available, then book with similar contents but of other authors may be considered; (iv) At least one journal in the core area; (v) Computer to be available in ratio of 1:8 (1 computer for 8 students) with internet facility; (vi) In house facility for photocopy. For Bachelors, Masters and above courses please refer the respective curriculum / syllabus.

g. Barrier Free Environment

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the Barrier Free Environment; then training institution should have: (i) Built environment having ramps/lifts so that has easy access to classrooms, toilets, drinking water; (ii) Signage including tactile path, lights, display boards, signposts; (iii) Assistive Technology: accessible website, screen-reading software, mechanized equipment; (iv) Enquiry & Information: human assistance, reader, scribe, softcopies of reading material, screen reading software.

h. Community Promotional Activities

The training institution must have conducted prior to the date of application for starting/extension of the course/training program: (i) Sensitization/Awareness program (Minimum 02 per year); (ii) Early identification program/ Promotion of Inclusion (Minimum 01 per year); (iii) Development of Audio-Visual/Resource Material for Public Education/Parent Empowerment (Minimum 01 per year); (iv) Community Based Services (01 per year); (v) Exhibition (01 per year).

i. Faculty Development & Research (Essential for Bachelor /Master Level)

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the Faculty Development & Research; then training institution should have during the last five years or from the date of recognition of the course if less than five years: (At Bachelor level) – (i) Paper Presentation in National Conferences/Seminars by each Core Faculty- at least one per each Core Faculty per year; (ii) Chapters/Books/Manuals/Articles published by Core Faculty – at

least one from **any** Core Faculty per year; (iii) Participation in workshop / Seminars / Conferences / Symposium - at least one per each Core Faculty per year (paper presentations shall be also considered as participation); (iv) Seminars/Workshops/CRE Organized by institutes during last one year (minimum one per year); (v) Publications (National and International Indexed Journals by Core Faculty – at least one from **any** Core Faculty per each two year; (vi) Writing/Translation of course related materials in Hindi/ Regional Languages at least one from **any** Core Faculty during last 5 year; (vii) Projects undertaken by **any** Faculty with or without involvement of the students. In case, the training institution is running courses both at Bachelor's and Master's levels, then the norms as prescribed for Master's level under 'Faculty Development and Research' (as given below) shall be considered.

In case the norms/guidelines are not provided in the curriculum/syllabus, prescribed by the Council regarding the Faculty Development & Research; then training institution should have during the last five years or from the date of recognition of the course if less than five years: (At **Master level**) –

(i) Paper Presentation in National Conferences/Seminars by **each** Core Faculty- at least one per Core Faculty per year; (ii) Publications (National and International Indexed Journals by Core Faculty – at least one from **any** Core Faculty per year; (iii) Chapters/Books/Articles published by Core Faculty – at least one from **any** Core Faculty per year; (iv) Participation in workshop/Seminars/Conferences /Symposium- at least one per **each** Core Faculty per year (paper presentations shall be also considered as participation); (v) Seminars/Workshops/CRE Organized by institutes during last one year (minimum one per year); (vi) Projects undertaken (Externally & Internally Funded) by Faculty; (vii) Research Guidance by the Faculty at PG/M.Phil/ Ph.D. Level; (viii) Research/Scientific Award.

5.0 Norms for Appointment of Visiting Experts

The norms for appointment of visiting experts for undertaking assessment are given here:

a. For Certificate & Diploma level of courses

- i. Professional having RCI prescribed qualification and five years experience in the respective course and area of disability as Faculty / Academic Administrator (for example: Principal/Headmaster).

Or

Faculties at Bachelor and Master Level courses with three years of teaching experience in the respective discipline.

- ii. Faculty must possess the valid RCI registration number.

b. For Undergraduate & Degree level of courses

- i. Teaching faculties as prescribed in the syllabi for Undergraduate/Degree level courses with minimum of five years of teaching experience at UG/Degree/PG/Master level in the respective discipline at RCI approved training institute/university department /national institute/hospital department.
- ii. Faculty must possess the valid RCI Registration number.

c. For Master and M.Phil. level courses

- i. Teaching Faculties as defined with minimum of five years of teaching experience at Master's Level & above courses in the respective area of specialization at RCI approved training institute/university departments /national institute/hospital department.
- ii. Faculty must possess the valid RCI registration number.

d. Other Provisions

- i. Generally, the Council deposes two members of team of those who are working /worked as core faculties on regular basis for assessment purpose. In special circumstances, a qualified senior rehabilitation professionals with Bachelor or Master Degree or equivalent qualification as per the level of the course to be assessed in the respective specialization with minimum ten years of experience in special school/rehabilitation service centre run by Government may be deputed as one of the visiting expert.
- ii. The Chairperson of Council reserves the right to depute EC/GC Members of the Council and the members of various expert committees of RCI having required qualifications and experience.
- iii. The Chairperson of Council reserves the right to depute eminent professional working prior to RCI Act for assessment along with other co- expert.
- iv. Preferably, the Council nominate one visiting expert from the same State in which the institute belong and another from the neighboring State.
- v. In case of any complaint received against any training institute, experts from the National Institutes / Central Government Institute / Central or State University (Government) from the same state can be deputed. Representative from Zonal Coordination Committee of RCI of the respective zone having required qualifications and experience may also be deputed to verify the facts.
- vi. Professionals deputed for assessment by the Council may be considered as official work/on duty and no leaves should be deducted by his/her employer for being absent from his/her regular duty.
- vii. In case member as visiting expert does not visit the institution as requested by RCI within the specified time or refuses to visit without cause, then his/her empanelment may be discontinued for future visits.

6.0 Code and Conduct for Visiting Experts

Visiting experts shall:

- i. act in the interest of the Council with utmost integrity and professional ethics;
- ii. read thoroughly the curriculum/syllabus of the course which is to be assessed;
- iii. must give the required time for assessment with sincerity;
- iv. never take any kind of undue favour / valuables;
- v. use respectful language and behaviour at all times;

- vi. be unbiased / impartial while conducting the assessment;
- vii. not build any pressure on training institute for any reason;
- viii. not to be influenced by the other expert to provide undue credit/benefit to the inspecting institute;
- ix. keep assessment information confidential and shall not give any assurance / commitment regarding outcome of the assessment to the training institute being assessed.
- x. to sign on every page of Joint Assessment Report before sending to RCI.

In case of any eventuality and/or hindrance / resistance in conducting fair assessment by the training institution, any other person and even the co-expert of the visiting team; the Council should be kept informed by the expert(s) in writing at the earliest.

In case of visiting expert(s) submit false information regarding the institution he/she visits, or if found violation of code of conduct as entailed for the visiting expert, his/her empanelment will be cancelled for ever and necessary action shall be taken by the Council. The visiting expert(s) may also be liable on the grounds of code of conduct as per u/s 21 of RCI Act 1992.

7.0 Guidelines for Assessment (New & Extension Proposal)

- i. The visiting experts should do an on-site assessment based on the prescribed Performa. The experts must make sure that they actually see the infrastructure in physical form and not go by what the institute claims or promises. The visiting expert team should also verify all the relevant original documents and reports and if there is any discrepancy, should report to the Council.
- ii. The visiting experts must verify original documents relating to financial resources like fixed deposits, bank accounts, receipts, among others. The experts shall report if there exists any discrepancy between the institute's claim and actual to the Council.
- iii. The visiting experts must obtain and attach the photo-copies of all documents in respect of specific claim made by the institution such as awards received, fixed deposits, appointment of personnel, and approval of competent authorities (Competent Authority of State/Central Government/University) to start the Course/Program, bills/invoices of equipments purchased/procured, library books and journals. Copies of Annual Reports, newspaper clippings, etc. should not be attached to the assessment report.
- iv. The visiting expert team should justify the scores awarded by mentioning the norm and actual facts in respect of that sub-parameter/parameter. Anything, if significant must be entered in the 'Remarks' column.
- v. Scores in respect of all the sub-parameters / parameters are to be given with reference to the norms of the Rehabilitation Council of India for a given training program. For example, if the RCI norm stipulates minimum faculty strength of 4 in the core area for starting a program and if the institution has 4 faculty members, then award full score. Decrease the awarded scores proportionately for any shortfall. If the available infrastructure is more than the stipulated, the institutes will get only the maximum score for that category. For example, assume that RCI has stipulated four members of the core faculty as essential for a given course, and a maximum score

of 16 is marked for this category. Then, if the institute has four faculty members, it will get 16 score. However, if the institute has only three members of the core faculty, then it will get only 12 score. If the institute has more infrastructure/facility than stipulated, even then they will get the maximum of 16 score only.

- vi. It is desirable that institutions have their own building. The building and the plot should ideally be in the name of Institution / Society / Trust. In case of rented building, the institution must have a rent/lease agreement in the name of Institution / Society / Trust for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started).
- vii. The visiting experts shall ensure that all the professional staff working in these institutions is registered with the RCI.
- viii. It is compulsory to take photographs and video (unedited) during assessment as mentioned in the Performa and enclose them with the report. The bills/vouchers related to photography/videography may be submitted along with TA/DA form for the reimbursement.
- ix. The visiting experts shall assess infrastructure for each training program separately. For example, if a given institute has proposed Diploma programs in the area of Hearing disability as well as in Mental retardation, then the visiting experts should assess each program as independent of each other. The minimum requirements stipulated in the succeeding sections are for a program, and not for an institute.
- x. Convener of the visiting expert must send the assessment report within two days from the day(s) of visit so that it reaches the Council within seven days.
- xi. Assessment of the institute may be conducted on any working day without informing the institute (in the case of extension proposal).
- xii. In extension and fresh cases, 10% relaxation may be given in maximum of three parameters except Human Resource, Special School & Inclusive School/Clinical Services and Library to Government Institutions and 05% relaxation may be given in maximum of three parameters except Human Resource, Special School and Inclusive School/Clinical Services and Library to Non-Government Organisations (NGOs).
- xiii. In case of non-approval of extension proposals, institute may be given a chance to submit compliance report. Compliance inspection may be conducted without informing the institution for taking further decision. However, the institution has to submit the compliance along with assessment fee to the Council. Re-assessment for fresh proposals may not be entertained. They have to apply again for the next academic session.
- xiv. In case of institutions which have been granted approval for five years consequently twice for any course, they need not to apply for any approval. Approval fee is required to be paid for five years.

8.0 Scoring System

The distribution of weightage across various components as mentioned earlier is given below:

Sl.	Components	Part	Weightage of Scores
1	Essential	A	70%
2	Desirable	B	20%
3	Credentials	C	10%
Total		A+B+C	100%

The visiting experts are required to prepare the summary sheet of the scores obtained under various parts, but not required to calculate the final score as per the table given below. However, the Council shall calculate the final score for a training institution based on the assessment done by the visiting experts.. The percentage of scores for each parameter of essential components which have been already calculated is scored as per the table given below to get the overall score out of 100.

Part A of IR (70 Marks)	Part B of IR (20 Marks)	Part C of IR (10 Marks)
Obtained total score under essential parameters (%) $\times 0.7 = (A)$	Obtained Total Score (%) $\times 0.2 = (B)$	Obtained Total Score = (C)
Overall Score : A+B+C		

Minimum score and conditions for granting approval with duration for New as well as Extension Proposal is:

Score in Part A (In Each Parameter)	Overall (A+B+C)	Conditions of Approval
80% or above	75 or above	5 years / batches
70% or above	65 or above	2 years / batches
Less than 70%	_____	Regretted
Note: i. For granting approval, the institute have to score minimum passing criteria (in each parameters listed under Part A) under essential parameters. Once qualified with minimum passing criteria in all parameters, the duration of approval will be decided based on the overall score i.e. A+B+C . ii. In extension and fresh cases, 10% relaxation may be given in maximum of three parameters except Human Resource, Special School /Clinical Services and Library to Government Institutions and 05% relaxation may be given in maximum of three parameters except Human Resource, Special School /Clinical Services and Library to Non-Government Organisations (NGOs). iii. In case of discrepancy reported in the Joint Assessment Report of the visiting experts, on the discretion of Chairperson, RCI, a temporary approval may be granted for one year on conditional basis and Council will enquire the matter within three months for further decision.		

9.0 Format for Assessment and Reporting

The revised format for assessment of new and extension proposals is the same. Curricular Transaction Parameter shall not be assessed in case if the institute has zero session as applicable to the case of extension application. The Assessment Report Format is given in the Annexures.