

**A Comprehensive Framework
for Recognition of
Teacher Education Institutions
in India**

**Volume 3: Handbook for
Inspection Team**

Volume 1: Report

Volume 2: Handbook for TEIs

A Study commissioned by the
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Strengthening inspection practices for TEIs is not a one time exercise. We hope that this report which includes the new formats for application as well as the handbooks for the Inspection Team and for the TEIs would continue to be revised and improved.

– Gopal Midha
– Padma Sarangapani

Code of Conduct

The Inspection Team must uphold the highest professional standards in its work, and ensure that the Teacher Education Institution (TEI) is treated fairly and benefits from its inspection. As a member of the Inspection team, you shall adhere to the following code of conduct¹.

I shall:

- be impartial and have no connection with the TEI which could compromise my objectivity;
- take no gifts (however small) or special offers from the TEI or any people linked to it;
- report honestly;
- treat everyone I meet with respect and sensitivity;
- do my best to minimise the pressure on the TEI being inspected;
- report to TEIC any case of undue influence to the Inspection Team or me;
- communicate judgements clearly and frankly;
- respect the confidentiality of information, particularly about individuals and their work.

¹ Adapted from the Code of Ethics for Inspectors as issued by OFSTED.
Source: <http://www.ofsted.gov.uk/resources/for-inspectors>

1. Introduction

The recognition of any Teacher Education Institution (TEI) is meant to validate that the institution is capable of meeting the objective of providing quality education to future teachers in the system. It means that the TEI has the necessary people, infrastructure, resources and processes in place to ensure that its students get quality education. The Teacher Education Institution Center (TEIC) under the National Council of Teacher Education (NCTE) mandates Standards which every TEI must achieve. A TEI which fails on any of the Standards, therefore will not be granted recognition.

The rationale for Standards and the role of different organizations in TEI recognition has been described in the “Comprehensive Framework for Recognition of TEIs in India”- a Report prepared by Tata Institute of Social Sciences (TISS) for the Ministry of Human Resources and Development (MHRD). The Report is accompanied by two handbooks, of which this one is for the Inspection Team while the other one is for the Teacher Education Institutions.

This Handbook is meant for those who plan to visit a TEI for inspection. It has been designed to:

- (a) Provide a brief context of TEI inspections and its overall role in recognition of a TEI
- (b) Detail the composition and role of the Inspection Team
- (c) Describe steps that the Inspection Team must take to ensure that the Inspection is effective and useful for taking a decision on recognition of a TEI.

A Brief Overview of the TEI recognition Process

The process of TEI recognition (Exhibit 1) begins with the TEI submitting an application form to the TEIC. This is followed by checking the completeness of the form and the credibility and reputation of the TEI by the State Monitoring Cell and issuing a No Objection Certificate (NOC). After this, an Inspection Team is formed, which visits the TEI and assesses whether the TEI is indeed ready to meet the Standards as stipulated by the TEIC. The Inspection Team submits its report to the TEIC and is usually the basis on which the decision on recognition of the TEI is taken.

The respective role and responsibilities of the TEI, the SMC and the TEIC have been briefly described in Exhibit 2 and detailed out in Chapter 4 of the Report mentioned earlier. The Inspection Team must be familiar with these details before conducting any inspection.

The composition of the Inspection Team

The Inspection Team visits the TEI and decides whether the TEI has the capacity to meet the stipulated TEIC Standards. Hence, the composition of this team must include people with competence and understanding of the TEIC Standards and the local context within which the TEI plans to offer its program.

Exhibit 1: TEI Application process

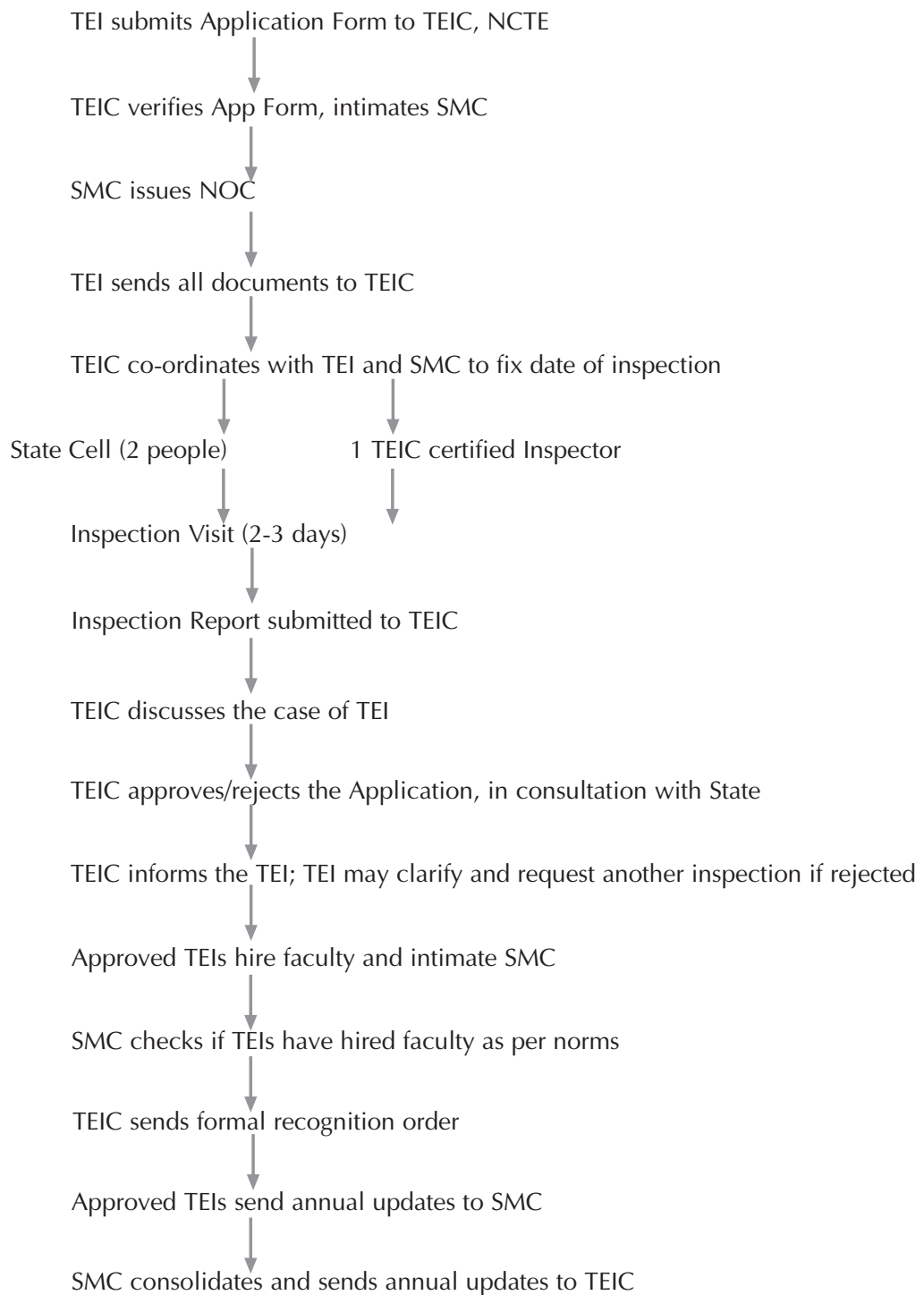


Exhibit 2: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE			
Application Stage	TEI	State Monitoring Cell	TEIC, NCTE
Application submitted	The TEI fills and submits the application form to the TEIC along with the application fee.	SMC receives intimation from TEIC about the application.	TEIC checks if application form is complete, reverts to TEI in case of any clarifications within 30 days of receipt of the application
Clarifications provided	TEIC responds to queries on the form within 15 days	SMC receives a copy of the reply	TEIC confirms all details are complete
Processing Stage	TEI	State Monitoring Cell	TEIC, NCTE
Website launched, NOC process started	Launches own website or has it ready within 15 days of approval from TEIC. Provides any clarifications to SMC.	Starts checking details about the TEI to issue a No Objection Certificate (NOC)	Displays details of TEI on its website and informs it about the approval
NOC issued	The TEI receives intimation about whether the application has been approved for the next stage. If approved, it sends physical documents.	SMC issues an NOC based on credibility and reputation of the TEI. It can also issue and objection certificate if it feels the TEI would offer poor quality education.	TEIC receives the certificate from the SMC and intimates TEI to prepare for inspection. In case SMC has objected to the TEI application, it may ask SMC for more details.
Inspection Stage	TEI	State Monitoring Cell	TEIC, NCTE
Pre-Inspection meeting	The TEI fixes the date of inspection with the TEIC. It notifies staff and faculty and prepares for inspection.	The SMC coordinates with TEIC for the dates. It sets up a 2 member team which meets the TEIC certified Inspector to identify areas of concern with the TEI application.	TEIC fixes the inspection dates in consultation with the TEI. It nominates a TEIC certified Inspector for the inspection. The SMC nominates and the TEIC Inspector form the Inspection Team.
Inspection	TEI provides documents or other evidence for verification when asked for by the Inspection Team. It may present clarifications at any point in this process.	The Inspection Team visits the TEI for 2-3 days and satisfies its concerns about how the TEI meets or would meet the TEIC Standards. They look closely at the appropriateness, validity and sufficiency of evidence.	The Inspection Team visits the TEI for 2-3 days and satisfies its concerns about how the TEI meets or would meet the TEIC Standards. They look closely at the appropriateness, validity and sufficiency of evidence.

Exhibit 2: Recognition Process Stages and the roles of the TEI, State Monitoring Cell and the TEIC, NCTE (contd.)

Inspection	TEI	State Monitoring Cell	TEIC, NCTE
Inspection Team Report submitted	The Inspection Team and TEI discuss the broad findings. TEI may respond or clarify any queries from the Inspection Team.	The Inspection Team prepares and submits the Inspection Report to the TEIC and SMC within 10 days of the visit.	The Inspection Team prepares and submits the Inspection Report to the TEIC and SMC within 10 days of the visit.
Approval and Recognition	TEI	State	TEIC, NCTE
TEIC meeting	TEI representative may be requested to be a part of the meeting for approval of TEI recognition held by TEIC.	SMC members may be requested to be present at the meeting for approval of TEI recognition held by TEIC.	TEIC conducts meeting, goes through the Inspection Team's Report and other data
Approval or Rejection of Recognition	TEI receives the decision from TEIC. In case of rejection, the reasons are clearly stated. The TEI can re-apply after one year from the date of decision.	SMC receives copy of the decision.	
Formal Recognition	TEI hires faculty and displays this on website. It informs SMC and TEIC	SMC cross check information about faculty. Confirms it to TEIC	TEIC, on confirmation from SMC, send formal recognition order.

The Inspection team shall comprise:

- (a) 2 members from the SMC
- (b) 1 TEIC certified Inspector

The TEIC shall coordinate with the TEI and the SMC to fix the dates of the inspection. It will nominate a certified Inspector to be a part of the Inspection Team. The SMC shall choose the two members who shall do the physical visit.

The TEIC certified Inspector shall be the Chair of this team and be responsible for:

- Coordinating the activities and tasks linked to the inspection
- Ensuring a high level of professional conduct and ethics by the Inspection Team
- Submitting the Inspection Report to the TEIC on time

The SMC team shall be responsible for:

- Supporting the Chair with the coordination of different tasks
- Conducting the inspections with a high level of professional conduct and ethics
- Writing sections of the Inspection Report when asked by the Chair

It is important that the SMC nominate those members who are well versed with the issues of school education and teacher education in the state, especially those of the district in which the applicant TEI is located.

The next sections shall detail out more information relevant to the inspection process.

Some elements of the framework used in this Handbook for Inspectors have been adapted from an Exercise Workbook designed by Teacher Education Accreditation Council (TEAC)², a US based accreditation agency. These elements have been adapted to make them appropriate to the Indian context.

The TEI Application for Recognition

In the Teacher Education Council (TEIC) recognition process, the Teacher Education Institution's (TEI's) Application is either Form 1A or Form 2A. TEIC recognizes an institution on the basis of evidence that it meets all Standards set by it and that the institution has the capacity to offer a quality teacher education program. The TEI presents this evidence in its Application Form.

Why two different application forms?

This is because the nature of the TEI applying for recognition or the kind of program being offered may vary.

A TEI which is not currently recognized and plans to offer TE courses or an existing TEI planning to offer a new TE course will go through the process of Initial Recognition. It would use application forms designed specifically for this purpose. It will get recognition for one year. The TEI would therefore, need to renew its recognition before the beginning of the next academic year.

² The TEAC Exercise Workbook is an exhaustive worksheet based document meant for TE program faculty to help them write the Inquiry Brief for their Program.

On the other hand, a TEI already recognized under the current NCTE norms and which has been offering courses for more than one year and plans to offer the same course will usually get a formal recognition for 3 years. Since this TEI is already recognized, it will go through the process for Renewal of Recognition.

The Application Form to be used by the TEIs applying for Renewal of Recognition shall therefore differ from that to be used by a TEI applying for Initial Recognition.

The differences between the two processes has been outlined in Exhibit 3:

Exhibit 3: Applications for Recognition		
	Initial Recognition	Renewal of Recognition
Applicant	A TEI which is planning to offer a TE course(s) not offered in the previous year	A TEI, currently recognized, which is planning to offer the same TE course(s)
Process	Application Form 1A to be filled by the TEI	Application Form 2A to be filled by the TEI
Inspection Process	Focus on infrastructure and plans made by the TEI to meet the Standards	Focus on all Standards being continuously met
Duration of Recognition	Not exceeding one year. Formal Recognition order to be given after confirmation by SMC	3 years

However, in both cases, TEI faculty members and the management (Applicant Team) should work together to fill the application details. All faculty members of the TEI represented in the application should contribute to the process, and TEIC requires that the faculty members in the TEI, review and approve the final Application Form before it is submitted to TEIC.

The inspection process verifies the evidence presented in the Application Form and evaluates whether or not the evidence ensures that the TEI meets the Standards set forth by the TEIC. The quality of the evidence, the quality of the system that produced it and the background of the TEI are the key factors in the TEIC recognition decision. In the case of the Application for Initial Recognition, it is the task of the Inspection Team to verify the evidence of the TEI's capacity and plan to meet Standards if the application is approved. In the case of the Application for Renewal of Recognition, the Inspection Team verifies the evidence that the TEI is continuing to meet the Standards.

2. The Types of Inspections

2.1 Inspection for an Application for Initial Recognition

In this Application (Form 1A), a TEI displays evidence that it meets or is ready to meet all the Standards pertaining to the four dimensions of Teaching-Learning, Infrastructure, People and Governance and has an effective system for monitoring these Standards.

The Applicant Team may not have evidence that its Teaching-Learning processes are working well since there might be no students in the program but they do have evidence of their ability to offer TE of good quality, evidence of a sound monitoring system, evidence that the institution is committed and financially healthy to offer the program, and have a plan for acquiring evidence over time to meet such Standards as laid down by the TEIC. It might also include an internal inspection report.

The Application for Initial Recognition is a scholarly-cum-administrative work in which the Applicant Team demonstrates that they are financially healthy, have access to quality infrastructure and propose the method by which they will find evidence (qualitative, quantitative, or both) to demonstrate that if the approval is given by TEIC, they will meet all the Standards.

Although the Applicant Team may only restrict themselves to the Standards in the Form, they may also show how they will use student and faculty assessments to improve both the program and the system they have in place for improving the quality of the program.

The Application for Initial Recognition is based primarily on existing documents, such as reports of ongoing inquiry or audit, land and building records, contractual agreements with the faculty, recognition and accreditation reports and faculty/institution research and publications.

Hence the purpose of Inspection is to make sure that the TEI is indeed well positioned to offer the program by the next academic year if granted the approval. It is quite possible that the TEI has not hired all the faculty necessary to offer the program as it is still awaiting for approval. Hence the formal recognition order shall be given only when the full faculty has been hired as per norms set by NCTE.

2.2 Inspection for an Application for Renewal of Recognition

The Application for Renewal of Recognition (Form 2A) is appropriate for TEIs that have already been recognized earlier by TEIC/NCTE but whose recognition will end at the end of the academic year and are planning to offer the same TE programs in the next academic year. The TEI in its Application Form displays evidence that it meets all the Standards pertaining to the four dimensions of Teaching-Learning, Infrastructure, People and Governance and has an effective system for monitoring these Standards.

Though the Applicant Team may only restrict themselves to the Standards in the Form, they may also show how they will use student and faculty assessments to improve both the program and the system they have in place for improving the quality of the

program. It can also include an internal inspection report which highlights the quality of the TEI and the program it offers.

The Application for Renewal of Recognition is based primarily on existing documents, such as earlier inspection reports, reports of ongoing audit, land and building records, contractual agreements with the faculty, recognition and accreditation reports, and institutional research and publications.

Hence, the purpose of inspection is to make sure that the TEI has been able to keep up the Standards as expected by the TEIC, during the phase of recognition and there is substantial evidence that Standards shall continue to be maintained.

3. Suggested Steps for Inspection Team members

The Inspection Team comprises 3 members. Two of these are from the SMC, while the third member is a TEIC certified Inspector who also chairs the Inspection Team.

a) Review. The Inspection team members study and understand the TEIC process and requirements- especially any changes since the last inspection done by them. They also navigate the website (www.TEICindia.in)¹ for the most up-to-date information. They contact people in the TEIC for any queries.

b) Research the Applicant TEI. The Inspection Team examines the Application Form and the inventory of evidence mentioned in it. They speak with education officials in the district to understand the local context of the TEI. They note what evidence the TEI relies on, what it does not, and what it might collect in the future. They design a set of questions to probe and ensure that these evidences are trustworthy, appropriate and sufficient. (See Annexure A for suggested questions)

c) Confirm the TEI inspection. The Chair confirms the meeting with the TEI and coordinates with the other members of the Inspection Team to finalize the stay arrangements.

d) Share Questions and Responsibilities. The Inspection Team now meets together to review what it has learned about the TEI and its program and what are the key questions for which they shall be checking the evidence closely. They also establish a shared understanding about TEIC Standards. The Chair may allocate areas of inspection to other team members to bring greater focus into inspection. The team also discusses how video and audio data could be captured.

e) Conduct the Inspection. The Inspection Team now visits the TEI and spends 2-4 days closely inspecting the TEI for its quality as per TEIC Standards. They also capture 10-15 minutes of audio-video data about the TEI which shall support or refute the evidences provided in the application.

f) Share Preliminary Findings. The Inspection Team plans well ahead on how the feedback would be shared with the TEI before they leave.

g) Draft and submit Inspection Report. The Inspection Team drafts a report to be submitted to TEIC. The Chair is overall responsible that this Inspection Report is submitted to TEIC within the stipulated time and has fairly represented the views of all the members of the Inspection Team. He/she may ask the other team members to write different sections of the report. The audio-video recording by the Inspection Team is also submitted along with the Report.

The Chair may be requested to be present during the meeting when the decision on the application for recognition is taking place. She may be requested to clarify elements of the Report submitted and justify their decisions.

This whole process may be planned through a checklist as indicated in Exhibit 4.

1. Yet to developed

Exhibit 4: Planning checklist for preparing the Inspection Report

First draft: 3 months before Submission date

Target Submission by: _____

1. Review	When	How
TEIC's Standards and documentation		
TEIC's recognition process		
2. Confirm TEI Inspection	When	With Whom
With TEIC		
With TEI		
3. Share Questions and Responsibilities	When	Who
Prepare questions		
Send to other team members		
Meeting		
Audio-Video Responsibilites		
4. Conduct Inspection	When	Who
Review materials and evidence, the Internal inspection report and findings to date		
5. Share Preliminary Findings	When	Who
Inspection Team meeting		
Meeting with TEI		
6. Submit Report	When	Who
Draft Preliminary report		
Team members to respond		
Submit Final Inspection Report		

4. TEIC Resources

TEIC offers the following print and electronic resources and guidance:

a) Website. TEIC's website (www.TEICindia.in) is a comprehensive and up-to-date guide to the TEIC, the recognition process, and details on inspection. The Inspection team must check the TEIC website regularly for updates on policies and procedures, announcements about events and members. TEIC members receive periodic email announcements. The website has a feature that encourages members and others to make suggestions and comments about TEIC.

b) Publications (available on the TEIC website in PDF format)

Teacher Education Council. A short introduction to TEIC, including the recognition process and principles and standards.

Handbook for TEIs. A comprehensive guide for the faculty, staff, and administrators of TEIC member programs preparing for initial and continuing education. The guide includes a description of TEIC's principles and standards; the recognition process, including the inspection; and detailed instructions on writing the Application Form.

Handbook for Inspection Team. A comprehensive guide to the inspection process for the Inspection Team. Includes a checklist for tracking the inspection process.

c) Guidance and feedback. TEIC provides a coordination desk to assist the TEIs while the Applicant Team is writing and editing the Application Form, offering feedback on Standards and interpretations of evidence.

d) Additional services.

On request, TEIC can provide tailored workshops for a group of Inspectors.

TEIC can provide individual consultation for Inspectors in TEIC's offices.

5. The Context

5.1 Before you assess Part 1 of the Application Form

Understand the TEI and the TE Program in detail by trying to understand:

1. Overall logic: guiding philosophy and orientation of the TEI and why does it really want to offer TE (What gap is it filling? How is its program unique?)
2. Shared Vision of the Institution
3. Program areas, levels, specialties, and other Programs offered by the same TEI
4. Application history of the program
5. Demographics of the area where the TEI would most likely get its students from
6. Table of enrollment trends, analysis of student and faculty profile in a similar TEI

5.2 Before you assess Part 2 of the Application Form

5.2.1 Understanding Standards

Establishing standards (called Standards from here onwards) for recognition of TEIs in India can be a useful and practical way to strengthen their quality. These Standards could be expected to:

1. Provide a framework for consistent, coherent and comprehensive definition of quality for a TEI.
2. Affirm the recognition and approval process of TEIs.
3. Contribute to the quality assurance within and between institutions and allow comparison between different states.
4. Establish minimum thresholds for operation which could be used by new and existing TEIs.
5. Allow more flexibility and create innovative ways to meet the Standards of TE.
6. Strengthen public confidence in TEIs.

One of the main objectives of creating a national set of standards for TEIs, therefore, is to establish and refer to an agreed set of threshold levels which all TEIs must reach. These Standards, therefore, represent the minimum levels of performance and resources that every institution conducting/running a TE program must be capable of offering. Any TEI which does not meet even one of the Standards is not allowed to offer TE programs.

The Standards mentioned in this document have been evolved based on desk reviews of recognition and accreditation practices and processes in India, UK, USA and Australia. The visits to TEIs, Universities and state agencies in different states across the country revealed that quality teacher education institutions have their own internal means of maintaining quality through minimum norms for infrastructure, stringent

admission criteria, documenting teaching-learning outcomes, focussing on student-teacher scores and hiring faculty with right qualifications as prescribed.

These Standards have been evolved after a thorough discussion of the manuals, policies and guidelines being used by the accreditation agencies and viewing them in light of the findings from the state visits. Care was taken that these Standards build on the existing norms and checks developed by NCTE and the criteria developed in the collaboration with NAAC and NCTE for TEIs. This would make it easier for both TEIs and the regulatory bodies to relate to them.

The other principles which were kept in mind while developing the Standards were:

- (a) Evidence based, clear and transparent judgement should be possible
- (b) Students, faculty, management and the institutional needs are considered
- (c) Procedures are easy to understand and describe ways of how a Standard can be met
- (d) The Standards are generative and offered as suggestions rather than prescriptions. They encourage innovation, flexibility and creativity

Before we describe these Standards, it is critical to highlight that a list of Standards which would cover every aspect of TEI functioning would be difficult to develop. Further, even if such a comprehensive list is developed, it would involve an intensive effort of data collection and analysis. It is also quite likely that the inspection would become time consuming and draw resources away from the TEI's primary task of providing quality education to future teachers. Hence, the present list of Standards has been developed to provide a thorough yet parsimonious method of paying attention to all the key activities under the purview of the TEI for which it can be held accountable.

In an attempt to provide a more concise view of the different facets of TEI functioning, these Standards have been collated and mapped into the following four dimensions:

1. Teaching and Learning
2. People
3. Infrastructure
4. Governance

The Standards are interwoven in these four dimensions of a TEI's functioning - its academic, administrative and management activities. Hence, besides being concise and easy to focus on, these dimensions also represent possible directions which the TEI may venture into to improve its academic and administrative functioning.

5.2.2 Dimensions and Standards

This section provides a brief overview of the Dimensions and the Standards they comprise. Exhibit 5 provides a more detailed listing of the Standards within the dimensions.

a) 1st Dimension: Teaching and Learning

A sound strategy for teaching and learning forms the core in facilitating teacher-student interactions and learning. It is important that such Teaching and Learning practices are appropriate for the student composition. The learning environment must be stimulating for diverse learners and engages students as inquirers and thinkers. Further, the teaching-learning processes in a TEI need to be aligned towards not just preparing graduates who have a mastery over their subjects but are also able to translate it into effective teaching. A key component is the school experience (Practice teaching/Internship) and hence would focus on efforts which forge closer and richer links between the TEI and the school.

This Dimension also covers how Teacher Educators are influenced. The environment, for instance, could encourage Teacher educators to engage in reflection and evaluation of their own practice and to participate in continuing professional development as teachers.

b) 2nd Dimension: People

The Standards linked to this dimension aim to ensure that the right people are chosen to teach the courses and run the program. The faculty must have the requisite knowledge and understanding of the subject matter they teach besides being aware of the latest educational trends. Hence, there is a need to go beyond faculty qualifications and assess how the faculty is teaching to reflect on current educational practices understanding in their domains.

Further, the head of the institution plays a key role in providing both academic and managerial leadership, hence he/she needs to be aware of academic and administrative issues of the college. She must be able to encourage faculty, students and staff to be effective in their work.

Further, there should be enough opportunities and incentives for professional development and growth of all teacher educators and enough ways and measures to keep students, teacher educators and staff satisfied with the work culture in the institution.

c) 3rd Dimension: Infrastructure

A safe and comfortable infrastructure is a basic requirement for any educational institution. Open and well-lit classrooms, clean toilets, fire safety and comfortable room-temperatures are a must. The infrastructure must also be friendly for people with disabilities. Most of the Standards developed in this dimension have been aligned with the current NCTE norms.

Access to a wide range and depth of resources is critical for students and faculty of any teacher education program. Having a well-stocked and well-indexed library with a range of books and TLMs is likely to promote academic thinking and reflection. The library needs to be an open and inviting space.

Exhibit 5: The Dimensions and Standards governing TEI recognition

1.	Teaching and Learning Dimension	Exemplar evidence(s)
1.1	The teaching and learning strategy proposed is appropriate for the institutional type as reflected in its mission (programme types, research, teaching), mode(s) of delivery (contact/distance/e-learning), and its student composition (age, full-time/part-time, advantaged/disadvantaged).	Proposed teaching strategy respects the learner and builds student knowledge constructively; Teacher manual encourages systematic reflection on teaching practices; Student feedback is taken during and after the course; Technology (software/hardware) is available for submission of assignments; Special educators are present to help teachers include all students in classrooms activities.
1.2	Teaching and learning encourages a stimulating learning environment for diverse learners.	Availability of recent and classic books, articles, magazines, movies on teacher preparation, aims of education and so on; Varied assessment practices are planned; Academic calendar has a variety of education activities planned throughout the year.
1.3	Practical aspects of teaching are well integrated into theory.	Each subject has practical application aspects; Teachers hired know of various methods to integrate practice and theory.
1.4	School experience/Internship is well planned.	Schools have been identified and contacted for practice teaching in the early part of school year; Plans exist on how students will reflect on their practice teaching; Plans ready for mentoring student teachers; Regular visits are planned by teacher educators to schools.
1.5	School experience/internship is well documented.	Self observation, peer observation and teacher observation formats are ready; Video recording of student practice teaching lessons is done; All lesson plans prepared by students are documented; Retrospective reports are prepared by students.
1.6	Assessment of students is fair and comprehensive.	Student Portfolios exist which record student growth; Assessment is done frequently and feedback given promptly.

2.	Infrastructure Dimension	Exemplar evidence(s)
2.1	The infrastructure and facilities ensure a safe and healthy environment.	
2.1.1	Rooms and Corridors	Enough windows and doors for ventilation; Good natural/artificial light at all times; No seepage/foul smell; Exits labelled for emergency; No protruding nails, splinters, holes or loose boards.
2.1.2	Ramps and Stairs	Good natural/artificial light at all times; No seepage/foul smell; Exits labelled for emergency; No protruding nails, splinters, holes or loose boards; Railings/support for walking.
2.1.3	Furniture	Furniture is easy to move; Chairs are comfortable for long sitting; There is space for books and other materials.
2.1.4	Electrical Safety	There is electrical earthing; All electronic sockets well covered.
2.1.5	Fire Safety	Fire alarms are well distributed and functioning; Instructional charts as a precautionary measure have been put up; Exits are clearly labelled; Fire extinguishers are well placed; Schedule/procedure exist for replacing expired fire extinguishers.
2.1.6	Drinking Water	There is continuous supply of water; Drinking water is easily accessible to all.
2.1.7	Reporting Hazards	Hazardous materials are clearly labelled; Warning boards are clearly visible; Mechanism exists for reporting any hazards, leakages etc.
2.1.8	Medical Facility	A clean, separate room or space is available for unwell people; Doctor is available on call.
2.1.9	Library	The library is conveniently accessible to all; Books are easy to browse (cabinets are unlocked); The Librarian is well aware of the books, journals and magazines available; There is provision for digital access to articles.

2.	Infrastructure Dimension (Cont.)	Exemplar evidence(s)
2.1.10	House keeping	There is a cleanliness schedule for all facilities; The schedule is monitored regularly; There are always enough people to keep the facilities clean; The schedule is available on public display.
2.2	The instructional infrastructure and facilities promote academic and reflective thinking.	There are quiet reading spaces; There are places for holding discussions in addition to classrooms; There is availability of whiteboards or other writing areas; Basic supplies like chalk and blackboards are usable; Labs have reasonable space and testing facilities.
2.3	There are learning resources available to promote academic thinking and reflection.	TLMs are well thought; All learning material is listed; TLMs are enough for the students, TLMs are interactive.
2.4	The infrastructure and the learning resources are disabled friendly.	Ramps and lifts for those with wheelchairs; Appropriate washrooms; Low colour scheme is used for people with low vision; Books/reading material is available in Braille; Special software is present for visually disabled; Sign board at the main gate has large font size; Appropriate labels/direction boards throughout the building.
3.	People Dimension	Exemplar evidence(s)
3.1	Profile and number of selected teacher educators is appropriate for the proposed program.	Teacher qualifications vis-a-vis course is as per norms; Teacher have more than 5 years experience; Teacher-student ratio is less than 1:30
3.2	The Principal is appropriate for the Program being offered.	Principal is well qualified and has led other programs of a similar nature; Parents of students, teachers and administrative staff is satisfied with the Principal.
3.3	The Principal has strong leadership qualities.	Principal has a clear and documented vision for the TEI; Principal has ideas on how to support teachers and students; Principal has good rapport with the Board; Principal is aware of the key issues which impact quality.
3.4	The Board Member(s) have a good understanding of the Education domain.	At least two Board members have more than 5 years experience in the education sector; They are well aware of the academic issues of a TEI; They are aware of rules and regulations NCF, RTE and NCTE regulations. They would support the Principal in his/her efforts to improve quality.

4.	Governance Dimension	Exemplar evidence(s)
4.1	The institution has a clearly stated vision and mission which is communicated to all stake holders.	Vision and Mission of the institution is printed in handbook/prospectus; Vision and Mission is shared with the staff, students and faculty.
4.2	The policy and process followed for admission is inclusive and transparent.	The handbook and prospectus do not give any candidate preference except as mandated by law; The redressal mechanism is clear and easy to follow, website is easy to locate and has all details linked to admission
4.3	Recruitment of faculty is transparent.	Recruitment is done in line with state norms; Background checks are done to minimize fraud; system in place to intimate state department when teachers leave or join.
4.4	Access to current information about the programme and procedure is easy.	Prospectus has details of the course/ programme/ faculty; The website contains details of the program; Handbook/ Prospectus clearly states the requirements from the interested candidates.
4.5	The Grievance redressal mechanism is fair and clearly mentioned. <ul style="list-style-type: none"> • For Students • For Faculty 	Documented grievance redressal mechanism is made available to students and faculty; A guidance and counselling service is provided to students and faculty; Rules and guidelines for formation of student and teacher unions are laid out.
4.6	Conduct and discipline of students and teachers is monitored. <ul style="list-style-type: none"> • For Students • For Faculty 	Documented rules for behaviour and discipline within the premises; Guidelines exist for use of college facilities such as computers, library etc.; Guidelines exist on which members can represent the TEI in different forums and how; Code of ethics for students and faculty; Clear and just consequences are outlined if misdemeanour occurs.
4.7	Attendance is recorded and monitored. <ul style="list-style-type: none"> • For Students • For Faculty 	Documents ready to register attendance; Practices to monitor and motivate students with attendance issues through interaction with parents/legal guardians, counselling; Rules clearly laid out for student and faculty leave; Incentives provided for students with high attendance or tying in attendance with assessment; A biometric system is ready for tracking attendance.

4.	Governance Dimension (Cont.)	Exemplar evidence(s)
4.8	Fee policy is fair and transparent.	Break up of fee is indicated; Students are made aware of fee payment schedules at the start of the year; Sufficient time is provided for payment of fees; Fee increases are made with justification and with sufficient notice as indicated in policy document.
4.9	Appraisal of faculty and staff is transparent.	Faculty and staff are provided clear information regarding the nature and timings of the appraisal;
4.10	Professional development of teachers is taken sincerely.	Provision of training days or workshops in the calendar; Financial norms outlined for training expenses; System in place for teaching students when teacher is away on trainings; Provision of resource persons to come to institution for workshops.
4.11	All standards shall continue to be maintained after recognition.	Mechanism and processes to regularly monitor all standards - cleanliness schedule, inventory records, Duties assigned to cleaning staff; Supervisor duties include regular monitoring; Reports to be sent to Principal on Standards. Process in place on how annual updates on maintaining Standards shall be kept.

d) 4th Dimension: Governance

The institution must have policies which document how decisions will be made. A clear cut and transparent admission policy which is inclusive and publicized is necessary. The students must be able to access information about the TEI and the admission procedure. They must also be able to challenge any unfair admissions or discipline issues using a redressal mechanism. The institution must have a fool-proof system of recording and monitoring student attendance and participation. The institution must have a fair and transparent fee policy. Similarly, there need to be policies on how the faculty may address their grievances or how their attendance is tracked.

There should also be clear documented policies in place on how the Standards will continue to be met throughout the year. This will ensure that quality of TEIs is sustained even when there are no regular external inspections.

5.2.3 Standards: Other key aspects

a) The role of evidence

The Standards listed need to be verified. The TEI must present evidence by which they can establish their claim that the Standards are being met and the Inspectors can verify these evidence(s). Examples of such evidence will depend on the Standard being met. For example, the Standard for keeping a safe and healthy environment could be met by enough windows and doors for ventilation; good natural/artificial light at all times; lack of seepage/foul smell; exits labelled for emergency; furniture that is well made and sturdy without protruding nails, splinters, holes or loose boards, which the TEI could demonstrate.

It is important that the evidence is appropriate, trustworthy and sufficient. Evidence which tries to demonstrate safety of infrastructure by newly painted walls would be inappropriate. Also, it is quite unlikely that any single evidence would be sufficient to prove that the TEI is meeting a given Standard. Usually, a Standard would require a variety of evidences. Finally, evidences need to be valid and true. The TEI application forms have been designed with examples of how the TEI could prove that it is meeting a Standard. This would not only help TEIs get a richer understanding of what the Standard means but also help the Inspectors ask specific questions when visiting the TEI.

b) Not a means to rank TEIs

Although Standards mentioned herein are useful ways to assess quality, they might be conceived of as useful for ranking institutions, promoting a particular way to build infrastructure, enforcing particular teaching methodologies and other purposes. However, they have not been developed with any such purpose. They represent the basic minimum that each TEI must meet. Hence, it might be useful to illustrate what the Standards are not meant to be used for. The Standards developed in this documents are *not* meant to:

- Form the basis for any kind of relative grading or ranking (explicit or implicit) for TEIs.
- Be a one-in-all solution of academic and other quality issues linked to Teacher Education.
- Recommend or enforce any specific ways of teaching or administering a TE program.
- Act as a bureaucratic or technical hurdle which the TEIs must pass and which could open up possibilities of seeking rent.

c) Do not assess curriculum

TEIs in India are expected to be affiliated to a body that is authorised to provide the curriculum and conduct examinations. Hence having a recognised curriculum

and being examined for this through some recognised process by an appropriate authority is a 'given' and not a variable for an institution. In such a scenario, it would be inappropriate to expect Standards to assess the curriculum. The Standards, therefore, aim to assess how the given curriculum is interpreted and used by teachers to strengthen student understanding.

d) 'Quality' vs. 'minimum standards'

The Standards are aimed at ensuring that minimum requirements for each TEI are met and are not to be confused with 'quality standards'. Hence innovations in teaching-learning processes, social responsibilities of a TEI and such other additional dimensions may be acknowledged, however recognition would not be conditional on the presence or absence of these.

e) Continued review and development

These Standards need to be upheld throughout the life of the TEI and not just during the days of inspection. Hence, besides the spot checks, there need to be monitoring processes in place which the TEIs could use continually to regulate themselves.

As a sound development practice, an annual review of these Standards would not only be useful but necessary. Continued development of these Standards, therefore, must be by a community of teacher educators, researchers and other education professionals who have a deep understanding of the theoretical underpinnings of the teacher education discipline and are aware of what happens on the ground.

5.3 Filling up Part 2: an example

In this section, we illustrate how a TEI could fill Part 2 of the Application Form.

For an already established TEI, one of the Standards linked to the Dimension of Teaching-Learning is:

School experience/Internship is well planned.

The examples suggested for this Standard are :

Schools identified and contacted for practice teaching in early part of school year;

School experience is monitored;

Feedback from school teachers and Principal on practice teaching;

Students reflect on their practice teaching;

Effective mentoring of student teachers by school teachers;

Classroom participation and assessments draw upon the practice teaching experience;

Regular visits planned by teacher educators to schools.

Hence the space provided below each of the Standards needs to be filled up with similar statements which shall indicate that the TEI is indeed meeting that Standard and has evidence to show it.

Please note:

- (a) The list of examples is only indicative and suggestive. There are other equally valid alternatives for the TEI to meet the Standard. For instance, the TEI may have a carefully thought through mechanism mapping the student teachers to the schools – which shall support their evidence for meeting this Standard.
- (b) The evidence for each of the statements made would be checked during the inspection or at any other time as deemed by TEIC. Hence, TEI needs to ensure that it is available readily. Absence of evidence may be assumed to mean that the Standard is not being met.
- (c) The evidence provided must be
 - 1. Appropriate – It must be linked to the Standard. In the example above, a document showing the daily visit plan of School Principal is not appropriate to the Standard.
 - 2. Sufficient - All the Statements made, when supported with evidence, would be enough to prove that the Standard is being met. In the example given, only one Statement is unlikely to prove that the TEI is meeting the Standard.
 - 3. Trustworthy – This evidence must be something which is not fabricated.

Please closely study Part 2 of the Application Form relevant to the TEI you are inspecting to get a more concrete idea of how these Standards have been defined and what kind of examples could be used to show that the Standard is being met.

6. Confirming the meeting with the TEI

Step 1.

As a member of the Inspection Team, you (the certified Inspector by TEIC) will be informed by the TEIC at least two weeks in advance about the Inspection Visit. You will have 2 days to confirm if you are willing to inspect the TEI. Once you confirm, the TEIC shall nominate you as the Chair of the Inspection Team and send a formal letter authorising you to conduct the Inspection, the name and contact details of the TEI, the name and the soft copies of the Application Form and any other relevant documentation which might be useful for inspection. TEIC shall also send you names of the other team members from the State Monitoring Cell.

Step 2.

If you choose to conduct the inspection visit, you need to coordinate with the TEI and the SMC to confirm the dates of the inspection and the documentation received. The probable dates might already have been indicated by the TEIC. However, it is critical that as the Chair of the Inspection Team, you CONFIRM them with the TEI and inform the SMC. Please also discuss how and when you, as the Inspection Team, plan to reach the TEI, the proposed duration of time you want to spend there and arrangements for stay.

Step 3.

The second call needs to be to the other members of the Inspection Team – the people appointed by the State Monitoring Cell. You, the Chair, confirms the dates of the visit and the date of the pre-inspection meeting with members of the State Monitoring Cell.

Step 4.

As a member of the Inspection Team, when you read the Application Form, please make a list of documents pertaining to the TEI that you will need. This could include:

- information about a specific school, college and/or other training, recruitment and selection and other events taking place during the inspection week
- background information on each student (if applicable) and faculty. If possible, ask for a sample of student project reports.
- a summary self-evaluation of the grades that students get or reports from the School Internship period

7. Sharing Questions: Meeting of the Inspection Team

As the Chair of the Inspection Team, your responsibilities include that all the members of the Inspection Team have a shared understanding of what the inspection is supposed to accomplish.

Please arrange to meet the other members of the Inspection Team at least one day before the scheduled day of inspection and go through the Application Form and the documents sent by the TEI together as a group. You could discuss the key points of the Application Form as mentioned by the TEI and the previous experience of the State Monitoring Cell with the TEI or its management. If you are an Inspection Team member representing the SMC, it is your responsibility to brief the Chair about the local context of the TEI and the key educational issues in the area where the TEI is located.

The previous Inspection Reports, if any, are also extremely useful documents to discuss.

During this meeting, as a Chair, you may allocate specific responsibilities and deliverables expected from the different members of the Inspection Team. These responsibilities would include activities like observations of student teachers in the classroom, discussions with faculty and School Principal, reading student files, shooting pictures and videos, understanding Lesson/Unit Planning done by faculty, observing infrastructure with an eye to student diversity and so on.

8. Conducting Inspection

The Inspection Team must spend as much time as possible gathering first-hand evidence about the quality of education in the TEI. This should involve observations of student teachers and teachers in the classroom, in the corridors, staff room, play ground and so on and taking feedback from the staff, management boards, parent committees and alumni of the TEI. If the TEI is applying for Initial Recognition, the Inspection would be on the elements mentioned by the TEI in their Application Form and would involve observations about infrastructure and the processes that the TEI has in place for meeting TEIC Standards.

The Inspection Team members must compare their observations with records of performance, talk to student teachers, gauge their understanding and engagement and seek their views about their TE in the institution. They might need to provide the safety of anonymous feedback to the students and ensure that such conversations are held where students feel supported to share their concerns. The Team could also provide their email ids in case the students feel more comfortable writing to them later.

The Inspection Team must record their evidence clearly and legibly on Inspection forms, ensuring that all relevant sections of the form are completed for all evidence-gathering activities. They could use tablets or basic notebooks to record their views. This will not only provide quicker sharing but also allow for capturing photos and recording interviews.

It would be useful to capture short videos of the TEI infrastructure and some of its processes in action (e.g. lesson planning, reflection meetings). These must be done as unobtrusively as possible. However, this needs to be limited to one hour of total video. The Inspection Forms could refer to this video.

For each of the Standards, the Inspection Team must check if

1. The TEI has precisely mentioned the evidences
2. The evidence is appropriate to the Standard, is real and trustworthy.
3. The evidences, taken together, are sufficient to prove that the Standard is being met.
4. There is any conflicting evidence

Since the TEI has been intimated well in advance of the visit, any absence of documentation or record to support the evidence must be taken seriously. The Team must mention that such documentation was not found and then use their discretion to support or reject the TEI's claim that the Standard is being met.

They must definitely ask for and check:

- teaching files containing lesson plans and unit plans
- practice teaching plans, feedback, mentoring reports

- Internal audit or inspection reports
- students' self-evaluations and/or reflective journals
- profiles/portfolios of students
- subject knowledge assessments
- records of feedback, meetings with Principal and reflection meetings
- assignments, student notebooks, directed tasks and feedback sheets
- Student Project Reports

If the Inspection Team is visiting a TEI which has applied for Initial Recognition, the focus would be on the processes that the TEI has in place to make sure that this documentation is captured.

During the Inspection, the Inspection Team must be aware of their presence and its possible impact on the students and the faculty. They must be courteous at all times, even when denied access to any documentation that they think the TEI should have arranged for.

The Inspection Team must meet frequently, preferably at the end of each session, to discuss any major findings and issues arising out of the inspection. These meetings must aim towards preparation of the Inspection Report and the preliminary sharing to be done with the TEI at the end of the inspection.

It is useful to think of the draft Inspection Report at this stage.

9. Sharing Preliminary Findings

The Inspection is a process that is valued for the insights it provides – and is integral to the code of practice. People whose work is being evaluated, expect and deserve to know the Inspection Team’s observations. Inspectors should offer feedback to the students and the faculty who they observe teaching and to students and faculty whose sessions they observe, where it is practical to do so.

As the inspection draws to a close, it is useful to arrange a meeting with the TEI stakeholders. The Inspection Team may provide brief oral feedback at the end of this Inspection. It is the Chair’s responsibility to manage the meeting.

The Inspection Team and Applicant TEI Principal should decide which members of the TEI will attend the feedback, especially where the feedback is challenging or raises sensitive issues. The meeting shall:

- provide a brief summary of the findings
- provide an update on emerging issues and problems to enable the TEI to provide any further relevant evidence
- allow the TEI to raise any concerns, including those related to the conduct of the inspection or the conduct of individual inspectors
- alert the TEI to any serious issues and concerns that may lead to the rejection of recognition.

The Inspection Team must actively listen to the TEI as they respond to the various issues raised by them. If possible, the Inspection report must include the voice of the TEI as they answer or clarify the concerns.

10. Submitting the Final Inspection Report

The Inspection Team will hold a final meeting to consider the evidence available and make its final judgement. The Chair is responsible for ensuring that judgements about the TEI are collectively agreed by the Inspection Team in line with TEIC Standards and that they are supported clearly by evidence.

Inspectors identify the strengths and weaknesses of the TEI and what it must do to improve. The Chair writes a report about the main findings of the inspection. The findings must be consistent with those given orally to the TEI.

The Final Inspection Report is a clear and precise representation of the performance of the TEI. A structured report would make the TEIC, the TEI faculty, the management, the students and the staff aware of what makes their institution and program strong and unique and how it fares against the TEIC Standards. It would also highlight areas of improvement.

Questions to be answered in the Inspection Report

1. Who did the Inspection? How many people? When? Who was the TEI representative?
2. What was the Inspection Plan (attach as an Appendix)? [This plan was prepared before the Inspection took place and identified the points at which more clarity was needed about the system and who was accountable for what?]
3. What evidence (documents, reports, notebooks, records, etc) was checked?
4. Each Standard from the Application Form is discussed with respect to the evidence. Is the evidence
 - Appropriate
 - Trustworthy
 - Sufficient
5. What procedures or mechanisms does the TEI have in place to ensure that Standards will continue to be met?
6. Which Standards is the TEI unlikely to meet?
7. How did the faculty and TEI staff respond to the Inspection Team's requests for evidence?
8. What are the examples of good practice which were found during the inspection? Were these highlighted in the Application Form?
9. What are the possible areas of improvement?
10. What is the final judgement of the Inspection Team - Approve or Reject the TEI application?

References

NCERT (2009). Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education- A Report. National Council of Educational Research and Training, New Delhi -110 016

NCTE (2009). National Curriculum Framework on Teacher Education, 2009. Retrieved, February 15, 2012 from [www.ncte-india.org/publicnotice/NCFTE 2010.pdf](http://www.ncte-india.org/publicnotice/NCFTE%2010.pdf)

GoI (2009). Report on the Proposed Structure of the New System. Retrieved July 2, 2012 from <http://planningcommission.nic.in/reports/genrep/skilldev/subac-crd.pdf>

Websites

www.ncte-india.org - National Council For Teacher Education

www.naac.gov.in - National Assessment and Accreditation Council

www.ofsted.gov.uk - the Office for Standards in Teacher Education

www.teac.org/ - Teacher Education Accreditation Council

Annexure A: Suggested questions for the Inspection Team

Please go through Part 1 and Part 2 of the Application Form. **Design an inspection plan.** Start by identifying the points at which you will need more clarity about the system. Then list the categories of questions. Sketch out a possible sequence of the inspection (what leads to what). Be prepared to share your plan with the TEI.

- Have you designed a format to document and share your findings?
- Has the TEI shared an Internal Inspection Report (Annexure B)?
- Discuss each Standard with the TEI and request for evidence? Is the evidence :
 - Appropriate
 - Trustworthy
 - Sufficient
- What procedures or mechanisms do they have in place for ensuring that Standards will continue to be met?
- From the Application Form, which Standards do you think the TEI is not meeting?
- What procedures or mechanisms does the TEI rely upon to make sure that the teaching in the program is of high quality?
- What procedures inform the faculty about candidates' performance on measures sensitive to TEIC's Standards and cross-cutting themes?
- How did the faculty and TEI staff respond to your requests for evidence?
- What are the examples of good practice which you found during the inspection? Were these highlighted in the Application Form?
- Are there any areas of improvements that you might like to suggest?

Annexure B: Internal Inspection Report

The Internal Inspection could be one of the best tools for building capacity within the TEI. A structured exercise would make the faculty, the management, the students and the staff aware of what makes their program strong and unique. It would also highlight areas of improvement.

Please choose inspectors who not only have experience in Teacher Education but also understand the administrative aspects of running an educational program. It would be advisable to choose a team comprising faculty of similar institutions, administrative officers from another TEI and TEIC inspectors well versed with the TEIC application process.

This inspection may be done anytime and not just during the phase of Application Form filling.

Questions for TEI

1. Who is doing the Inspection? How many people? What is their experience?
2. Have you requested them to highlight both Negative as well as Positive elements of the TEI?
3. Have you given them enough time (at least 1 day) and support (all faculty being present, access to documents, possibly a draft filled-in Application Form)?
4. Have you designed a form to document the Internal Inspection? This might be requested during the TEIC inspection.

Questions for the Inspection Team

1. Please go through Part 1 and Part 2 of the Application Form? **Design an inspection plan** Start by identifying the points at which you will need more clarity about the system. Then list the categories of questions. Sketch out a possible sequence of the inspection (what leads to what). Be prepared to share your plan with the TEI.
2. Have you designed a format to document and share your findings?
3. Discuss each Standard with the TEI and request for evidence. Is the evidence :
 - 3.1. Appropriate
 - 3.2. Trustworthy
 - 3.3. Sufficient
4. What procedures or mechanisms do they have in place for ensuring that Standards will continue to be met?
5. From the Application Form, which Standards do you think the TEI is not meeting?
6. What procedures or mechanisms does the TEI rely upon to make sure that the teaching in the program is of high quality?
7. What procedures inform the faculty about candidates' performance on measures sensitive to TEIC's Standards and cross-cutting themes?
8. How did the faculty and TEI staff respond to your requests for evidence?
9. What are the examples of good practice which you found during the inspection? Were these highlighted in the Application Form?
10. Are there any areas of improvements that you might like to suggest?

