

Vision of Teacher Education in India Quality and Regulatory Perspective

Report of the High-Powered Commission on
Teacher Education Constituted by the
Hon'ble Supreme Court of India

Volume 3

ANNEXURES

August, 2012



सत्यमेव जयते

Government of India

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy



गुरुर्गुरुतमो धाम
NCTE

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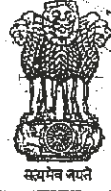


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NCTE: REGIONAL COMMITTEES

Regional Committee	Territorial Jurisdiction
Northern Regional Committee (NCTE) 20-198/Kaveri Path, Near Mansarovar Stadium Mansarovar, Jaipur – 302 020	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Uttranchal, Chandigarh, Delhi.
Eastern Regional Committee (NCTE) 15, Neel Kanth Nagar, Nayapalli Bhubaneshwar Odisha – 751 012	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Mizoram, Nagaland, Orissa, Sikkim, Tripura, West Bengal
Western Regional Committee (NCTE) Manas Bhawan, Shymala Hills Bhopal - 462 002 Madhya Pradesh	Chhatisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Madhya Pradesh, Maharashtra
Southern Regional Committee (NCTE) Jnana Bharathi Campus Road Nagara Bhavi, Opposite National Law School Bangalore – 560 031 (Karnataka)	Andhra Pradesh, Karnataka, Kerala, Pondicherry, Tamilnadu, Andaman and Nicobar Islands, Lakshadweep



भारत का राजपत्र

The Gazette of India

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(स्कूल शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 27 जून, 2011

सं. एफ. 28-11/2011-ईई-10.—राष्ट्रसंत टोएम्एस और एनकेओएनसीए विद्यालय और अन्य बनाम गंगाधर नीलकंठ शिंदे और अन्य के मामले में, एनएलपी (सी) सं. 4247 एवं 4248/2011 में भारत के माननीय उच्चतम न्यायालय के 13 मई, 2011 के आदेशों के अनुसरण में भारत के पूर्व मुख्य न्यायाधीश श्री जे. एस. वर्मा की अध्यक्षता में एक उच्चाधिकार प्राप्त आयोग गठित किया गया है।

2. पूर्वोक्त आयोग का गठन निम्न प्रकार से किया गया है :

- (i) माननीय न्यायमूर्ति (सेवानिवृत्त), जे. एस. वर्मा, भारत के पूर्व मुख्य न्यायमूर्ति—अध्यक्ष
- (ii) प्रो. गोवर्धन मेहता—सदस्य
- (iii) प्रो. एम. आनंदकृष्णन, अध्यक्ष, आईआईटी कानपुर—सदस्य
- (iv) प्रो. आर. गोविंदा, कुलपति, राष्ट्रीय शैक्षिक योजना एवं प्रशासन विश्वविद्यालय और निदेशक (प्रभारी), राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्—सदस्य
- (v) प्रो. मृगाल मिरी, पूर्व कुलपति, उत्तर पूर्व पर्वतीय विश्वविद्यालय—सदस्य

(vi) प्रो. ए. के. शर्मा, पूर्व निदेशक, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्—सदस्य

(vii) प्रो. पूनम बत्रा, सहाय शिक्षा, केंद्रीय शिक्षा संस्थान, दिल्ली विश्वविद्यालय—सदस्य

(viii) श्री एस. सत्यम, पूर्व सचिव, भारत सरकार—सदस्य

(ix) श्री विक्रम सहाय, निदेशक, मानव संसाधन विकास मंत्रालय, भारत सरकार—सदस्य सचिव

3. आयोग की संदर्भ शर्तें तथा निम्न प्रकार हैं :—

(क) क्या निःशुल्क एवं अनिवार्य बाल शिक्षा अधिकार अधिनियम, 2009 के उपबन्धों के प्रसंग में विभिन्न अध्यापक शिक्षा पाठ्यक्रमों के लिए स्वीकृत मानदंडों और क्रियाविधि पर विनियम, जो राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा अंगीकार किए जाते हैं, पर्याप्त हैं अथवा उनके पुनरीक्षण की आवश्यकता है;

(ख) क्या अध्यापक प्रशिक्षण और सेवाकालीन प्रशिक्षण की गुणवत्ता सुधारने के लिए और सुधार आवश्यक हैं;

(ग) वह पुनरीक्षण करना कि क्या स्वीकृत मानदंडों और क्रियाविधि पर राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा यथानिर्धारित इतने समय लागू विनियम उचित रूप से लागू किए जा रहे हैं। यदि नहीं, तब एक उचित एवं पारदर्शी उपायतंत्र विकसित करना जिसमें इन मानदंडों और मानकों को लागू किया जा सके;

- (घ) राष्ट्रीय अध्यापक शिक्षा परिषद् और राष्ट्रीय अध्यापक शिक्षा परिषद् की क्षेत्रीय समिति के सदस्यों को नियुक्ति के बतमान व्यवहार का पुनरीक्षण करने के लिए और यह सुनिश्चित करने के लिए उपाय सुझाने हेतु कि राष्ट्रीय अध्यापक शिक्षा परिषद् में नियुक्ति के लिए एक पारदर्शी प्रक्रिया का पालन किया जाता है जिससे कि राष्ट्रीय अध्यापक शिक्षा परिषद् अपनी निर्णायक भूमिका प्रभावी रूप से अदा कर सके;
- (ङ) अध्यापक को निष्पादन और अध्यापकों की लेखापरीक्षा का मूल्यांकन करने के लिए मानक एवं मानदंड विकसित करना;
- (च) यह पुनरीक्षण करना कि क्या संस्थाओं की मान्यता वापस लेने की सशक्त करने वाले बतमान उपबंध यथेष्ट हैं;
- (छ) अध्यापक प्रशिक्षण संस्थाओं में गुणवत्ता की जांच करने/लागू करने के लिए प्रणाली निर्धारित करना;
- (ज) यह पुनरीक्षण करना कि क्या परिवर्ती क्षेत्र में 291 संस्थाएं अध्यापक प्रशिक्षण संस्थाओं के रूप में मान्यता दिए जाने के योग्य हैं।

4. आयोग इस अधिसूचना की तारीख से 6 माह की अवधि के भीतर अपनी रिपोर्ट प्रस्तुत करेगा।

5. आयोग की सहायता राष्ट्रीय अध्यापक शिक्षा परिषद् और स्कूल शिक्षा तथा साक्षरता विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा की जाएगी।

डॉ. अमरजीत सिंह, संयुक्त सचिव

MINISTRY OF HUMAN RESOURCE
DEVELOPMENT

(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 27th June, 2011

No. F. 28-11/2011-EE-10.—In pursuance of the orders of the Hon'ble Supreme Court of India dated the 15th May, 2011 in the SLP (C) Nos. 4247 and 4248/2011 in the case of *Rashtrasant T.M.S. and S.B.B.M.C.A. Vidyalyas and Ors. versus Gangadhar Neelkanth Shinde and Ors.*, a High Powered Commission under the Chairmanship of Hon'ble Justice (Retd.) J. S. Verma, former Chief Justice of India is constituted.

2. The composition of the aforesaid Commission is as under :—

- (i) Hon'ble Justice (Retd.) J. S. Verma, former Chief Justice of India—Chairman
- (ii) Prof. Govardhan Mehta—Member
- (iii) Prof. M. Anandkrishnan, Chairman, IIT, Kanpur—Member

- (iv) Prof. R. Govinda, Vice-Chancellor, National University of Educational Planning and Administration (NEUPA) and Director (IC), National Council for Educational Research and Training—Member
- (v) Prof. Mrinal Miri, former Vice-Chancellor, North-Eastern Hill University—Member
- (vi) Prof. A. K. Sharma, former Director, National Council for Educational Research and Training—Member
- (vii) Prof. Poonam Batra, Faculty of Education, Central Institute of Education, University of Delhi—Member
- (viii) Shri S. Sathyam, former Secretary, Government of India—Member
- (ix) Shri Vikram Sahay, Director, Ministry of Human Resource Development, Government of India—Member Secretary.

3. The terms of reference of the Commission are as under :—

- (a) whether in the context of the provisions of the Right of Children to Free and Compulsory Education Act, 2009, the regulations on Recognition Norms and Procedure for various teacher education courses, which are adopted by the National Council for Teacher Education are adequate or need review;
- (b) whether further reforms are necessary to improve quality of teacher training and in service training;
- (c) to review whether the regulations on Recognition Norms and Procedure, currently in force as laid down by the National Council for Teacher Education are being properly enforced; if not, to evolve a fair and transparent mechanism in which these norms and standards may be enforced;
- (d) to review the existing practice of appointment of members to the National Council for Teacher Education and the Regional Committees of National Council for Teacher Education and recommend measures to ensure that a transparent process for appointments to the National Council for Teacher Education is followed, so that the National Council for Teacher Education is able to discharge its crucial role effectively;
- (e) to evolve standards and norms for evaluating teacher performance and audit of teachers;

- (f) to review whether the present provisions empowering withdrawal of recognition of institutions are adequate;
- (g) to determine the methodology to examine/enforce quality in teacher training institutions;
- (h) to review whether that 291 institutions in the Western Region qualify to be recognised as Teacher Training Institutions.

4. The Commission would submit its report within a period of six months from the date of this notification.

5. The Commission shall be serviced by the National Council for Teacher Education (NCTE) and the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

Dr. AMARJIT SINGH, Jt. Secy.

REVAMPING TEACHER EDUCATION : ISSUES FOR REFLECTION

A.K. Sharma

1. Preamble

The National Policy on Education (NPE) 1986 and its Programme of Action (PoA) recommended nothing short of 'over haul' of teacher education, but it has remained as a pious resolution. It will not be out of place, therefore, to raise some basic issues which need to be discussed towards revamping teacher education. The point of raising these issues is not to pronounce any final judgement on them or indulge in fruitless academic discussion but to clarify our position on these fundamental issues and the axioms on which we could hope to build a reformed structure of a teacher education programme.

It is relevant to mention that the enterprise of teacher education, by its very nature, will always be characterized by differing views with respect to its ends, means and methods, linked as they are with the value stances we adopt towards 'education', 'teaching', and so on. Ultimately, it is the teacher who has to translate the policy intentions into actual practice, how a teacher is prepared, how his role is envisaged and how he/she is looked after become matters of great importance. Institutionalized teacher education loses its social and educational relevance if it does not keep in step with the developments in school education, in its theory and practice. For, a teacher is always prepared with reference to a concrete social and educational context and not in a vacuum.

A number of pertinent concerns in teacher education have been discussed from time to time. Some of them find implementation in varied forms but a large number of them seem to have defied intended solutions. Time has come when decisions may have to be taken at national and sub-national levels by universities, state departments of education and teacher education institutions to come to grips with the problems so that what is needed to reorganize and restructure teacher education is in the direction which can lead to the intended 'overhaul' of teacher education in some foreseeable time frame.

2. Perceptions about Teachers' and Teacher Education

The Indian educational literature always eulogized the teacher in exalted terms as is evident from the following:

- "People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession".

University Education Commission, 1948-49

- "The destiny of India is now being shaped in her classrooms".

Education Commission, 1964-66

- “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”.

National Policy on Education, 1986/92

Such exhortations are an expression of the recognition of the important role played by the teachers as transmitters and as inspirers of man’s eternal quest for knowledge, of himself, and of his external environment. If this role expectation is not to remain a mere rhetoric, but is to be taken as a goal to be constantly striven for, we have to address ourselves seriously to an examination of the issues related to the preparation of teachers as well as the theory and practice of teacher education, as has been undertaken in the historical past, as it is operative in the living present and as it is likely to emerge in the developing future.

3. Profiling the Teacher: Some Conceptual Issues

3.1 The “Guru” or the Professional Teacher(?) Not infrequently nostalgic references are made to the “Guru” ideal in any discussion on the role of the teacher in the national context. How relevant is the “Guru” concept in the context of democratic, secular education? Is the professional teacher concept lacking in any way from the “Guru” of ancient yore? Can the two be combined and a synthesis worked out?

One could dismiss straight away the revival of “Guru” as “dreamy”. “mystical” and “archaic”. *The “Guru” was the institutional answer for a particular socio-philosophic historical context characterized by essentially an oral tradition in education, non-availability of any other sources of knowledge than the human teacher, restriction of education to a chosen elite.* Ours, on the other hand, is an age guided by the ideals of equality of educational opportunity and life-long learning with the help of multiplicity of learning resources which technology has made available to human kind. One could also point a finger at the kind of education the “Guru” was concerned with, spiritual wisdom, *Para Vidya*. Education was transmission of such knowledge as would help the individual attain spiritual satisfaction, perfection. It had the backing of an epistemology whose important tenet was that spiritual truths are not realized through the study of books or even independent intellectual reflection but are the outcomes of inherited wisdom handed down from divinely inspired leaders. The “Guru” was needed under such a system of beliefs as a spiritual preceptor; a deity incarnate without whose grace salvation was out of question. Would not bringing in such a “theological” concept amount to doing violence to the secular spirit of modern times?

These are criticisms whose force can in no way be denied. The social realities, the temper and mood of the times, the scenarios and vision of mankind’s future, demand from us creative responses to find solutions to our problems instead of looking back with a view to searching for ready-made solutions in the corpus of our cultural tradition, for ideas and values in tradition are not sacrosanct in themselves.

Yet, to brashly dismiss the “Guru” ideal as irrelevant to the times and as theological would amount to exhibiting a philatelic insensitivity to the very subtle aesthetic qualities composing the ideal. These have a timeless character about them. For one thing, the *gurukula or the ashram* concept of education, the teacher and the

students together sharing a simple and austere life amidst nature, in pursuit of the Indian spirit of joy although sounds romantic today underscores the deeper values underlying teacher pupil relationship took, like filial love, with the teacher acting as the spiritual father of the disciple caring for his spiritual needs, tending them, protecting him from evils, guiding him morally are no doubt too “intense” for our times but *what holds eternally is the genuine concern which the “Guru” showed in the development of his disciple.* It is clearly an underwritten article of faith of the teaching creed that the teacher must have a genuine concern in the growth of the individual entrusted to his care.

Is the “Guru”, after all, so esoteric? It does not appear to be so. An individual’s morale in the context of his profession, we are told, refer to.

- How far he takes his profession to be a calling.
- How far he takes his profession and co-professionals.
- How far his value system is rooted in the social good as well as individual excellence.
- How much self respect he has.

We could as well be describing a “Guru” shorn of its mystical overtones, the duties and responsibilities assumed by the “Guru” could not be denied by any teacher functioning as a true professional.

Why was the “Guru” of yore respected almost divinely and the modern teacher not? The answer lies in the kind of person the “Guru” was, *totally dedicated to the transmission of knowledge, a scholar and a person of unimpeachable character and integrity who served the society not for the sake of material gain but out of dedication to the cause of knowledge. In teaching the student, he sought his own spiritual development.* The Gurukula in effect represented an institution where the teacher and the disciple lived together in a common quest of spiritual bliss.

Another lesson on the “Guru” institution is that respect and status are not something that are added on to the teacher by the grace of the community but something that are warranted and earned by the worth of the teacher himself. Such worth in modern times comes from a sincere and dedicated effort to develop the professional skills and competencies that are required for effective functioning as a teacher. Every teacher is expected to strive to make himself better both as a person and as a professional whatever be the initial circumstances that drew him into teaching and in this, and in this only, lies the final answer to the question of the poor status of the teacher.

The “Guru” ideal, therefore, although may appear archaic in its outer forms, in its essential spirit has the following message in that the teacher must:

- constantly strive both as a person and as a teacher
- have a commitment to the growth of students
- have a commitment to learning
- have a concern for the society

These are universal principles which time or space do not pale and teachers need to constantly remind themselves of these principles. It is good to keep alive the “Guru” ideal and at least use it as a symbol for inspiration, howsoever, unreal, unrealizable

and utopian the concept may be in the present context. Any initiative in attempting reform of teacher education need to envision the profile of the teacher the system contemplates, and plan and organize curriculum imperatives accordingly.

3.2 *Is training needed at all for a teacher?* Why is this question at times raised? The question here is raised in relation to initial (pre-service) teacher training. It may sound heretical to cast doubts about the need for pre-service training for teachers. But such skepticism has indeed been expressed and that too by teacher educators themselves and in serious discussions on the subject. (In the Kendriya Vidyalayas, the training qualifications (B.Ed.) degree) is waived in the recruitment of teachers in the case of graduates and post graduates who hold a first class degree in a cognitive discipline). However, the generally prevailing practice is the insistence on the B.Ed. degree for entry into the teaching profession. The need for pre-service training is to be examined afresh in the hope of attracting bright youngsters to the teaching profession and the extent and quality of professional training currently offered in teacher education institutions. This issue is also acquiring significance in view of the recent strategy of appointment of para teachers under various indigenous names (Shiksha Mitra, Shiksha Sahayak.....) by the State Governments.

3.3 *Teacher's role : uni- or multi-dimensional?* If a teacher preparation programme is to be designed on the basis of job analysis, how are we to conceive his/her job and his/her functions ? Is the teacher role uni-or multi-dimensional ? Acting on the premise that a teacher has to function as an agent of social change, we vest him/her central role as a teacher of children. But acceptance of this multi-dimensional role of the teacher would necessarily result in a broadening of the concept of teacher education. Here again is an issue on which we have to make our stand clear. Do we want to prepare teachers whose roles are confined to children, subjects and classrooms or those whose roles take them beyond to the larger concerns of the community?

3.4 *Concerns of teachers beyond classroom:* One of the curricular inputs into teacher education is to enable the trainees to integrate theoretical learning with actual life experiences, develop skill of working with the people and to expose them to complex socio-economic problems through actual work situations, in the society. But many a good idea in teacher education has suffered for want of proper understanding and imaginative application. Fear was expressed that this may happen to 'working with the community' too and it has happened. In view of the renewed emphasis on community participation in education, the programme of 'working with the community' needs to be examined afresh and decisions taken on its objectives and methodology keeping in view the realities of the Indian education situation.

3.5 *Teacher education versus teacher training?* Although we have broadened the concept of teacher preparation by making it teacher education rather than teacher training, it cannot be said that the issue of training versus education has been settled once and for all times. While the initial change from training to education was motivated by the desire to make teacher preparation a broad-based professional experience rather than acquisition of a few 'knick knacks' of the trade, we seem to be none too happy about the way this change has been implemented in actual practice. Today, the B.Ed. has become a general course just like any other

liberal arts course. The skills and competencies component of professional preparation has been steadily undermined at the expense of bookish learning. Academics have drawn a distinction between education as a discipline and as a professional training and pleaded the case for a task-oriented and performance-based teacher education. But although some universities have modified their teacher education courses on these lines, the full curricular implications of the change in the orientation are rarely reflected.

3.6 *Shall the training be general or prescriptive?* Colleges of education, it is maintained should not aid at the turning out of a 'finished' teacher. Not only is such a task not feasible it is also not desirable as an educational goal. We should design a training programme that is open-ended, leaving more scope for the trainee for self learning and to equip himself/herself to meet the challenging needs and demands of the profession. *Existing training procedures are designed to meet the requirements of standard methodologies, standard students and standard classes. They are too prescriptive and rigid and leave the teacher unprepared to meet effective unforeseen and unusual situation, whether these be in teaching methodology, evaluation or classroom management.* What is needed under the circumstances is a training in general competencies and skills which would equip the teacher to handle different kinds of situations, for example, teaching overcrowded classes, catering to the learning needs of children from impoverished homes, managing classes of a highly heterogeneous mix, and so on.

3.7 *Stage specificity of teacher education programmes:* This has also become a point of discussion. We have presently different teacher training programmes of pre-school, elementary, secondary and higher secondary stages. The rationale of these multi-tier arrangements is to be examined afresh in the light of the re-organization of school education. *Another point to be examined is whether it is possible and desirable to have an omnibus type of teacher training which would equip the teacher at different levels.* A related issue is that of comprehensive colleges of teacher education wherein teacher education for different stages and areas is obtainable under the same roof to encourage mobility and the sense of belonging to the profession.

4. Quality of Intake

4.1 *Changing profile of the student clientele:* Those who seek admission to the professional colleges of education constitute a highly diverse population today. There was a time when the professional degree was open only for teachers in service. This situation underwent a change with the large-scale expansion of the educational opportunities and a consequent need for more teachers. With the insistence by many state educational systems on the training qualification before one was admitted to the teaching service, the number of seekers of admission into teacher education institutions increased substantially. The composition of the student population also became more heterogeneous. The conventional student who joined a teacher education institution with a degree in science, language, history and mathematics was replaced by student groups representing a variety of academic orientations, new disciplines and inter disciplinary areas, thanks to the change in the nature of curricular offerings in the undergraduate programmes of the universities. The advent of open learning system and increased access to higher education

through correspondence and distance education programmes has also resulted in a greater number of post-graduates seeking admission to colleges of education. It may also be that the mean educational achievement of student groups at the entry point is higher than what it was before.

It is not in their academic background alone that the present day student population is too diverse. There is the question of motivation also. The pre-service training qualification only entitled one to join the teaching profession (should one get an opportunity) it does not compel him to do so. There is thus no prior commitment on the part of the student to the teaching career, as the student could keep his option open even after the professional degree. Yet another development is the large number of women students we have in colleges of education and their increasing proportion. Although teaching has not become a woman's job as it has become in some advanced countries, there is a growing trend towards it at least at the lower levels of schooling.

4.2 Modality of Identifying Intake: The professional status of a programme is linked with the quality of the intake that joins the profession and the rigour that characterizes the various aspects of the programme. *Since becoming a teacher is generally the last resort of a person, it becomes important to ensure that the teacher training programme compensates for the mindset arising out of such social deficiencies.* The quality of education largely depends upon the quality of teachers, which in turn, depends upon the quality of those, who join the profession at the time of initial training. Admission to institutions of teacher education should be carefully made to admit only those, who have the highest promise of becoming successful teachers. But how do we select such persons? Presently, "admission test" is conducted by the universities and other state level agencies to identify the candidates for admission. However, it is important to re-examine certain pertinent concerns such as the following.

- What elements which give a fairly good indication of the promise of a person to become a good teacher should comprise the admission test?
- What should be the nature of such a test? Should it consist of written test, test of aptitude, communication skill, performance in interview, etc?
- Should such tests be conducted at the state level by the educational structures to which the teacher education institutions are affiliated?
- Could individual teacher education institutions be allowed to conduct such tests for admission to their respective institutions?

Almost every state is now conducting admission to the training institutions for all stages on the basis of a Common Entrance Test, the purpose obviously being to eliminate those who are unfit to be admitted to the teacher training programme. *It requires serious debate as to whether such tests really identify the right talent for a teaching career.* It has also come to notice that in some cases almost all who appear in the examination get admitted thus putting a question mark on the very purpose of conducting the admission test. This has happened in one state, may be because of proliferation of teacher education institutions, particularly at the secondary level.

5. Quality in the Mode of Teacher Preparation

5.1 *Is one year duration of teacher education adequate?* The question of duration becomes significant to define the professional nature of a programme. The exercise to determine the duration of professional training should involve;

- ❖ Spelling out the various tasks necessary for certification of a person to be entrusted with the education of children. Such an exercise which virtually amounts to preparing a profile of a teacher needs to be developed.
- ❖ The time required to accomplish the identified tasks.
- ❖ Inter-linkages between various stake holders to ensure commitments to be profession on the part of the prospective teacher.

There is a general agreement today that the existing one year B.Ed. structure is too inadequate to meet even partially the multifarious demands of the teaching profession. The one academic year course, in actual practice, works out to six or seven months in most of the situations. In view of several factors on many of which teacher education institutions as such have no control, hardly can any justice be done under such a situation to teacher education. It was to overcome the weaknesses in the conventional one year B.Ed. programme and to place teacher education on a firm professional footing that the four year integrated teacher preparation programmes were started in the Regional institutes of Education of the National Council of Educational Research and Training (NCERT) in the early sixties. Apart from structure, these programmes carried several innovative features like integration of the content and methods, internship to provide adequate field experience in teaching and so on. Recently the 4-year Bachelor of Elementary Education (B.El.Ed) of the Delhi University has been a welcome step in professionalizing teacher education for the elementary stage. It is anomalous that these courses have not actually been adopted as mainstream courses. There is a need to debate this matter and evolve a wider consensus on this important issue.

5.2 Structural aspects of teacher education: the story so far: The duration of teacher education for a specific stage of teacher education has been a subject which has engaged the attention of various Commissions and Committees. The same is summarized here for further discussion.

Commission/ Committee	Educational Stage	Eligibility	Duration
University Education Commission (1948-49)	Secondary	Undergraduate Degree	1 year (Legacy of the colonial model)
Secondary Education Commission (1952-53)	Primary	Class 10/11-year Higher Secondary Certificate	2 years
	Secondary	Undergraduate Degree	1-year (2-years as a long term measures) ¹
		Class 11	4 Years (integrated Programmes) ²
Education	Primary	-	2 Years
		Undergraduate or Post Graduate Degree	1 year (to be increased to 2 years) ³

Commission (1964-66)	Secondary		Enhancement of working days from 180-190 to 230 days
		10+2	4 years integrated courses ⁴
Teacher Education Curriculum: A Framework, 1978 NCTE (Non-Statutory)	Pre-School	Class 10	4 semesters ⁵ 6 semesters
	Primary	As a part of +2	4 Semesters (Vocational Education) 4 semesters (in education as a discipline)
		Graduation	2 semesters
	Secondary	Graduation	2 semesters
	Higher Secondary ⁶ (Academic and Vocational)	Graduation	2 semester
	Collegiate Education	M.A./M.Sc.	1 semester
Curriculum Framework for Quality Teacher Education NCTE, 1998 (Statutory)	Pre-Primary	10+2	2 years
	Primary ⁷	10+2	2 years
	Elementary ⁷	10+2	2 years
	Secondary	Graduation	2 years
	Higher Secondary	Post-Graduation	2 years
	Integrated Courses		
	Pre-Primary	10	4 years
	Primary	10	4 years ⁸
	Elementary	10	4 years
	Secondary	10+2	4/5 years ⁹
National Commission on Teachers –I: The Teacher and Society, 1983-85	Secondary	Graduation	1 year (+2 summer months) 220 days with longer working hours
		10+2	5 years ¹⁰
Working Group to Review Teachers, Training Programme (in the light of need for value orientation) 1983	Secondary	10+2	5 years ¹¹
		Graduation	2 years ¹¹
National Curriculum Framework for teacher Education: Towards Preparing Professional and	Pre-Primary	10+2	2 years
	Primary	10+2	2 years
	Elementary	10+2	2 years
	Secondary	Graduation	1 year 2 years (suggested)

Humane Teacher, NCTE 2009	Integrated Courses		
	Elementary	10+2	4 years
	Secondary	10+2	4 years (proposed)

- 1 Though recommended, the extended duration not felt feasible
- 2 10+2 (Intermediate +2 (Graduation) or
11+1 +2
- 3 Not felt feasible from a financial and practical point of view (Education Commission)
- 4 Wrong to place undue emphasis on such marginal experiments. They should be organized in Universities, rather than separate institutions. (Education Commission)
- 5 1 Semester = 18 Credit Hours
- 6 First time recognized as a distinct stage for teacher education whether in a School or a College
- 7 Elementary Includes Primary, why this dichotomy?
- 8 of 2 Year after +2, 10+2+2
- 9 10+2+3+1 (B.Ed.)
- 10 10+2+3+2
- 11 10+2+3+2 Leading to Master's Degree in Education

The NCTE must give some fresh thought to this aspect and come out with an unequivocal pronouncement on the duration of initial teacher training. The NCTE needs to reconsider whether it can continue to accord its approval both for one year and two year B.Ed. programmes. If it means a policy change, then it must unequivocally state that henceforth secondary teacher education shall be a two-year programme and the existing one year institutions should convert themselves into two year institutions over a period of time, say three years.

If the NCTE wishes to support longer duration teacher education programmes, it must initiate a serious discussion on such programmes at the same time outlining its curricular structure and organizational design. It has given special permission to some colleges of Delhi University to offer four-year Bachelor of Elementary Education (B.El.Ed.) as an innovative model for elementary school teachers, offered in some institutions of the Delhi University. The NCTE has also been approached by some institutions to offer five-year integrated programmes leading to Masters' Degree in Teacher Education but no policy decisions have come up.

6. Quality of Curriculum Content

6.1 Theoretical bases of teacher education: A programme of teacher preparation derives its theoretical sustenance from a basic philosophy of education, the historical, sociological forces shaping education and psychological view-points on how human beings learn. The philosophical and sociological consideration have already been referred to before. What remains to be done is a consideration of the different theoretical stances of psychology regarding the understanding of human behaviour and its modification especially as they influence teacher education practices. For quite some time now, the behaviouristic model which analyses teaching (and learning) to a series of sequentially arranged and specific tasks, skills and competencies has held sway over teacher education. However, many especially those who are more influenced by Gestalt psychology favour approaches to teacher training that emphasize development of cognitive modes to form perceptions about human behavior and environmental situations in a holistic manner through synthesis. There are also arguments in favour of humanistic models of teacher preparation

based on interactional ways of understanding as against the application of mathematical models for understanding human learning.

It is to be noted that each of these standpoints yields valuable insights into the teaching and learning processes. What is needed, under the circumstances, is a synthesis of these varying viewpoints and the development of an eclectic approach of sorts to the organization of teacher education curriculum avoiding extreme stances on the different aspects of teacher preparation. The new orientation to teacher education curriculum should reflect in its basic design and curriculum organization such a harmonization and blending of diverse theoretical perspectives.

6.2 *The issue of theory vs practice:* It is a common cry against current teacher education programmes that they are dominated by theory with relatively less attention paid to the practical function of the classroom teacher. It has been felt that a drastic cut in the weightage for the theoretical component will help in making teacher education more task and performance oriented. Proceeding on this suggestion, some efforts have been made to revise teacher education programmes in the country but the exercise has not been smooth. There are many who think that reduction of the theoretical component would take away from teacher preparation the 'education' focus and reduce it to a narrow job 'training'.

6.3 *What theory?* No one, however, would seriously question the importance of theory. Theory without practical and functional derivatives and practice without any ideational frames of reference will both be without consequence. The crucial question, relates to what constitutes appropriate theory for the teacher in training. It is all right to say that the theory we teach should be functional. What needs to be specified further is what theory is functional and what is not and this is not easy. Experience reveals that almost everything that has been and is being taught under theory gets defended as functional and the status quo continues. What is needed, then, is an objective interpretation of functionality. Here, we should note that since our concern is the re-orientation of teacher training to meet the needs of the new policy thrusts, the functionality of the curricular inputs in theory should be judged with respect to how best it equips the teacher to perform his new role.

6.4 *What about organization of theory?* The foundations part of the teacher education curriculum was hitherto organized and presented in the form of separate disciplines (educational philosophy, history, sociology, psychology...) either singly or in different combinations. This type of organization, it was realized, is not quite conducive for integrating theory and practice and exhibiting their inter-relationships which is what one ought to aim at in teacher education. It tended to insulate theory courses from the concrete concerns of teaching and make them academic courses to be studied for their own sake. The danger of this happening is all the more great when there is a separate external examination attached to them.

But judging by experiences in this regard, one feels that the spirit and objective of this orientation to educational theory are yet to be grasped and appreciated. Other than carrying such titles as Teacher and Education in India or Teacher, Education and Society and so on, they do not sufficiently reveal the interdisciplinary philosophy. Even an interdisciplinary course has to have a logic of its own and it is not clear what the organizing principle is in the case of many of these courses. The functionality

criterion is many times overlooked and accommodation is made for all topics, relevant or not. What is even more serious, additional theory courses in the form of electives are added on to the teacher education programme. (It is forgotten that it was to reduce the weightage to theory and keep it limited to the minimum functional essentials that this core course was, in the first place, though of).

6.5 'Indianization' of teacher education: It is felt that there is too much emphasis on the western ideas and teachers under training do not get exposed to Indian philosophical and psychological concepts of education. We are not unaware of the fact that much of what we teach is borrowed from the west whose relevance to the realities of Indian education is not in any case undisputed. We appear to be convinced of the need for 'Indianization' of teacher education. Yet, what precisely Indianization mean, we are not very clear. What does, for example, Indianization of educational psychology mean? It is true that much of educational psychology that is taught is based on the research conducted in the west. In the absence of similar reliable and valid research data, what are we to do? What does it mean to Indianize methodology of teaching? Are methodologies derived from the culture-free universals of science or are they culture-specific?

6.6 Components of teacher education curriculum: For a long time, teacher education curriculum has been thought of as falling into three natural divisions – foundation courses (which primarily provide academic learning pertaining to philosophy, psychology, sociology, history of education), methodology courses (which deal with the theory and practical aspects of teaching methods) and practice teaching. Another classification identifies four components of teacher education curriculum at all stages – pedagogical theory, working with the community, content-cum-methodology of teaching school subjects and practice teaching. Pedagogical theory includes courses (core and special) whose objective is to provide fundamental knowledge and understanding of our society, national good, human development and learning. The course would comprise of the subject matter drawn from natural and social sciences. Working with the community was an innovative component designed to reinforce theoretical learning and develop sensitivities and attitudes of the trainee by exposing him/her to complex socio-economic problems through actual work situations in society. Content-cum-methodology courses were to be treated not as courses to be taught but as training programme packages where the focus is on the development of skills and competencies.

6.7 Core Educational Concerns: The 'core' elements necessary for the promotion of a national identity outlined in the NPE 1986/92 are as relevant today as they were when formulated, these being:

- the history of India's freedom movement;
- the constitutional obligations'
- content essential to nurture national identity ;
- India's common cultural heritage;
- egalitarianism, democracy and secularism;
- equality of the sexes;
- protection of the environment;
- removal of social barriers ;

- observance of small family norm; and
- inculcation of the scientific temper

Imaginative incorporation of these elements into the teacher education curriculum and their effective transaction remains a major challenge to be met by course designers, syllabus framers and teachers. There are a number of ways in which teacher education can respond to this challenge. In the first place, development and nurturing of a common Indian identity should be an objective of teacher education curriculum itself and activities appropriate to this level of learners are to be provided for. Secondly, cognitive experiences relating to basic knowledge and understanding of the different 'core' components could be provided as part of foundation courses. Thirdly, appropriate ways and means of organizing learning experiences for school children in the different 'core' components should form an integral part of methodology training. The question of incorporation of the teaching of Fundamental Duties of Citizens as enshrined in Article 51A of the Constitution of India also needs to be suitably dovetailed into the teacher education curriculum. This now includes the concerns related to the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

7. Quality of Process/Pedagogy of Teacher Education: The Transactional Aspects

7.1 *Child-centred approach to education:* The ingredients of child-centred education are solicitude for the needs of the child, freedom to learn at its own pace, provision of remedial instruction, non-detention and a warm, welcoming and encouraging approach. Other aspects of child-centred education are exclusion of corporal punishment from the educational system, adjustment of school timings and vacation to the convenience of children and comprehensive evaluation covering both the scholastic and non-scholastic areas. The most important aspect of child-centred education will be to make education a joyful, inventive, satisfying learning activity rather than a system of rote, cheerless, authoritarian instruction. In sum and substance, the child centred approach to education seeks to make learning a joyful and creative experience for the child by re-orienting the content and process of education towards the needs, interests and readiness of the learner.

If the child-centred education is not just to remain as one more educational slogan, efforts must be made to enable all concerned to understand its concepts and principles and develop needed competencies and attitudes. Teacher education has a particular responsibility in this regard as this principle will transform the entire curriculum of teacher education. Especially, teachers under training should be enabled to understand the philosophical, sociological and psychological bases of the child-centred approach and the learning theories they lead to and develop the pedagogical strategies to translate them into action. This is a change of great magnitude and calls for drastic revision of teacher education curriculum and its transaction. For example, the new programmes of teacher education should evolve appropriate methods and techniques which would facilitate interactive processes of teaching and learning and incorporate these into their training schedule.

7.2 *School Curriculum does not gel with Teacher Education Curriculum – The perennial concern?*

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.
- Language proficiency of teacher education needs to be enhanced but the existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- The *evaluation system* followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitude, disposition, habits and interest in a teacher. The present protocol has no place for evaluating these aspects.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.

7.3 *Content-cum-methodology/methodology-cum-content:* Whatever may be the other functions and roles we expect the teacher to play, his central function continues to be that of a teacher of a school subject, a knowledge field. Understandably, therefore, we expect a teacher preparation programme to focus on the development of professional competencies and skills related to the teaching of this subject. Conventionally, this has been provided in the teacher education curriculum in the form of methodologies and practice teaching. This practice rests on the assumption that those who enter the training institutions already know what to teach but they do not know the 'how' of it and this can be developed through exposure to the methodology course and practice teaching. *What is questionable in*

this assumption is the supposed split between content and methodology. It was to overcome this dichotomy that content-cum-methodology courses were introduced.

The conception of a 'content-cum-methodology' course and its interpretation, however, indicates various positions. This course should not be treated as a linear combination of content and methodology, we are told. Methodology should not be treated as a separate part divorced from content but integrated with it. Many have questioned the utility of academic treatment of the different methods and the several theoretical topics in the methods course. Questions are also raised about the nature and level of content to be taught. While to some, 'content' refers to school content in the different subjects, to others it has meant high level concepts in the subjects, which the students had not had the opportunity to learn before. The term '*functional content*' and '*pedagogical analysis of content*' are also in vogue. According to the former view, concepts which the trainee will be called upon to teach later as a teacher should constitute the content part of the course and methodology part should develop the necessary skill and competencies related to their teaching. Pedagogical analysis of content refers to training in the processing of school content for teaching purposes which would involve identification of objectives, selection and organization of learning experiences and designing of evaluation tools.

7.4 Criticality of practice teaching: Practice teaching is concerned with the development of teaching competencies and skills in actual classroom situations. The issue here is about the mode of providing these field experiences and their duration and extent. According to one view, the application of theory to the field should not be restricted to the practice of teaching and related classroom skills alone but should cover the many dimensions of a teacher's role. It should be a comprehensive experience that gives the student-teacher a feel of what it means to be teacher. Such experience can be provided through a period of internship when the student-teacher will be apprenticed to a senior teacher and attached to a co-operating school. *Howsoever attractive the concept of internship is, it is built on certain assumptions like the willingness of the schools and teachers to accept the responsibility for guiding the student-teacher and their competence to do so.*

These assumptions, as experience has revealed, do not quite operate in the Indian educational reality. Hitherto, the practice in this regard has been to make the students teach a certain number of lessons in selected schools either during a block of time or periodically. And this practice is not satisfactory either. An alternative being tried out is to supplement practice teaching by the provision of micro-teaching experiences under simulated conditions with or without hardware feedback. But how effective such practice of micro skills has been in developing the necessary teaching skills and competencies is a debatable point. Micro-teaching is not without its critics either. Instead of emphasizing peripheral skills in the name of task-oriented teacher education, they say, it would be better to emphasize intellectual tasks like concept analysis.

7.5 The changing role of the teacher, impact of information and communication technologies in education: Teachers' roles are not fixed, eternal categories. They are relative to our perceptions of education – its goals, means and methods, and its overall relationship with the developmental process. Teachers' roles have kept changing throughout history responding to the prevailing views about

the nature of the learner and the learning process, the concept of school, the purpose of education and its relation to individual and societal goals. Contemporary compulsions – social, political, economic, scientific and technological as well as new educational intentions and aspirations should give shape to the teacher's role. *In other words, the future teacher will be a competent, professional, skilled teacher, like he/she always has been expected to be, but this would now mean that he will be an effective communicator, a designer and user of learning resources, a learning facilitator and an active participant in community life. What gives substance to teacher education curriculum is the kind of teacher, which it seeks to produce.* Teacher education programmes henceforth should, therefore, strive to incorporate these new role perceptions and expectations.

We in India, are not as yet in a position to forecast when the present day learner will be freed from the rigidities of the formal learning system. May be for many more years, our children will continue to sit in overcrowded classrooms, taught by teachers through 'chalk and talk', doing their homework and taking the usual examination. Or, may be in the coming years, we will be able to develop all the needed educational hardware and software and ground support to usher in the 'learning society'. These are not, however, the only alternative futures available. But whatever form future may actually take, with the country going in for a large scale application of information and communication technology in education in future, the increasing influence of educational media and materials in the coming years cannot be denied. Judicious use of communication aids and media can free the teacher from drudgery and could lead to a far more productive use of the teacher's time. It will also make the teaching-learning process more lively and interesting. The developments in communication technologies and information have generated new patterns and modes of learning and this should influence the very approach to curriculum transaction in teacher education.

The implications of educational technology to teacher education curriculum are far reaching indeed. In the first place, curriculum transaction within teacher education colleges should itself undergo a drastic transformation calling to its aid all the technological hardware and software. Secondly, the methodologies that are taught to the trainees should become more forward looking. *Further, teacher education programmes in that case should focus on self-directed learning and the development of 'learning to learn' skills. Specifically, this would mean that teacher training should stress:-*

- Training and perfecting of tools of acquiring knowledge viz., observation, inquiry, discovery, intuition, analytical reasoning, synthesizing, imagination, creativity.
- Training in the location, selection and use of different learning resources viz., library, laboratory, educational media and materials, experts, teachers.
- Training in evaluating progress towards achieving learning goals and assessing the effects on their performance.
- Development of information processing skills rather than memorization of information

7.6 Value orientation to teacher education: A new dimension to the discussion of this issue has been added with the demand for the review of teacher training programme to give it a value orientation. Commissions and committees from time to time made out a strong case for the orientation of teacher education programmes towards the development of values and have also suggested curriculum for this. Under the present circumstances, this is a formidable challenge and its acceptance will have drastic implications for the entire programme of teacher education because value orientation is not a simple matter of inclusion of an additional course or two but one of permeating the whole curriculum with a concern for value development.

The implications of value orientation of education to teacher education curriculum should be carefully worked out. First, it should be remembered that development of values involves a complex network of environmental factors-home, peer group, community, the media and society at large. Being an education for becoming (personality transformation), value education calls into play all aspects of personality development-knowing, feeling and doing. Educational institutions cannot expect to develop values simply by adding a course or two to their curriculum. What needs to be done is to provide the child a variety of experiences – cognitive learning, education of the emotions, training of the will through curricular and co-curricular programmes of the school and its hidden curriculum so that their cumulative influence helps the child to become a better person.

Obviously, in such a case, the whole curriculum of teacher education should permeate a concern for value development. This would mean that an institutional ethos congenial to value development will be created by all responsible for running a teacher education institution – teachers, students and the community. Secondly value education involves its own pedagogy. Teachers under training require specific curricular and co-curricular inputs which would help them understand the relevant psychological, sociological, philosophical bases of value learning, develop skills and competencies of identifying the sources for value education and organizing appropriate learning experiences. All this would mean a thorough re-orientation of teacher education curriculum from its present status.

8. Breaking the Isolation of Teacher Education

Although the idea was earlier mooted by the Secondary Education Commission (1952-53), the Education Commission (1964-66) attached great importance to breaking the isolation of training institutions, which are isolated from university life, from schools and also from one another,. This, in their opinion, was one reform that could achieve a breakthrough to vitalize teacher education and through it the process of learning and teaching in our classrooms. The Commission recommended the following:

- Teacher Education should be brought into the mainstream of the academic life of the universities
- Education should be recognized as a social science or an independent discipline and should be introduced as an elective subject at the undergraduate and post-graduate stages.
- Such a programme should be sponsored by the UGC in a few selected universities and develop speedily on a large scale. In each selected

university, a department or institute preferably a school of education should be established to develop research and training programmes in collaboration with other programmes. The study of education itself will also begin to receive the enriching inter-disciplinary attention that is now lacking.

- An extension department should be established in each training institution – pre-primary, primary or secondary – and should be regarded as an essential part of the programme and the responsibility of the training institution as a whole.
- Teacher Education institutions should have effective Alumni Associations. A close link between old students and the staff has immense potentialities for making teacher education dynamic and progressive.
- Student teaching must be made into a comprehensive internship in which trainees are able to observe the entire work of the school and participate actively in all the important professional activities both in and out of the classroom.
- The ultimate objective should be to bring all the teacher education institutions under the universities in such a manner that they continue to function in close collaboration with state education departments and teacher organizations.
- Comprehensive colleges should be established wherever possible to prepare teachers for several stages of education and/or a number of special fields. What is now needed is a planned attempt to develop more institutions of this type and to add sections for training primary and/or pre-primary teachers to training colleges that prepare teachers for secondary schools only.

The above recommendations of the Education Commission (1964-66) are as valid today as they were at the time of their formulation. Considerable time has already been lost over the years in implementing the recommendations. The UGC, NCTE and NCERT can probably take this as a priority agenda for implementation, at least as of now.

9. Profile of Teacher Educators

One major area of weakness in existing teacher education programmes is the quality and experience of those who have the responsibility of training young entrants to the profession of teaching. These teachers are professionally known as teacher educators and identified as a class by themselves. A large majority of them may themselves have no direct experience of teaching school children. Since they have to instill the methods amongst the student teachers without themselves having the confidence of presenting a model lesson in a school context, they cannot create a convincing impression on the learners. It is felt that the issue should be discussed to define the profile of teacher educator and a scheme for their professional development prepared. Nothing will change significantly in the preparation of teachers if the corresponding changes are not visualized in the preparation of teacher educators.

The Education Commission observed that at present, there is no provision for the professional initiation of a university teacher. He/she receives no initiation into his/her duties and no orientation to profession. He/she even lacks at time the knowledge of the mechanics of his/her profession which involves curriculum planning, including aspects related to evaluation techniques. In this situation, the

teacher is generally content to copy mechanically the methods and procedure adopted by his own teachers and inflict them on is/her students. By and large the tradition of giving lectures and dictating notes gets passed on from one generation of teachers to another. There is no intention of suggesting establishment of full-fledged training colleges for them. The training methodologies appropriate to higher education need to be developed. It is emphasized that such specialized training for teachers of higher education should not be a replica of the B.Ed. programme.

10. Further Issues for Deliberation

The preceding sections refer to some areas of concern for developing directions for the future of teacher education. Some more issues need to be elaborated which have not received attention in this paper for want of time. These issues are:

- Training for preparing Health and Physical Education teachers, teachers for the physically and mentally challenged children, teachers for Arts and Aesthetics, teachers for work experience and vocational education.
- Introduction of education as a discipline.
- Role of Distance Education in Teacher Education.
- Continuing professional development programmes for teachers.
- Professional development of teachers in higher education.
- Norms and standards for teacher audit.
- Status of teachers.
- Manpower planning in teacher education.

11. In Conclusion

It is a matter of conviction that if the training colleges could be organized on right lines and become dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated. This was a prophetic concern expressed by the Secondary Education Commission almost six decades ago and can be a great promise for a future region of teacher education. Unfortunately, teacher education institutions have not been able to demonstrate their capability to think about education in an innovative and future oriented context. It should also be an important feeling that no issue which affects the quality of teacher education has escaped deliberations in the past. The best hope is now to concretize our view points in the issues, recommend policy directions and move towards effective implementation.

Annexure

Some Landmarks in Teacher Education: Major concerns and imperatives in teacher education have been discussed from time to time by various commissions and committees. It is relevant to refer to these documents for a detailed perspective of teacher education. Some of these landmarks are indicated below :-

- Education and National Development: Report of the Education Commission 1964-66.
- Teacher Education Curriculum Framework of NCTE (1978)
- UGC panel on Teacher Education.
- Working group on Teacher Education in the light of the Need for Value Orientation to Education.
- National Commission on Teachers –I.
- Setting up of statutory NCTE with effect from 17th August, 1995.
- NCTE Curriculum Framework for Quality Teacher Education.

Some points arising out of Professor Sharma's Observations on "Revamping Teacher Education" : Mrinal Miri

- ❖ **Education as a profession:** Education as a profession needs to be distinguished from other professions such as the managerial and bureaucratic professions. The latter are professions which treat human beings primarily as means to different ends: for instance, as means to social order and co-ordination, or to enhancement of financial profit. Education as a profession must treat human beings primarily as ends and objects of respect in and for themselves.
- ❖ **The Guru and the Modern Teacher:** the modern teacher must not only have a very reasonable grasp of what he teaches, but also must continuously engage with it- ask questions about it and accept possibilities of different answers to them. The modern teacher must be committed to the enhancement of the child's self awareness as well as his own and this is a dynamic process.
- ❖ **Transmission of knowledge and engagement:** The teacher's responsibility consists not just in **transmission** of received knowledge but also **engagement** with it. Differences of perspectives, changes in our ethical environment and diversity of cultures must form the background of the teacher's approach to his task.
- ❖ **Training to be a teacher:** Training someone to be a teacher is a very different kind of proposition from training a person to be e.g. a human resource manager. School going children right up to the age of pre-adulthood have highly sensitive, vulnerable and morally plastic minds. Successfully communicating to them the absolute value of the right balance between restraint and desire, and the role of the virtues, e.g. truthfulness, fairness, kindness, courage etc, in affecting such balance – only thing that can lead to authentic self awareness and sustainable well being and happiness – requires a personality that cannot be produced by mechanical training.
- ❖ **The idea of a community:** The teacher obviously cannot ignore concerns of the community. But community is a very slippery concept, and the teacher must be in a position to appreciate the extreme openness of this concept. (Does humanity form a community? Differences between, say, a community of engineers, or a community of bird-watchers and a primarily linguistic community such as, say, the Khasis and the Mizos.)
- ❖ **Education as an academic discipline:** Education as a subject of study at higher levels (e.g. Bachelor's, Master's and Research) is necessarily multidisciplinary, and meaningful and creative academic pursuit of the subject is possible only within the framework of a University culture which not only provides opportunities for singular disciplinary pursuits but also promotes the

coming together of different disciplines in understanding the human predicament. The proper arena for the academic pursuit of **education as a field of study** is therefore the University.

- ❖ **Education and business:** Words like “clientele” and “stake holder” have their home in the world of business and corporations. It is best to avoid such words in talking about education.
- ❖ **Vicious circle:** The vicious circle of poor quality recruitment→ poor quality teaching and training→ poor quality intake→ poor quality recruitment must be broken. But how?
- ❖ **Duration of academic programmes:** The Delhi University 4-year B. El. Ed is a very important innovation. This needs to be discussed and ways of promoting similar programmes in universities generally should be explored.
- ❖ **Theory and non-theoretical grasp:** While theoretical aspects of child-psychology should be an important part of the curriculum of teacher training programmes – what is much more important than just theory is an intelligent grasp of how to help the child to grow into a mature person. What it is to be a person, the importance of the other in one’s moral life, what it is to be a responsible human being; temptations for self-deception and how to combat them, being fair to the other are matters not so much of theoretical knowledge, but of growing realization in one’s day-to -day life; **these are matters not of separate teaching, but concerns that must be embedded in all teaching.**
- ❖ **Education as a modern enterprise:** An important aspect of modernity is the notion that no ideas are sacrosanct; all ideas must be subjected to critical enquiry; ideas that provide insight into and understanding of our own socio-cultural contingencies must be welcome; at the same time it is important to realize that concepts have their home in specific cultures. But concepts frequently gain and expand by cross-cultural feeding into each other.
- ❖ **Professor Sharma’s core educational concerns:** Perhaps some are more important than the others. I shall comment on three of them: (1) the history of India’s freedom movement: it is important to bring out the diversity of the struggle against colonial rule and in different parts of the country: (a) its global dimensions; (b) its smaller manifestations in towns, villages and different regions and (c) its national character. (2) National identity: While national identity is of great importance, nation building is a challenge and an adventure; smaller units of the nation must come into focus; the most important part of being a nation is its members’ sense of belonging to it. Generating and sustaining this sense of belonging is the challenge and the adventure. (3) Scientific temper: it is important to distinguish between scientific method and scientific temper; the latter is more like reasonableness which, frequently has nothing to do with science or scientific enquiry: my being reasonable in my relationships with other humans, e.g., friends,

teachers, students, colleagues, assessing political activity, is a matter of my being able to make the right judgment – frequently the right ethical judgment – which has much less to do with scientific rationality than with developing a sense of the right in the midst of the great complexity of the human predicament. (Wittgenstein: “Truthfulness is not just a matter of telling the truth on particular occasions, but of being *at home* in it.”) [Scientific temper and superstition: superstition is frequently a way of dealing with the inescapable uncertainties of human life and the world]

- ❖ **Language:** In spite of the great complexity of the linguistic situation of our country, we must revisit the language policy problem: Is mother tongue teaching universally possible in our country? Has the “linguistic” division of the country created more problems than solved? Are we clear about what should count as a regional language? Must there be a national language (with its value connotations)? Must not, in a linguistically unique country like ours, the selection of a common language of communication and teaching at higher levels and research be a matter of supremely pragmatic consideration rather than one of national pride? How do we separate deep concerns with language from language politics and politics of power?
- ❖ It is important at the same time to keep in mind, the importance of the very intimate relation between language, culture and community; to learn one’s native language is to get inducted into its community and culture: its rights and wrongs, good and bad, what is to be respected and what is not; and even its truths and falsehoods; these can indeed be critically assessed, but such assessment must be done with utter sensitivity.

Note on ToR towards Improving the Quality of Teacher Education :

Prof Poonam Batra

Concerns of Current Teacher Education Programmes and Practice

Knowledge

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question
- Disciplinary knowledge is treated as a 'given', provided through general education, independent of its engagement with professional training in pedagogy
- Often, in the Indian context, this is also interpreted to mean that the level of engagement with disciplinary knowledge need not exceed the levels at which it is taught in schools
- School curriculum, syllabi and textbooks are never critically examined by the student-teacher or the regular teacher
- The current manner in which teachers view knowledge, teach students to view knowledge and structure classroom experiences reflects a universalized a-historical, de-contextualised understanding of knowledge
- Focus on psychological aspects of children without adequate engagement with contexts
- Engagement with generalised theories of children and learning, thus viewing child as an abstract notion

Repertoire of Skills

- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development
- Teaching is a skill and has little to do with content or a socio-historical understanding

Opportunities for Reflection and Making Connections

- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The current programmes and evaluation protocol has no place for these aspects

- It is assumed that links between ‘learning theories’ and ‘teaching methods’ are automatically formed in the understanding developed by student teachers
- Theory courses have no clear link with practical work and ground realities

Evaluation of Student Teachers

- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness

Institutional and Structural Issues

- Most Teacher Education Institutes are either outside the higher education system or are intellectually isolated even within the university. Hence they operate as insular organizations
- Teacher education is the only significant focus in education departments. There is no institutional activity to engage in educational research and in creating professionals such as curriculum developers and pedagogues
- The socialization culture of teacher education institutes is self-perpetuating

Consequences

- Fragmented knowledge domains and isolated ‘delivery of lessons’
- Day-to-day discourse is severed from ground realities as well as the lofty aims of education
- Teachers are prepared to be implementers and to adjust to the given educational system
- Curriculum, syllabi and textbooks are never critically examined by student-teachers/teachers
- Teacher education preparation glorifies the individual narrative, while disregarding learning and teaching as social practice
- Training schedule is packed creating the illusion of activity and learning, with no time for reflective learning
- Teachers never examine their own biases and beliefs and misconceptions of subject-knowledge
- Teacher education processes remain severed from activities of knowledge generation.
- In the absence of education as a pursuit in higher education, no new knowledge is generated within the Indian context that can provide a sound base for developing teachers and other professionals.

Suggestions for a Process-Based Teacher Education

- Teacher education programmes need to be re-designed to engage teacher practitioners with the larger socio-political context in which education is situated

- Teachers need to engage with children in real contexts
- Teachers need to be given non-threatening opportunities to critically questioning their own assumptions and beliefs about knowledge, the learner and learning
- Teachers need to be given opportunities to critically examine their positions in society vis-à-vis gender, caste, class, equity and justice
- Such processes are likely to develop habits of independent thinking and reflection, collaborative learning and
- the capacity of the educational system to adapt to the changing learning needs of children and society

Proposed Areas of Focus

- *Childhood, Child Development and Learning*
 - Opportunities to observe children in diverse social, economic and cultural contexts and interact with them rather than study about children only through a focus on psychological theories of child development
 - this would also include the close observation and analysis of the learning and thinking processes of children
 - the programme design of teacher education provides 'spaces' for the direct observation of children at play and at work in diverse socio-economic, cultural, linguistic and regional contexts.
- *Social Context of Learning, Diversity and Gender*
 - major shift from an overwhelming emphasis on the psychological characteristics of the individual learner to her social, cultural, economic, political and humanitarian context
 - Learning is to be appreciated as occurring in shared social and everyday contexts
 - engagement with issues and concerns of contemporary Indian society, its pluralistic nature and issues of identity, gender, equity and poverty
 - Courses are designed to help teachers to contextualise education and evolve a deeper understanding of the purpose of education and its relationship with society and humanity
 - rigorous engagement with issues of contemporary India are to be examined through an interdisciplinary engagement with concepts drawn from a diverse set of disciplines, including sociology, history, philosophy, political science and economics.
- *Aims of Education, Inclusive Education*
- *Reconstructing Disciplinary Knowledge*
 - prepare teachers to present subject-content in developmentally appropriate and meaningful ways it is essential that through simple observations and experiments, followed by discussion, several

- theoretical concepts learnt during general education in school and college be revisited and reconstructed
- Engagement with content is designed to be part of pedagogy courses and as part of school internship during planning of teaching and reflection on the practice of teaching
- *Self development and Aspirations to become a Teacher*
 - *Pedagogical Theory and Approaches*
 - shifting the focus from pure disciplinary knowledge and methodology to the learner and her context as well. For instance, the course on language pedagogy would promote an understanding of the language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum. This would mean moving away from the conventional focus on language as a subject
 - such an approach would help forge linkages between the learner and her context, disciplinary content and the pedagogical approach
 - *Theory-Experience Dialectic*
 - Courses are designed to allow a movement between theory and field reality. Thus the onus of drawing connections between experience and theory is not left to the student-teacher alone or to chance
 - 'learning spaces' are structurally provided in the design of teacher-education programmes for drawing such connections
 - because the learner is central to such a process, learning becomes a search for meaning
 - *School Internship*
 - A sustained contact with the school through internship would help teachers to choose, design, organize and conduct meaningful classroom activities
 - critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating children's learning for feedback into curriculum and pedagogic practice
 - the school would benefit from such an alliance in terms of witnessing possibilities of non-conventional pedagogies

**Improving and Monitoring Quality of Teacher Education
and Teacher Performance**

Prof. Poonam Batra

**ToR: Improving quality of teacher education, both pre-service and in-service
(In-service Teacher Education is included in ToR (g))**

Tasks

Develop a conceptual and operational profile of the envisioned teacher to inform the design of teacher education curriculum

Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction;

Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning and knowledge generation as a continuously evolving process of reflective learning;

Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work;

Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values;

Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question;

Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole;

Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone;

Programmes should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and

characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization;

Programmes should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.

Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education;

Prepare a critique on the existing scenario of teacher education in respect of the following parameters:

(i) *Quality of entrants to the profession of teaching and related issues*

The two most important criteria for selecting candidates for pre-service teacher education need to be laid out in terms of competence in *subject knowledge* and *proficiency of language*. Current entrances are largely based on recall and information based questions that do not assess the conceptual understanding and perspectives of candidates.

Since the quality of entrants to the profession of teaching is significantly determined by the quality of pre-service teacher education programmes, it is important to look at the specialization profile required for teacher educators. For example for the teaching of Foundation courses, it should be necessary to have a masters degree in social sciences. An MEd should not be considered sufficient for teaching Foundation courses.

The Teacher Eligibility Test (TET) is now being used over and above a professional degree in teacher education as a criteria for recruitment of teachers. While this is clearly demonstrating that most candidates who take the TET (centre as well as states) do not qualify to be recruited, despite having a professional degree for teaching. At one level this reflects the poor quality of pre-service teacher education programmes. However, in the long run, with the TET becoming a significant criteria for recruitment, no serious attempts will be made to revamp teacher education, which should be at the centre of teacher education reform and an important ToR of this Commission.

It may therefore be important to strategise the use of TET to augment teacher quality along with serious attempts at teacher Education reforms.

(ii) *Quality of curriculum content*

The NCFTE, 2009 outlines the Framework for pre-service teacher education curriculum and presents several ideas for the continued

professional development of teachers in service. The key aspects suggested in NCFTE are as follows:

- (a) The inclusion of content engagement in courses on pedagogy
- (b) The inclusion of questions of the nature, philosophy and history of disciplines in specific pedagogy courses to engage student-teachers with epistemological issues
- (c) The inclusion of learner assessment to develop perspective and a repertoire of skills in teachers.
- (d) Shifting focus from 'concepts of educational psychology' to concepts related to children's development, learning and thinking patterns, thus contextualizing teachers' knowledge
- (e) Introducing courses that engage student-teachers with contemporary Indian issues within disciplinary frameworks so as to locate education and the learner in a socio-cultural and political context with a thrust on diversity.
- (f) Introduce courses in language proficiency for the developing teacher.

(iii) *Quality profile of the teacher*

This is well laid out in the NCF, 2005 as well as NCFTE, 2009. A reflection of this is presented in relation to the first ToR.

(iv) *Quality in mode of teacher preparation, structural aspects*

The NCFTE, 2009 has several recommendations with regard to this. The first is to increase the duration of teacher education programmes: 4 year integrated programmes after 10+2; 2 year programmes after graduation.

It would be useful to locate integrated programmes in undergraduate colleges. The BEIEd is one such model that has demonstrated the robustness of the idea, leading to an interdisciplinary academic environment.

Integrate field-based study in theory courses so as to enable teachers to think praxis. Design practicum courses that enable observing and studying children in 'real' contexts; provide hands-on experience of curriculum/text analysis and design; field tours for getting first-hand experience of diverse socio-cultural and economic contexts.

Instead of designing discipline based Foundation courses, design courses that draw upon interdisciplinary frameworks and perspectives, such as 'Contemporary Indian society', Diversity, Gender and Inclusion.

(v) *Quality of curriculum transaction, pedagogical aspects*

The most important aspects of curriculum transaction are:

- (a) Providing a portfolio of readings for each course, theory and practicum in the language of the student-teachers. Currently teachers are being

educated through sub-standard reading materials that are conceptually wrong and are regressive in perspective.

- (b) Defining clear tasks for practicum courses
- (c) Designing assignments that require individual writing as well as group/collaborative work
- (d) Organizing hands-on activities including analysis of textbooks, curriculum, choosing and designing activities for classrooms

(vi) *Quality of teacher assessment*

The evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions and habits, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters. This would require using oral presentations and group work apart from written assignments. Several ideas are presented in the NCFTE, 2009.

Road Map for transforming the quality of teacher education

Increase **state stakeholder** ship in teacher education.

Prepare for **transition of elementary teacher education to university** based colleges: upgrade DIETs into undergraduate colleges phase wise and introduce teacher education in existing undergraduate colleges.

Provide support to States to **redesign teacher education courses** in the light of NCFTE, 2009 and NCTE model syllabi.

Begin with revamping existing programmes of teacher education, gradually moving to 4 year integrate programmes after 10+2 or 2 year programmes after graduation.

Develop **anthologies of readings** for each course of a teacher education programme (example the NCTE model syllabi).

Utilise ICT for developing **podcast lectures and other multimedia materials** for the education and continued professional development of teachers.

Develop a management information system of teacher education/development requiring a data base and needs assessment

ToR: Evolving norms for teacher performance and teacher audit

Tasks

Develop norms for teacher performance and teacher audit necessary to ensure quality teacher education.

Norms need to be developed for institutional audits for both pre-service and in-service training of teachers.

Develop policy norms for in-service and continuing education for professional development of teachers

Develop a management information system of teacher education/development requiring a data base and needs assessment

ToR: Methodology to assess the quality of teacher education institutions

Tasks

Review the existing NCTE norms to assess whether these norms lead to assessment of quality of teacher education programmes offered in the institutions

Currently there are no norms for the assessment of the quality of teacher education programmes. These would include the design and nature of programmes, reading materials and assessment basis and criteria.

Develop process norms for curriculum transaction, if not already in existence, in terms of which of the institutional performance for quality teacher education could be assessed

Suggest mechanisms for conducting the assessment of Teacher Education Institutions in reference to quality.

Evolve norms for accreditation of teacher education institutions and make recommendations to carry out modalities for accreditation

Draft Note on Standards of Teaching Profession

M. Anandkrishnan

Critical Areas of Responsibility of Teachers

All those engaged in the teaching profession, irrespective of the level, must be conscious of the impact of their profession on the learners. This responsibility is far more critical in case of teachers involved in school education where they deal with children in their early formative years. The Right of Children to Free and Compulsory Education Act prescribes the role and place of the school teacher not only to teach but also to understand the students and the community of parents. The Act, vide section 29 (2), emphasises the following areas while laying down the curriculum and evaluation procedures:

Conformity with the values enshrined in the Constitution.

- All round development of the child.
- Building up child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child-friendly and child-centred manner.
- Medium of instruction shall, as far as practicable, be in child's mother tongue.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

Many countries have prepared explicit manuals on Standards for Teaching Profession which are widely disseminated among practicing teachers and periodically updated to address changing situations. In India the National Curriculum Framework for Teacher Education: *Towards Preparing Professional and Humane Teacher* (2009/10) of the NCTE is a valuable effort in this direction.

The NCFTE requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-creator of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. The teacher is expected to "be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other." In order to elaborate such roles there is a need for a separate manual explicitly spelling out the detailed Model Standards for teacher education that should be a mandatory reading for every school teacher.

Model Professional Standard for Teachers (Indicative Content)

Scope.

Considering the complex and varied nature of the work of teachers it will be necessary to lay down standards which the teachers need to know and provide a

common reference point for the profession. It should also provide the benchmarks for teacher registration and serve as the basis for the design of teacher preparation programs.

The manual may be prepared in several modules. The indicative content of the modules are given below. These may be suitably modified to address the requirements in the States

Module 1

(a) Application of professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish learning goals and develop and document learning plans that reflect relevant curriculum frameworks and school, authority and employers' policies, and effectively communicate these goals and plans to students, families, and other relevant parties;
- select, develop and/or customise teaching and learning strategies and resources that meet specified learning goals and curriculum requirements and address students' prior learning, interests, learning needs and learning styles;
- use teaching, learning and assessment strategies and resources in which ICT is embedded;
- plan, implement and review learning experiences that incorporate a variety of flexible individual and group learning, teaching, assessment and behaviour management strategies;
- gather and analyse relevant information from a range of sources (including student performance data and feedback from students, families, and support staff) to evaluate learning experiences, and use this information to improve teaching, learning and assessment strategies and resources.

(b) Strengthening Knowledge Base of Teachers to know and understand:

- the content, processes and skills of the areas they teach, and links across content areas
- the socially, culturally and historically constructed nature of knowledge
- ways of identifying learning goals and developing and documenting learning plans
- ways of gathering and using student information in the design of learning experiences
- relevant curriculum frameworks and school, authority and employers' policies and procedures relating to curriculum frameworks and program documents
- how students learn and the implications for practice relevant to early, middle and senior phases of learning
- ways of identifying, evaluating and selecting teaching, learning and assessment strategies, resources and technology
- effective teaching, learning and assessment strategies and resources where ICT is embedded
- individual learning needs of students including those with particular needs, such as students with disabilities and learning difficulties, and gifted students
- techniques for planning and implementing the curriculum and evaluating learning experiences.

Module 2.

- (a) Application of professional knowledge and understanding of learners, the curriculum and teaching and learning to:
- determine the language, literacy and numeracy demands and opportunities of particular curriculum areas
 - use a variety of inclusive assessment strategies to gather information and make judgements on students' language, literacy and numeracy skills, and use these data in the design and implementation of learning experiences
 - design and implement learning experiences that include explicit teaching of the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading, viewing, writing, shaping and numeracy in a range of contexts
 - select and use a range of teaching and learning strategies and resources that build on students' prior knowledge and experiences and support student learning
 - monitor and evaluate students' language, literacy and numeracy development and use this information when designing programs, reporting to parents and others, and reviewing teaching and assessment strategies and resources
- (b) Strengthening Knowledge Base of Teachers to know and understand:
- the pervasive nature of language, literacy and numeracy and their role in learning and everyday Situations
 - a range of contemporary evidence-informed theories on language, literacy and numeracy development and the role of effective strategies and resources in enhancing this development
 - techniques for determining language, literacy and numeracy learning opportunities and requirements in curriculum, school, classroom and community contexts
 - authentic literacy and numeracy assessment strategies for gathering information and making judgements about students' language, literacy and numeracy development
 - how students develop language, literacy and numeracy
 - language forms and features and textual structures of spoken, written, visual and multimodal texts
 - mathematical applications and problem solving
 - the ways that different communication methods and social, cultural and historical contexts influence language choice and literacy and numeracy practices
 - a range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
 - how ICT supports, enhances, enables and transforms language, literacy and numeracy expectations and development
 - how to monitor and evaluate students' language, literacy and numeracy needs (including those for whom English is a second language or dialect) and are aware of appropriate intervention strategies and support services
 - the reasons for upgrading personal and teaching skills in language, literacy and numeracy, ways of reviewing them and support services available.

Module 3

(a) Application of professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- provide opportunities and assist students to recognise and work towards their individual learning goals and progressively take appropriate responsibility for their own learning
- engage students in the investigation of intellectually challenging and worthwhile topics, problems and issues that provide opportunities for examining significant ideas and concepts, discussing alternative viewpoints, formulating new knowledge and ideas, justifying opinions and presenting views to different audiences using varied forms of communication
- create learning environments in which diverse ideas and opinions are valued and students are encouraged to express ideas, ask questions and exchange points of view
- create learning experiences in which individual and groups of students actively use ICT to access, organise, research, interpret, analyse, create, communicate and represent knowledge
- engage students in learning activities that involve higher-order thinking skills, imagination, creativity, intellectual risk taking and problem solving
- promote models of inquiry that involve students in identifying problems, collecting and exchanging information, manipulating data and objects, testing ideas and opinions, forming and justifying conclusions, making predictions, interpreting data, refining ideas and solving problems
- provide support and direction to students appropriate to their confidence and familiarity with ideas, concepts and problems being investigated

(b) Commitment of Teachers to:

- assisting students to identify their individual learning goals, perform at their highest levels and achieve success
- promoting and modelling creativity, imagination and intellectual risk taking
- facilitating student-centred learning and developing students' critical thinking, independent problem-solving and performance capabilities
- adopting new digital technologies to achieve teaching practices more appropriate to 21st century learning.

Module 4

(a) Assessment and reporting on student learning

- Teachers use a range assessment modes and techniques to gather information on student capabilities and progress and use this to evaluate and report on student learning and review their approaches to planning, teaching and assessment.
- Teachers communicate learning goals and assessment requirements (including modes, criteria, grading systems and reporting) with colleagues, students, families and caregivers
- Teachers use multiple ways and varied sources of gathering evidence for making judgements about student learning and, where possible, provide opportunities for students to demonstrate and reflect on this evidence and evaluate their own work

- Teachers provide students with constructive and timely feedback on their learning, and encourage students to use feedback and self-assessment strategies to monitor their progress toward personal learning goals
- Teachers implement and review a variety of approaches, including the use of ICT, to effectively monitor, assess, document and report on learning
- Teachers prepare information on student performance and use this to communicate and report student progress to parents, and other stakeholders through school reporting arrangements
- Teachers use assessment data and information about students to guide program planning and review curriculum choices
- Teachers participate in assessment of quality assurance processes, such as moderation activities that affirm consistency of teacher judgement, to maximise the quality, consistency and comparability of assessment.
- Teachers know and understand the characteristics, uses, advantages and limitations of different assessment techniques for evaluating student learning, including the development of higher-order thinking skills
- The teachers should be aware of their ethical responsibilities in assessment and reporting.

Distance learning and teacher education

Prof. Mrinal Miri

Distance learning has many advantages compared to conventional formal face-to-face learning: It

- has potentially a much wider reach;
- is more economical;
- requires far fewer teachers;
- can overcome barriers of age, economic constraints such as compulsions of employment, and difficulties relating to gender with much greater ease.

These advantages are, of course, interlinked. They are, however, of the nature of external advantages, i.e. they have very little to do with what might be regarded as the central value of education; and this is that education is a very unique kind of engagement with the human and non-human worlds that takes place primarily through the development of a very special relationship between the teacher and the learner, and between them and areas and traditions of human thought. Such relationship requires an attention that moves outward from the self and its concerns with itself to the other, whether the other is the learner or the object of learning and reflection. It isn't as though only education demands such a mode of attention; human relationships such as friendship and love would be impossible without the possibility of such attention. Within the framework of educational practice, the teacher must be capable of attending to the needs of the taught by moving beyond his immediate self-centric interests, and it is primarily in and through the recognition of such attention on the part of the teacher, that the learner comes to grasp the importance of such attention in the entire educational

endeavour. The development of such attention is therefore an essential part of the process of education itself: it arises in the course of the regular give and take of the relationship between the teacher and the taught, the learner and the fellow learners, and the dynamics of the relationship between them all and the object of learning.

This aspect of education is all the more important in the case of teacher education. The teacher educator is responsible for laying the foundations, in her student, of the capacity for the easy and steady exercise of the kind of attention that is central to the practice of education. It is also important to realize that this is best achieved not through the reading of textbook psychology but through the daily interaction and give-and-take of the teacher-student relationship in a great variety of both formal and non-formal contexts in which they may be placed. The most critical point in all this, however, is that the virtues associated with educational practice – virtues such as justice or fairness, care and patience – emanate only from the possibility of such attention.

It is clear that distance education – education from a distance – cannot provide the conditions for the development of the kind of attention that education demands. Provisions of study centres and intermittent contact hours are only gestures towards the normal give-and-take of educational practice.

The Commission is of the opinion that for pre-service teacher education leading to a degree or diploma, the distance mode is best avoided. However, for in-service training, depending on the urgency of the need, imaginative distance learning capsules may be devised with substantial components of conventional learning.

**ATTENDANCE SHEET OF THE PARTICIPANTS OF CONSULTATION
MEETING WITH JUSTICE VERMA COMMISSION
HELD ON 30.06.2012 IN NEUPA**

S. No.	Name Of Experts/ Educationist	Designation
1	Prof. Nandita	Professor & Head, Deptt. of Education, Punjab University
2	Dr. C. Gurumurthy	Principal Ramakrishna Institute of Moral and Spiritual Education, Mysore
3	Dr. Rakesh Patel	Principal Naran Lala B.Ed. College, Naviari.
4	Dr. Farooque Ansari	Principal J.A.T. B.Ed. College, Malegaon
5	Pro. C. Madhumathi	Dean, Faculty Of Education Dept. Of Education Osmania University, Hyderabad
6	Sh. Anil Rai	Director, SCERT, Govt. of Chattisgarh
7	Prof. B.S. Rathore	Member, Northern Regional Committee, NCTE, Jaipur
8	Ms. Mala Srivastava	Chairperson-Western Regional Committee, NCTE, Bhopal
9	Sh. J.K. Joshi	Director, Uttarakhand Open University, Haldwani,
10	Prof. M.N.G. Mani	CEO, ICEVI International Council For Edu. of People
11	Dr. N. Muthaiah	Principal, Ramakrishna Mission Vidhyalaya, College Of Education, Coimbatore
12	Prof. P. Viswanadhan Nair	Former Dean, Faculty Of Education, University Of Kerala, Trivandrum
13	Dr. Sr. Shila Ergat	Principal, Ursuline Women's Teacher Training College, Jharkhand
14	Dr. Asha Mathur	Associate Professor & Vice-Principal Lady Shree Ram College, Lajpat Nagar, New Delhi
15	Prof. Harikesh Singh	Faculty Of Education Banaras Hindu University Varanasi
16	Prof. M.A. Khader	Former Director, SCERT, Kerala
17	Prof. V.D. Bhat	RIE, Mysore

18	Dr. Paras N. Sharma	Principal Viray Memorial College Of Education Nerchowk Mandi (H.P.) 7175021
19	Dr. Khushvinder Kumar	Principal BCM College Of Education., Ludhiana
20	Prof. Krishna Kumar	CIE, Delhi University
21	Dr. Anita Kotpal	Director, Vidya Institute of Creative Teaching, Meerut.
22	Ms Freny Tarapore	Member, Western Regional Committee, NCTE, Bhopal
23	Sh. Rajaram Sharma	Joint Director, CIET, NCERT
24	Prof. Smriti Sharma	Assistant Professor Lady Shri Ram College, University, Delhi
25	Dr. Meenakshy Ramachandran	Principal Christ- Nagar College Of Education, Thiruvallato
26	Smt. L.S. Changsan	Secretary (Education) Govt. of Assam,
27	Dr. S. Vasanthi	Principal N.K.T. National College Of Education For Women, Triplicane, Chennai, Tamil Nadu
28	Ms. Surina Rajan	Financial Commissioner & Principal Secretary to Govt. of Haryana
29	Prof. B.K. Tripathi	Joint Director, NCERT
30	Sh. Sridhar Rajagopaan	Managing Director, Educational Initiatives Pvt. Ltd, Ahmedabad
31	Prof. S.C. Panigrahi	Professor & Head, CASE M.S. University, Baroda
32	Dr. Manju Tembhre	Principal, Sant Hirdaram Girls P.G. College, Bhopal
33	Prof. Padma M. Sarangapani	Professor, Tata Institute of Social Sciences, Mumbai
34	Sh. H.S. Rama Rao	Director, DSERT, Bangalore
35	Sh. Karunesh, Bhardwaj	Senior Specialist, SCERT, Haryana
36	Dr. L.M. Joshi	Principal, Inspiration College Of Training Education.
37	Prof. V. Sudhakar	Professor in Education, School of English Language Education, Hyderabad
38	Sh. Phoottare B.D.	Deputy Director, MSCERT, Pune
39	Prof. S.K. Yadav	Professor & Head, DTE, NCERT, New Delhi
40	Dr. Gyandev Mani Tripathy	Principal (B.Ed), M.C.E.M. Hajipur, Bihar
41	Sh. Hasan Waris	Director, SCERT, Government of Bihar, Patna

42	Dr. Bhushan Patil	Principal, Azam Colleges of Education, Pune
43	Dr. Siddharth Jain	Principal, D.P. Vipra College Of Education, Bilaspur
44	Sh. Alok Mathur	Director, Teacher Education, Rishi Valley Education Centre, Andhra Pradesh
45	Prof. G.L. Arora	Retd. Professor, NCERT & Chairman Appeal Committee, NCTE
46	Sh. S.C.Ghul	Joint Secretary, School Edu. Deptt., Govt. of West Bengal
47	Dr. P. C. Mahapatra	Chairperson, Eastern Regional Committee, NCTE, Bhubaneshwar
48	Prof. K. Dorasami	Member, Southern Regional Committee, NCTE, Bangalore
49	Prof. N. Venkataiah	Former Prof. & Dean, Faculty of Education, University of Mysore
50	Sh. Gurusurthy Kasinathan	Director, IT For Change, Bangalore
51	Dr. R.C. Sharma	Chairman, Rama-eesh Institute Of Education, Greater Noida
52	Prof. (Dr.) Manik Bhattacharya	Member, Eastern Regional Committee, NCTE, Bhubaneshwar
53	Prof. Nargis Panchapakesan	Retd. Prof., University of Delhi and Member, Appeal Committee, NCTE
54	Prof. S.M. Sungoh	Prof. of Education, NEHU, Shilong and Member, Eastern Regional Committee, NCTE, Bhubaneshwar
55	Dr. Mona Sedwal	Asstt. Professor, NUEPA.
56	Sh. Arun Kapur	Director, Vasant Valley School, New Delhi and Member, NCTE Committee
57	Sh. N.K. Jarag	Director, MSCERT, Pune

Presentation on 30th June, 2012 for Consultation

1. Quality Issues

- (i) Improvement in quality of pre-service teacher education
 - Course curriculum
 - Assessment and examination system
 - Resource material for trainers and trainees
 - Qualification of teacher educators
- (ii) Improving in-service training
 - Training practices and approach under SSA for elementary School Teachers
 - Strengthening of institutional structures and their linkages
 - Need for new approach in light of mandate under the RTE Act
- (iii) Review existing practices for ensuring quality in the TEIs
 - Academic quality monitoring
 - Accreditation and monitoring
 - Role of Universities and other examining bodies
- (iv) Evolve standards for evaluating teacher performance and teacher audit
 - Procedures adopted by school managements to evaluate teacher performance
 - Develop a system of teacher audit - internal and external

2. Regulatory Framework

- (i) Making changes in the norms and standards for the various teacher education courses laid down by the NCTE
 - Courses for preparation of school teachers
 - Courses for preparation of teacher educators
- (ii) Improving the enforcement by the NCTE of the norms and standards
 - System of inspection and monitoring by the NCTE
- (iii) Adequacy of the present procedure of the NCTE for withdrawal of recognition
 - Procedure under section 17 of the NCTE Act.

**Consultation meeting of Justice JS Verma Commission on Teacher Education
held on 30th June, 2012**

Subject	Views/Suggestions
N&S for various teacher education programmes	<ol style="list-style-type: none"> 1. 2-year D.Ed should be replaced by 4-year integrated programmes; 1-year B.Ed should be replaced by 2-year programmes after graduation; 2. Credit-based modular programmes leading to equivalence with B.Ed be devised for professionals and academics from other fields entering into school teaching profession; credit based modular programmes for working teachers to enhance their credentials, culminating in equivalence with M.Ed certification (Alok Mathur, Rishi Valley) 3. Teacher educators should have some experience as school teachers; Apart from M.Ed degree other profiles can be considered for teachers educators : (i) persons with post graduate academic degrees and active school-based research backgrounds in a liberal discipline; (ii) persons with post-graduate subject qualifications as well as teaching and administrative experience in schools; (iii) persons with school based teaching experience along with MA (Education); (iv) Persons with school based experience, qualifications in a subject area and a post graduate specialized degree in teacher education (Alok Mathur, Rishi Valley) 4. Teacher educators should be drawn from amongst persons specializing in sociology, philosophy, history, political science (Nargis Panchpakesan) 5. Entrance examination, with due weightage to marks in qualifying exam, for admission to teacher education programme; minimum qualification prescribed by the UGC for cadres of Asst. professor, Associate professor, Principal should be mandatory (Dr N Muthaiah, Coimbatore) 6. Specific Guidelines for sharing of infrastructure with non-allied programmes (Dr N Muthaiah, Coimbatore) 7. Appointment of staff or ICT and for special education should be made mandatory in the TEIs (Dr LM Joshi) 8. The requirement of transfer of land in the name of the Institution is unrealistic (Dr LM Joshi)

	<p>9. Qualifications for the appointment of faculty at D.El.Ed./,B.Ed./M.Ed. level needs closer look as the percentage of marks in school subject at D.El. Ed. and M.Ed. level is 55% and for B.Ed. it is 50%. Percentage of marks should be same for all three courses i.e.50% in school subject and 55%.in M.Ed. (Dr Paras Sharma)</p> <p>10. Candidate having M.A.(Education) and B.Ed. are considered equal at par with M.Sc./M.A.(School Subject) and M.Ed. (Dr Paras Sharma)</p> <p>11. The UGC speaks that to be reader one should have eight years of teaching experience but the NCTE speaks that out of eight years one should have three years of experience at the P.G. level. (Dr Paras Sharma)</p> <p>12. The experience for the post of principal at D.El.Ed .level is 5 years either at primary or elementary level. But the teaching experience of B.Ed. level classes is not considered citing the reason that B.Ed does not cover elementary level. However, a teacher educator at B.Ed level prepares the teachers for classes VI to VIII. Therefore, the experience of Teaching B.Ed. classes should also be considered for the post of principal at D.Ed. level. (Dr Paras Sharma)</p> <p>13. Separate TE programme for preparing teachers for Higher Secondary should be prepared (Dr Vasanthi, Chennai)</p> <p>14. N&S should incorporate academic aspects (Prof Khader)</p>
<p>Improve enforcement of the N&S</p>	<p>1. 3-tier approach to approval and evaluation – (i) recognition on the basis of infrastructural and instructional facilities, but after being inspected by a panel of appropriate evaluators; (ii) Desk review of the curriculum, readings, samples of student assignments/projects, assessment procedure (iii) Periodic accreditation of the TEIs (Nargis Panchpakesan)</p> <p>2. Provision for periodical review of quality of TEIs; permanent affiliation after a joint review by the NCTE and the affiliating body (Dr N Muthaiah, Coimbatore)</p> <p>3. Inspection team should comprise representatives from NCTE, affiliating Universities, State Government and legal expert (Dr Manju Thambre)</p> <p>4. Surprise inspections should be conducted (Dr Paras Sharma)</p>

	<ol style="list-style-type: none"> 5. While conducting inspections, help of revenue department should be taken (Dr Paras Sharma) 6. NCTE should create a portal of Principals and faculty for public reference to check genuineness of appointments of faculty (Dr Vasanthi, Chennai) 7. Surprise inspection of institutions (Dr Nair) 8. NCTE should have adequate no. of trained assessors to monitor the quality of TEIs and develop a set of process indicators for the TEIs (Prof VD Bhatt, Mysore) 9. The monitoring process should be decentralized by the NCTE to the State Governments (Prof Sudhakar, EFLU, Hyderabad) 10. Inspection of TEIs should be conducted by a joint team of the NCTE and the State Government (LS Changsan, Guwahati) 11. Social Audit of TEIs should be conducted (Prof Khader) 12. Surprise inspections should be conducted (Hasan Warris, Patna) 13. NCTE should regulate the calendar for admissions, conduct of examination and declaration of results of TE courses (Dr GN Tripathi, Vaishali)
<p>Suggestions for improving the system of withdrawal of recognition</p>	<ol style="list-style-type: none"> 1. NCTE should resist the proliferation of poor quality TEIs; such institutions should be closed down. (Alok Mathur, Rishi Valley) 2. The VT Report should be placed in public domain; students' opinion should be obtained during inspection (Dr Paras Sharma)
<p>Improvement in quality of Pre-service teacher Education</p>	<ol style="list-style-type: none"> 1. Shift in emphasis from quantitative parameters (no. of TEIs, no. of teacher educators, annual intake capacity) to qualitative analysis (how do teachers learn, what kinds of teacher qualities will enable students to gain knowledge, how can PST bring such qualities) – (Alok Mathur, Rishi Valley) 2. TEIs should be part of the higher education system; TEIs should have close links with schools (Alok Mathur, Rishi Valley) 3. Make educational leadership preparation to become part of teacher education content; promote international and exchanges for both faculty and students; incorporate the use of technology, both as content to enrich the curriculum, but also as a delivery system to reach teachers and learners in remote areas; Learning Communities: Teacher education and students should

	<p>be provided the opportunity to engage in a community of learners either virtually or face-to-face to share ideas and reflect upon their professionalism and practice; Increase opportunities in teacher education programs for future teachers to demonstrate their skills by providing high quality and diverse field experiences; Alternate forms of assessment: Engage education students (and faculty) in developing professional teaching portfolios (preferably electronic) to demonstrate their growth and development (i.e., knowledge and skills), while enhancing their use of technology in teaching and learning. (Dr N Muthaiah, Coimbatore)</p> <ol style="list-style-type: none"> 4. Revision of curriculum to include behavioral therapy, developing e-learning material, public relationship and soft skills; practice teaching should be synchronized with school syllabi (Dr Manju Thambre) 5. B.Ed and M.Ed programmes should be of 2-year duration; NET of UGC should be the minimum qualifications for teacher educators; (Dr Paras Sharma) 6. Diversify and broad-base qualifications for teacher educators (Dr Jayashree Ramadas, HBCSE) 7. Increase the no. of working days for the TE courses (Dr Vasanthi, Chennai) 8. Entrance test for admission to the TE Courses (Dr Nair) 9. Review of existing resource materials used for transacting TE courses (Dr Mahapatra, ERC) 10. Set up academic staff colleges for teacher educators (Dr Mahapatra) 11. Duration of practice teaching should be of a minimum of 3 months (Prof Madhumati, Hyderabad) 12. B.Ed should be of 2-year duration; greater coordination amongst NCTE, UGC and Universities (Dr Khushwinder, Ludhiana) 13. While CCE has been introduced in schools, these do not find space in the TEI transaction process (Prof Khader) 14. Content of PST has to include education of CWSN; faculty should include a person who has specialized in education of CWSN (Prof MG Mani) 15. Development of resource material in Hindi (Dr Tripathi, Vaishali) 16. The new Guideline on Teacher Education Scheme has a chapter on integration of ICT in teacher education; that should be put in practice (Dr Gurumurthy, IT for Change)
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	<ol style="list-style-type: none"> 17. Qualification of teacher educators needs to be re-looked; minimum school teaching experience should be an essential condition (Arun Kapur, Vasant Valley, New Delhi) 18. Need to develop institutions of Excellence in TE; A think tank of educationists should be constituted to develop programs for contemporaneous needs (Dr Nandita, Punjab University) 19. Creation of disciplines and body of knowledge (Sridhar Rajagopal, Ahmadabad) 20. Minimum academic qualification for TE programme should be graduation (Dr Freny Tarapore) 21. Lab activities should form part of evaluation (Hasan Warris) 22. Separate cadre of teacher educators; need for renewal of TE curriculum; portfolios of readings should be made available on website (Dr Smriti Sharma, LSR, Delhi University) 23. NCTE should notify standards of TE curriculum (Prof Dorasami, Mysore)
Improvement in in-service teacher training	<ol style="list-style-type: none"> 1. Teacher training should focus on implications of CCE, and the policy of 'no child to repeat a class' which require the visualization of new forms of curriculum construction, teaching learning methods and assessment practices (Alok Mathur, Rishi Valley) 2. Incentivize professional development of in-service teachers; international exposure for school teachers; utilize technology to support professional development and encourage teachers to integrate technology in classrooms; provide field based training on educational leadership for school heads; identify nodal agencies/institutions to conduct in-service training and strengthen them infrastructurally (Dr N Muthaiah, Coimbatore) 3. Government should articulate a policy on in-service training; continued professional development must be institutionalized; 6-month blended training every 5 years for in-service teachers (Prof GL Arora) 4. Development of an on-demand teacher support system (Dr Sridhar Rajgopal) 5. Teachers and teacher educators should be provided access to a combination of physical and virtual learning

	models; Use of Open Educational Resources (Dr Gurumurthy, Bangalore)
Review existing practices for ensuring quality in the TEIs	<ol style="list-style-type: none"> 1. Universities and the NCTE should share their inspection reports; System of inspection should be made more transparent and accountable to prevent malpractices. (Prof Prof YK Sharma, NRC) 2. Institutional linkage between Universities and State Governments 3. Identify a body to look into various aspects of development of resource material for trainees and teacher educators (Dr Asha Mathur, Delhi)
Evolve standards for evaluating teacher performance and teacher audit	<ol style="list-style-type: none"> 2. Every teacher should submit a self-appraisal report at the end of each academic year (Dr Paras Sharma) 3. Peer assessment, assessment by Head of institution, assessment by parents (Prof Nair) 4. Initial appointment should be contractual, and confirmation only after satisfactory performance (Prof Nair) 5. System of teacher licensing (LS Changsan, Guwahati)
Improvement in functioning/regulatory practices of NCTE	<ol style="list-style-type: none"> 1. Needs to be strengthened as an autonomous academic body; should have the services of professionally trained academicians, an action-research wing, linkages with Universities and TEIs, communities of teacher educators, well-regarded schools (Alok Mathur, Rishi Valley) 2. The present procedure for grant of recognition is inefficient and time consuming. The process should be streamlined and made simple and time bound (Prof Prof YK Sharma, NRC) 3. The regulatory function of grant of recognition should be decentralized to the State Governments and Universities; data bank of teacher educators and a biometric system of recording attendance of teacher educators (Dr LM Joshi) 4. Regulations should not be applied retrospectively (Dr Paras Sharma) 5. Infrastructure norms should be decided in consultation with the affiliating Universities (Dr Vasanthi, Chennai) 6. Regulatory function should be vested in the State Governments (Surina Rajan, Haryana)

Guidelines for Team Members

1. Attend orientation programme at the SCERT to know about the exercise and to collect materials.
2. Read in advance the NCTE Regulations 2005, 2007 and 2009 seek clarifications, if any, thereon.
3. Familiarize with the Sec. 13 Inspection proforma and the guidelines for filling it up.
- 4.1 Familiarize with the relevant Group formation and the Team set up.
- 4.2 Meet with the Supervisor, the Resource Person, and the other Members of the team.
- 4.3 Get to know the total movement plan.
- 4.4 Report on time at the appointment place for departure to the identified Group Hq. in Maharashtra.
5. Meet and get to know the Liaison Officer. Proceed with him to the Group Headquarter.
6. Get to know details of the Institutions to be inspected.
- 7.1 Take advance action to get title deeds of land/property verified by Talati (i.e. Patwari) at the place of stay itself. Use the photocopy supplied by WRC alongwith summary sheet.
- 7.2 At the time of inspection, take the Talati (i.e. Patwari) with you for identification of lands/properties.
- 8.1 Check that arrangements for videography have been confirmed.
- 8.2 Immediately after videography, collect the cassette.
9. During visit to the Institution for inspection collect documents as per listing given in the Inspection Proforma itself and in the note attached.
10. Obtain signature of the representative of the Institution on every page of the proforma except the page on 'overall assessment'. (If he refuses to sign, record a certificate to that effect and proceed.)
- 11.1 Record the 'overall assessment', in consultation with the other Member of the Team, after return to place of stay. This overall assessment should be duly signed by both members of the Team.
- 11.2 Both the Members of the Team should authenticate the Report by signing on every page of the Report.
12. Seal and Report for delivery to the Supervisor.
13. Alongwith the Liaison Officer proceeds to the next place for inspection of the next institution.
14. Do not interact with outsiders including the media.
15. Do not allow representatives of Institutions to meet you at your place of stay.
16. Do not involve the Liaison Officer in actual inspection work. They are there only for purposes of coordination and general assistance towards orderly conduct of inspection.

- 17.1 All arrangements for board, loding and transportation will be made by the Liaison Officer.
- 17.2 Transportation from residence to the Group Hq. in Maharashtra and from the Group Hq. to residence will have to be arranged and paid for the State SCERT. The expenditure will be reimbursed to the SCERT by NCTE.
- 17.3 Expenditure on Transportation, board and lodging will be adjusted in the TA/DA bill.
- 17.4 Team Members will be given an advance to meet contingent expenditure. This will be adjusted against the TA/DA claim.
- 17.5 Honorarium @ Rs. 2000 per inspection will be paid.
- 17.6 Financial arrangement will be settled between the NCTE, State SCERT and Maharashtra SCERT.

Guidelines for Liaison Officer

1. Do's

- 1) Familiarize with the locations of the institutions to be inspected.
- 2) Familiarize with the Team Members, Resource Person and Supervisor.
- 3) Draws up the routes of travel sequentially.
- 4) Identify starting and finishing points.
- 5) Fix places of stay for Team Members at different places of inspection.
- 6) To coordinate and establish proper communication with supervisors / Resource Persons for guidance and direction as may be required.
- 7) Make arrangements for transportation of Team Members.
- 8) Make arrangement for videography of inspection.
- 9) Receive the Visiting Team at the Group HQ.
- 10) Escort the Team to the place of stay at the starting point.
- 11) Monitor board and lodging arrangements.
- 12) Contact the institution in advance for readiness for inspection.
- 13) Ensure presence of the Talati concerned at the time of inspection.
- 14) Accompany the Team at the time of inspection for purposes of coordination and general assistance towards orderly conduct of inspection.
- 15) Arrange for movement from Institution-I to the next Institution for inspection.
- 16) After completion of the inspections. arrange for transportation of the Team Members to the Finishing Point.
- 17) Assist the Team in sending of the Reports for delivering to the Supervisor concerned who will carry them to Delhi.
- 18) Assist Team Members in making payments of TA/DA/honorarium from the MSCERT and facilitate their return to the Group HQ before leaving for their states.

2. Don'ts

- 1) Do not get involved in actual inspection work in any manner.
- 2) DO not allow representatives of institutions to meet Team Members at their places of stay.
- 3) Do not Encourage Team Members to interact with outsiders including the media.

Guidelines to the Supervisors

1. Attend orientation programme at the SCERT to know about the exercise and to collect materials.
2. Read in advance the NCTE Regulations 2005, 2007 and 2009 seek clarifications, if any, thereon.
3. Familiarize with the Sec. 13 Inspection proforma and the guidelines for filling it up.
- 4.1 Familiarize with the relevant Group formation and the Team set up.
- 4.2 Meet with the Resource Person, and the other Members of the team.
- 4.3 Get to know the total movement plan.
- 4.4 Report on time at the appointment place for departure to the identified Group Hq. in Maharashtra.
5. Meet and get to know the Liaison Officer. Proceed with him to the Group Headquarter.
6. Get to know details of the Institutions to be inspected.
7. Check that arrangements for videography have been confirmed.
8. During visit to the Institution for inspection collect documents as per listing given in the Inspection Proforma itself and in the note attached.
9. Obtain signature of the representative of the Institution on every page of the proforma except the page on 'overall assessment'. (If he refuses to sign, record a certificate to that effect and proceed.)
10. Record the 'overall assessment', in consultation with the other Member of the Team, after return to place of stay. This overall assessment should be duly signed by both members of the Team.
11. Both the Members of the Team should authenticate the Report by signing on every page of the Report.
12. Seal and Report for delivery to the Supervisor.
13. Alongwith the Liaison Officer proceeds to the next place for inspection of the next institution.
14. Do not interact with outsiders including the media.
15. Do not allow representatives of Institutions to meet you at your place of stay.
16. Do not involve the Liaison Officer in actual inspection work. They are there only for purposes of coordination and general assistance towards orderly conduct of inspection.
17. All arrangements for board, loding and transportation will be made by the Liaison Officer.
- 17.1 Transportation from residence to the Group Hq. in Maharashtra and from the Group Hq. to residence will have to be arranged and paid for the State SCERT. The expenditure will be reimbursed to the SCERT by NCTE.

- 17.2 Expenditure on Transportation, board and lodging will be adjusted in the TA/DA bill.
- 17.3 Honorarium @ Rs. 2000 per inspection will be paid.
- 17.4 Financial arrangement will be settled between the NCTE, State SCERT and Maharashtra SCERT.
18. It shall be the duty of Supervisors to supply proforma of Inspection or any required relevant papers during inspection.
19. Make arrangement and participate with visiting team member of the Group to reach at Group headquarter in Maharashtra.
20. To establish communication with liaison officer of visiting team for stay and boarding at the Group headquarter.
21. Participate in daily discussion to the Group headquarter during stay.
22. Ensure that inspection proforma is filled in completely and signed by both the team members on every page of the report and sealed in his presence at the Group headquarter.
23. Ensure that completed and sealed Inspection Reports alongwith documents are handed over to the selected/identified supervisor to deliver all Inspection Report at New Delhi.
24. It will be the duty of the supervisor to ensure availability at all times of all relevant forms and records. Since the supervisor can be with only one team at a time, advance action should be taken to ensure proper distribution of all relevant forms, documents and records.
25. Ensure departure of VT Members of the Group from Maharashtra Inspection head quarter to their destinations.

Guidelines for Resource Persons

1. Attend orientation programme at the SCERT to know about the exercise and to collect materials.
2. Read in advance the NCTE Regulations Norms & Standards 2005, 2007, and 2009, seek clarification, if any, there on.
3. Familiarize with section 13 inspection proforma and guidelines for filling it up.
4. Familiarize with the relevant Group formation and Team setup.
5. Meet the Supervisor and the other members of Inspection Team.
6. Get to know the total movement plan.
7. In orientation programme give general Guidelines to the Team Members about conduct of Inspection and filling up of proforma.
8. Report on time at the appointed place of departure to the identified Group Hqrs. in Maharashtra.
9. Meet and get to know Liaison officer and proceed with him to the Group Headquarter.
10. Get to know details of the Institutions to be inspected.
11. Accompany one team per day on the spot consultation. For the other two teams consultations can be provided through mobile telephone whenever necessary.
12. Consultation and Guidelines will cover in general issues like infrastructure title details, Instructional and Human resource families etc.
13. During Inspection Resource Person should be available with one team or another for consultation. Under, no circumstances should all the three teams in the Group be left to fend for themselves with problems without expert guidance.
14. Join the discussion between the team concern and the Revenue officials about title deed at the place of stay.
15. Give Guidelines to the team members on how to record overall assessment in the proforma.
16. Do not interact with outsiders including the media.
17. Do not allow representatives of Institutions to meet you at your place of stay.
18. Do not involve the Liaison officer in actual inspection work. They are there only for purposes of coordination and general assistance.
19. All arrangement for board, lodging and transport will be made by the liaison officer.

20. Transportation from residence to the Group Hq. in Maharashtra and from the Group Hq. to residence will have to be arranged and paid for the State SCERT. The expenditure will be reimbursed to the SCERT by NCTE.
21. Expenditure on Transportation, board and lodging will be adjusted in the TA/DA bill.
22. Honorarium @ Rs. 2000 per inspection will be paid.
23. Financial arrangement will be settled between the NCTE, State SCERT and Maharashtra SCERT.

Sr. No. _____ 336 _____

Assessment Proforma
for
Special Inspection of D.Ed. Institutions in Maharashtra



सत्यमेव जयते

April 2012

High Powered Commission
Constituted by
The Supreme Court of India

Assessment Proforma for Special Inspection

Date of inspection _____

Profile of the Teacher Education institution

1. Name of institution

Name of course with : _____

Code Number : _____

Address of the institution : _____

Phone No. (with STD Code) : _____

Mobile No. : _____

Fax No. : _____

E-mail : _____

2. Name of Society/Trust

Address of Society/Trust

Phone No. (with STD Code) : _____

Mobile No. : _____

Fax No. : _____

E-mail : _____

URL : _____

Society/Trust registered in the office of _____ on

dated at _____ at _____.

3. Details of all courses/institutions (teacher education and others) being run in the building of institution under inspection.

S.No.	Name of the course	Course withintake	Land area earmarked forthe course	Built up area separately for each course	Recognition order No. and date (Please attach photo copy of recognition order)

4. Details of infrastructure

- | | |
|--------------------------------|--------|
| (i) Mode of possession of land | |
| (a) Ownership basis | Yes/No |
| (b) Registered lease deed | Yes/No |
| (c) Notarised lease deed | Yes/No |
| (d) Rent basis | Yes/No |

(Please check from land document and attach photocopy of the same)

- | | |
|---|--------|
| (ii) Land area in sq. mts.
(Please check from land document) | |
| (iii) Whether building is on the land under possession at 4(i) | Yes/No |
| (iv) Whether land is in the name of society/trust or
in the name of any individual. | Yes/No |
| (v) Whether building plan has been approved by the competent
authority if yes, name of authority. | Yes/No |
| (vi) Whether building being used is only for teacher education Programme. | Yes/No |
| (vii) Whether Land Conversion Certificate/Certificate of Land Utilization
submitted was issued by the competent authority. | Yes/No |
| (viii) Whether Building completion certificate issued by the
competent authority | Yes/No |
| (ix) In case permission was given in rented premises, whether institution
has shifted to own premises. | Yes/No |
| Whether the New premises has been inspected and permission
to shift given by WRC | Yes/No |

(Copy of permission to be attached)

5. Details of other room/Instruction spaces

S.No.	Instructional Space	Dimension in Sq. ft.	No. of desk/chair/ table etc.	Adequacy of other facilities
(i)	Class room 1			
(ii)	Class room 2			
(iii)	Class room 3			
(iv)	Class room 4			
(v)	Multipurpose Hall			
(vi)	Library			
(vii)	Psychology lab			
(viii)	Computer lab			
(ix)	Computer lab			
(x)	Language lab			
(xi)	Principal room			
(xii)	Staff room			
(xiii)	Store room			
(xiv)	Boys common room			
(xv)	Girls common room			
(xvi)	Art room			
(xviii)	Work Exp. Room			

6. Other facilities and adequacy

Has the institution adequate facilities for

- | | | |
|-------|---|--------|
| (i) | Toilets separately for boys/girls/staff | Yes/No |
| (ii) | Drinking water | Yes/No |
| (iii) | Fire safety | Yes/No |
| (iv) | Parking of vehicles | Yes/No |
| (v) | General Cleanliness | Yes/No |

7. Instructional facilities

Has the institution facilities for

7.1 Science laboratory

- | | | |
|-------|---|--------|
| (i) | Science lab being shared with attached school/college | Yes/No |
| (ii) | Science lab has multiple set of science apparatus | Yes/No |
| (iii) | Chemicals and the consumables in the required quantity are available | Yes/No |
| (iv) | Whether science lab is having adequate facilities for Students/teachers | Yes/No |

7.2 Psychology laboratory

- | | | |
|------|---|--------|
| (i) | Instruments for simple experiments related to education Psychology are available. | Yes/No |
| (ii) | The list of tests submitted by the institution has been verified. | Yes/No |

7.3 Education laboratory

- | | | |
|-------|--|--------|
| (i) | Availability of facilities for accessing and use of digital learning resources | Yes/No |
| (ii) | Number of computers with supporting accessories _____ | |
| (iii) | Number of Electronic Publications (CD-ROMs) _____ | |
| (iv) | Access to Internet | Yes/No |
| (v) | Availability of OHP | Yes/No |
| (vi) | Availability of TV | Yes/No |
| (vii) | Availability of VCR | Yes/No |

7.4 Facilities for Language Learning are available Yes/No

7.5 Library resources Yes/No

- | | | |
|-------|--|--------|
| (i) | Has the institution created library facilities | Yes/No |
| (ii) | Number of books in the library (existing) _____ | |
| (iii) | Total number of educational journals/periodicals being subscribed (existing) _____ | |
| (iv) | Number of encyclopedia available in the library (existing) _____ | |
| (v) | Number of books available in the reference section in the library (existing) _____ | |
| (vi) | Total seating capacity in the library (existing) _____ | |
| (vii) | Is the library being shared with other course run by the institution. | Yes/No |

8. Sports Facilities

(i) Whether the institution has its own playground Yes/No

(ii) If yes, size of playground _____

(iii) Playground (football/hockey etc.) of another institution on sharing basis Yes/No

9. Number of practice teaching schools _____

10. Result of the D.Ed. course during the last three years

S.No.	Year	Number of students Admitted	Number of students Passed	Pass Percentage
1.				
2.				
3.				

11. (a) Whether Endowment fund for each course is being maintained jointly with NCTE, If yes FDR No.

S.No.	Name of course	Amount of FDR	FDRNo.	Date

11. (b) Whether Reserve fund for each course is being maintained jointly with NCTE, if yes FDR No.

S.No.	Name of course	Amount of FDR	FDRNo.	Date

11. (c) Fee per student collected

- (a) Tuition Fee _____
- (b) Development Fee _____
- (c) Examination Fee _____
- (d) Any other Fee _____

Kindly verify from the student account and accounts of the institution.

11. (d)

(i)	Whether the balance sheets are being maintained in respect of the teacher training course	
(ii)	Whether salary is being paid as per State Gov./UGC norms to all the employees (Kindly attach the copy of the pay bill and bank statement)	
(iii)	Whether salary is being paid through bank	
(iv)	Remarks on salary status to the employee to be verified through discussion/interaction with the employees and management	

12. Whether the CPF/PPF of the staff members is being maintained or not, [if yes, the photocopy of the same may be enclosed]

Yes/No

13. (a) Staff position (Teaching Staff)

(Please verify the qualification from original mark sheets and appointments through proceedings of selection committee and salary from bank and pay bill)

S.No.	Name of staff member	Designation	Qualification with year and percentage of mark in M.A. and M.Ed.	Date of appointment	Regular/part-time	Whether approved by university/affiliating body	Whether included in the institution website	Salary
1.								
2.								
3.								
4.								
5.								
6.								
7.								

13. (b) Please submit your comments whether staff appointed earlier is continuing/ has been changed and whether it is as per NCTE norms and approved by Examining body.

14. Staff position (other staff)

(Please verify the qualification from original mark sheet, appointment through proceedings of the appointment of selection committee)

S.No.	Name of the staff member	Designation	Qualification	Date of appointment	Regular/ part-time	Salary
		Librarian Art Teacher				
		Music Teacher				
		Physical Instructor				
		Work Exp. Teacher				
		IT Literacy Teacher				
		Head/ Accountant				
		UDC				
		LDC				

15. Whether the institution has its own Website showing the following:-

Whether the institute has created its own website

- (a) If yes, name of the URL
- (b) Whether the same has been browsed by the Visiting Team
- (c) Whether the information submitted on the website by the institution is according to new regulations of NCTE dated 10.12.2007.

16. Session of first affiliation by the university and whether it is permanent/continuing on year to year basis.

17. Overall assessment of the institution

The inspection team may record their overall observation on the slakes of the management with regard to availability of human resources, infrastructural facilities and instructional facilities as prescribed in the NCTE norms for the proper conduct of the teacher training programme in the space given below, (if the space is insufficient additional sheet may be attached).

S.No.	Name & address of Inspection Team members:	Signature with date
1.		
2.		

Proforma for Analysis of VTI Reports

Name of the D.Ed Institution in

full with complete address

1. Title Deed

Sale deed / Lease Deed / Gift deed

Yes / No

Lease deed

Govt. lease / Private lease

Title holder

Trust / Institution / Individual

Date of Registration

Before / After date of application

Certified by Registrar on all pages

Yes / No

1(a). Change of Land Use

Available

Yes / No

Issued by

SDO/ Tahsildar / any other authority

In the name of

Individual / society / institution

2. Non-Encumbrance Certificate

Yes / No

Issued by whom _____

3. Building Plan

Yes

/

No

Approved by whom _____

4. Building Completion Certificate

Yes / No

Issued by whom

5. Total Built-up Area

6. Type of Construction

fully permanent/partially permanent/
temporary roofing

7. **Certificate of affiliation from SCERT** Yes / No
8. **List of Faculty Certified by Affiliating Agency** Yes / No
9. **Deviations , if any, in Number Qualifications, Experience of the Academic Staff**
 (i) **Salary Paid** **Cash / Cheque**
10. **Availability of labs**
- | | |
|------------|----------|
| Science | Yes / No |
| Computer | Yes / No |
| Psychology | Yes / No |
| Language | Yes / No |
- (Comments for each lab adequacy of equipment / experiment)*
11. **Availability of Library (comment on adequacy of books / Magazines / Journals / Encyclopedia)** Yes / No
- | |
|------------------|
| Books |
| Magazine |
| Encyclopedia |
| Reference books |
| Seating capacity |
12. **Availability of FDRs :**
- | | |
|--------------------------------|--------------------------|
| Endowment Fund (EF)(Rs.5 lakh) | Yes / No |
| Reserve Fund (RF) (Rs.3 lakh) | Yes / No |
| FDR (EF) | Valid / Expired |
| FDR (RF) | Valid / Expired |
| FDR (EF) | Joint with NCTE / Single |
| FDR(RF) | Joint with NCTE / Single |
13. **Website exists Information up-to-date** Yes / No
Yes/No
14. **If the WRC had stipulated conditions in the recognition order, have they been fulfilled ?** Yes / No
14. **Please mention the salient points on the quality of teaching as observed by the visiting Team.**

Name /Signature of Resource Person / Supervisor
 assigned the task of Preliminary
 Analysis of the VTI Reports