

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 1

August, 2012



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



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PREFACE

“Fellow citizens, why do you turn and scrap every stone
to gather wealth and so little care for your children
to whom one day must you relinquish it all?”

--Socrates

These words of ancient wisdom resonate even in the modern reality of materialism dominating the current ethos. Judicial intervention to address the related issue of ‘teacher education’ significant for ‘education’ which is a potent tool of human development—a primary State function is, therefore, welcome. This Commission set up with the intervention of the Supreme Court of India has interpreted the terms of reference in its true spirit and attempted to perform its task, accordingly.

Mahatma Gandhi said: Education is “*the basic tool for development of consciousness and reconstruction of society*”. The Universal Declaration of Human Rights, 1948 (UDHR) states: “*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory...*”. This was said prior to the labeling of the current 21st century as the century of knowledge; and before the level of education in the community was recognized as an index of human development. The Constitution of India, recognizing this aspect enacted initially the directive principle of State policy in Article 45 to achieve the goal of free and compulsory education up to the age of fourteen within ten years, but the task remaining unfulfilled for over half a century, the fundamental right in Article 21A has been inserted by amendment to reinforce its importance along with corresponding amendments in Articles 45 and 51A.

Teacher is the medium to achieve this goal. Hence, the quality of teacher education to provide quality teachers is an important component for the success of this programme. The Report of the National Education Commission (1964-'66) states: “*The destiny of India is now being shaped in her classrooms. This, we believe is no more rhetoric*”. The key player in the process is the teacher. Mahatma Gandhi said: “*I have always felt that the true text book for the pupil is the teacher*”. A true teacher is a role model who triggers the thought process of his students to realize their true potential. He teaches by ‘practice’ and not merely by ‘precept’.

The Commission has attempted a close scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. Then only the constitutional mandate in Article 45 read with that in Article 21A can be met. To facilitate its task and to ensure consideration of the views of all the stakeholders and the knowledgeable, the Commission invited them in large numbers from across the country to a National Consultation held in Delhi on 30 June 2012. The views elicited from them have been duly considered in the finalization of this report.

The stupendous task of review of the recognition and eligibility for recognition of the 291 teaching institutions in the Western Region naturally took a long time because of which seeking extension of time to complete the task and to make the report became necessary. The

Commission places on record its appreciation of the contribution made by all the public functionaries and the State governments in this behalf, and the assistance they rendered to the eminent Members of the Commission engaged in the performance of this task.

The report is in three volumes: volume 1 contains the main report divided into seven chapters as described therein, along with the final conclusions and recommendations; volume 2 contains all the discussion and material related to the aforesaid 291 institutions; and volume 3 contains all the Annexures.

I must place on record the gratitude I owe to the eminent educationist-Members of the Commission as well as to the Member-Secretary, Vikram Sahay for their commitment to the task, and the missionary zeal with which they have worked throughout to complete the stupendous task within a remarkably short period. The missionary zeal of the educationists was egged on by their desire to avail this opportunity to realize their cherished dream to serve this national purpose. This has been facilitated by the support provided ungrudgingly to the Commission by the NUEPA led by its Vice Chancellor, Prof. R.Govinda (also a Member).

The eminent educationist-Member, Prof. Goverdhan Mehta was unable to participate in the Commission's proceedings after the initial few meetings and he expressed his inability to continue because of his many other pressing professional engagements. However, I requested him to not quit the Commission and to give whatever suggestions he had at his own convenience. Because of his other engagements, the Commission could not derive full benefit of his expertise.

It must be stated in all fairness, that the credit for the performance of this task must go entirely to all the educationist-Members and the Member-Secretary who have made the real contribution. For the shortcomings, if any, the responsibility is mine.

I do hope this report will get the attention due to it because of the Supreme Court's intervention in a long overdue exercise of great importance to the nation's future; and, let me hope, it will not meet the fate of the earlier unimplemented Report on Fundamental Duties (1999), which too was at the behest of the Supreme Court. The earlier inertia of the concerned public authorities in this behalf will have to be neutralized by the legitimate judicial intervention of the Supreme Court to complete the task it has initiated. A Committee constituted by the Supreme Court for this purpose may be a pragmatic solution.

J.S.Verma

Signatories to the Report



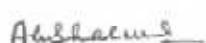
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Prof. R. Govinda



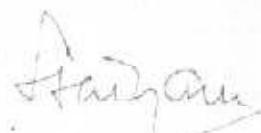
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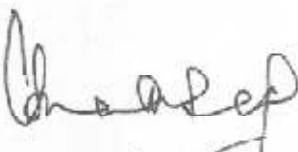
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Shri S. Sathyam



Shri Vikram Sahay
(Member Secretary)



Justice J.S. Verma
(Chairman)

Acknowledgements

The Commission places on record its grateful thanks to the following :

- (i) The Government of Maharashtra for the co-operation extended to the Commission in its task of undertaking a review of the 291 D.Ed. institutions of Maharashtra
- (ii) Secretaries of Education of the States of Chattisgarh, Madhya Pradesh, Gujarat and Karnataka for their support in executing the review exercise in an organized manner.
- (iii) State Councils of Educational Research and Training (SCERTs) of Chattisgarh, Madhya Pradesh, Gujarat and Karnataka for making available the faculty of the District Institutes of Education and Training (DIETs) of their respective States for constituting the Special Inspection Teams.
- (iv) Faculty of the DIETs of Chattisgarh, Madhya Pradesh, Gujarat and Karnataka for discharging their responsibilities as members of the Special Inspection Teams; and as Supervisors for overseeing the work of the Special Inspection Teams. Equally valuable was the help we received from other experienced academicians who functioned as Resource Persons to provide on-the-spot guidance to the Special Inspection Teams.
- (v) Members of the Team constituted to undertake a preliminary analysis of the reports of the special inspection teams at the NCTE Headquarters as a prelude to the preparation of the final institution-wise reports.
- (vi) Experts and Stakeholders who participated in the Consultation Meeting on 30th June, 2012 for their valuable contributions which benefited the Commission in formulating well considered decisions.
- (vii) Prof. G.L Arora, Shri M. Lakshminarayan and Shri Virender Kumar for their untiring contribution to the preparation of the final institution-wise reports of 291 D.Ed institutions of Maharashtra.
- (viii) Prof. G.L. Arora, former Head, Department of Teacher Education, NCERT for his contributions as a member of the Drafting Committee of the Report of the Commission.
- (ix) The National University of Educational Planning and Administration (NUEPA) for extending all facilities and hospitality to organize the sittings of the Commission.
- (x) Mrs. Sonia Narula, Under Secretary, National Council for Teacher Education (NCTE) for the excellent secretarial support provided in facilitating the work of processing the Commission's Report, particularly the work relating to the institution-wise reports of 291 D.Ed institutions, with commitment, confidentiality and competence.
- (xi) Mr. R.C. Chopra, Section Officer, NCTE for efficiently performing the duties of Nodal Officer to ensure necessary inputs for the smooth functioning of the Commission.

List of Abbreviations and Acronyms

B.A / B.Sc	Bachelor of Arts / Bachelor of Science
B.Ed	Bachelor of Education
B.El.Ed	Bachelor of Elementary Education
B.P.Ed	Bachelor of Physical Education
CABE	Central Advisory Board on Education
CTE	College of Teacher Education
D.Ed	Diploma in Education
D.E.C.Ed	Diploma in Early Childhood Care and Education
D.El.Ed	Diploma in Elementary Education
DIET	District Institute of Education and Training
D.P.A.Ed	Diploma in Performing Arts Education
D.P.Ed	Diploma in Physical Education
D.V.A.Ed	Diploma in Visual Arts Education
M.A	Master of Arts
M.Ed	Master of Education
M.P.Ed	Master of Physical Education
MSCERT	Maharashtra State Council of Educational Research and Training
NCERT	National Council of Educational Research and Training
NCFTE	National Curriculum Framework for Teacher Education
NCPCR	National Commission for the Protection of Child Rights
NCTE	National Council for Teacher Education
NEHU	North-Eastern Hill University
NPE	National Policy on Education
NUEPA	National University of Educational Planning and Administration
ODL	Open and Distance Learning
PIL	Public Interest Litigation
RCE	Regional College of Education
RtE	Right of Children to Free and Compulsory Education Act
SCERT	State Council of Educational Research and Training
SIMT	State Institutes of Management and Training
SLP	Special Leave Petition
TEI	Teacher Education Institution
TOR	Terms of Reference
WP	Writ Petition
WRC	Western Regional Committee
UEE	Universalisation of Elementary Education

Chapter 1

The Commission : Genesis and Methodology of its Work

1.1 Introduction

1.1.1 The National Council for Teacher Education (NCTE) was established by an Act of Parliament (Act No. 73 of 1993) “with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith”. As per the stipulation of the NCTE Act, 1993, the NCTE has established four Regional Committees (**Annexure 1**) under section 20* for the discharge of its functions relating to grant of recognition. The Western Regional Committee (WRC) of the NCTE, located at Bhopal (Madhya Pradesh), is statutorily responsible for granting recognition to courses and institutions for teacher education in the States of Chattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli, and Daman and Diu.

1.1.2 During its 104th-109th meetings held in 2008, the WRC gave recognition to 291 colleges of Maharashtra for starting the Diploma in Education (D.Ed) programme in spite of the explicit recommendations of the Government of Maharashtra that the State did not require more D.Ed institutions due to limited employment opportunities for the graduates of this programme. When the matter came before the Hon’ble Bombay High Court (Nagpur Bench) in a Public Interest Litigation (PIL), after looking into the facts and circumstances of the cases, it quashed the order of the WRC granting recognition to the 291 colleges, vide its order dated 7th January, 2009 on the ground that the recognition had been granted in breach of the directions issued by the Central Government under Section 29** of the NCTE Act.

*Section 20 of the NCTE Act, 1993 reads : (1) The Council shall by notification in the Official Gazette establish the following Regional Committees namely : (i) the Eastern Regional Committee; (ii) the Western Regional Committee; (iii) the Northern Regional Committee; (iv) the Southern Regional Committee (2) The Council may, if it considers necessary, establish with the approval of the Central Government, such other Regional Committees as it may deem fit.

**Section 29 of the NCTE Act, 1993 reads “(1) The Council shall, in the discharge of its functions and duties under this Act be bound by such directions on question of policy as the Central Government may give in writing to it from time to time. (2) The decision of the Central Government as to whether a question is one of policy or not shall be final”.

1.1.3 In 2007, the Ministry of Human Resource Development, Government of India, had issued directions under section 29 of the NCTE Act, 1993 to the NCTE which inter alia provided that in respect of cases before the WRC where there was a difference of opinion between the views of the State Government and that of the WRC, such cases should be referred to the NCTE Headquarters. The Hon'ble High Court held that the grant of recognition by the WRC to the 291 colleges was in breach of the Ministry's direction since the Government of Maharashtra had given a categorical general statement that no new teacher education institution offering the D.Ed. programme should be opened in Maharashtra. This was for the reason that the supply of trained elementary teachers was already far in excess of the demand for such teachers in the State. These institutions challenged the decision of the Hon'ble High Court and filed Special Leave Petitions (SLPs) (c) Nos. 4247 and 4248/2011 before the Hon'ble Supreme Court of India.

1.1.4 The Hon'ble Supreme Court allowed the institutions, recognized by the WRC to admit students to the D.Ed course taking the view that the issues raised in these SLPs were of 'considerable public importance'. During the hearing of the SLPs, the Hon'ble Supreme Court appointed a High-Powered Commission to examine the entire gamut of issues which have a bearing on improving the quality of teacher education as well as improving the regulatory functions of the NCTE. The composition of the Commission and its Terms of Reference (ToRs) as suggested by the Solicitor General, in consultation with the Union Ministry of Human Resource Development, were accepted by the Hon'ble Supreme Court. In pursuance of the orders of the Hon'ble Supreme Court dated the 13th May, 2011, the Ministry of Human Resource Development (Department of School Education and Literacy), Government of India, notified the constitution of a High-Powered Commission and the ToRs vide Notification dated 27th June, 2011, published in the Gazette of India on 28th June, 2011 (**Annexure 2**).

1.2 Composition of the Commission

Chairman

Hon'ble Justice J.S. Verma, Former Chief Justice of India

Members

- (i) Prof. Goverdhan Mehta, Former Director, Indian Institute of Science Bengaluru
- (ii) Prof. M. Anandkrishnan, Chairman, Board of Governors, Indian Institute of Technology, Kanpur
- (iii) Prof. R. Govinda, Vice-Chancellor, National University of Educational Planning and Administration (NUEPA), New Delhi

- (iv) Prof. Mrinal Miri, Former Vice-Chancellor, North-Eastern Hill University (NEHU), Shillong
- (v) Prof. A.K. Sharma, Former Director, National Council of Educational Research and Training (NCERT), New Delhi
- (vi) Prof. Poonam Batra, Central Institute of Education, Faculty of Education, University of Delhi, Delhi
- (vii) Shri S. Sathyam, Former Secretary to the Government of India

Member-Secretary

Shri Vikram Sahay, Director, Department of School Education & Literacy, Ministry of Human Resource Development, Government of India, New Delhi

1.3 Terms of Reference

The ToRs of the Commission are as follows :

- (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 that lay down the norms and procedure for various teacher education courses which are adopted by the NCTE 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 NCTE are being properly enforced. If not, how to evolve a fair and transparent manner in which these norms and standards may be enforced.”
- (d) “To review the existing practice of appointment of members to the NCTE and the Regional Committees of NCTE and recommend measures to ensure that a transparent process in which the appointments to the NCTE are undertaken, so that the NCTE discharges its crucial role in providing vision and direction in the functioning of the NCTE.”
- (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 what the methodology should be to examine / enforce quality in teacher training institutions."
- (h) "To review whether the 291 institutions in the Western Region qualify to be recognized as Teacher Training Institutions."

1.4 Analysis of the ToRs: Quality and Regulatory Dimensions

1.4.1 After detailed analysis of the ToRs, the Commission came to the conclusion that the concerns reflected in the ToRs {(a) to (g)} are wide ranging, encompassing quality of both initial teacher preparation (pre-service teacher education) and continuing professional development of teachers (in-service teacher education) and the statutory responsibilities of the NCTE in enforcing norms and standards to promote quality in teacher education. ToR(h) pertains to the review of the existing 291 D.Ed institutions of Maharashtra already recognized by the WRC during 2008. The review of the D.Ed institutions in question may throw up relevant issues which would have a bearing on the manner in which teacher education is imparted with particular reference to the D.Ed Institutions, thereby providing directions towards improving the regulatory framework of teacher education, through the instrumentality of the NCTE.

1.4.2 Teacher education, a subject of paramount importance, has symbiotic relationship with school education. The quality of teacher education is dependent on the quality of entrants to the teacher education programmes. The Commission engaged itself with issues related to improving the quality of the entrants, the envisioned profile of a teacher, in-depth understanding of the school curriculum vis-à-vis teacher education curriculum. It has also given due thought to the question of improving the pedagogical practices to influence the dynamics of a new classroom vision as well as the methodology to assess whether a teacher education system has been successful in producing teachers with the envisioned profile.

1.4.3 Given the increased demand for professionally qualified teachers, particularly in the context of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, pre-service teacher education through Open and Distance Learning (ODL) mode might appear to be a feasible option to clear the backlog of untrained teachers. The Commission considered it necessary to examine its implications. The major task of visualizing the professional development of teachers needs to be brought to a fresh platform with collaborative mechanism with national and State-level educational organisations.

1.4.4 The quality of teachers is also linked with the quality of those who have the responsibility to prepare them; in this context the role of a teacher educator, her/his competence, capability and scholarship becomes very significant. It became apparent during the deliberations of the Commission that preparation of teacher education has remained a weak link in ensuring the quality of pre-service teacher education; and, therefore, the issue of the profile of a teacher educator should receive due attention, transcending the existing thinking on the subject.

1.4.5 Pre-service training initiates a person into the realm of a teaching career; continuing professional development and updating is an essential requirement for ensuring that the teacher remains in active touch with the various nuances of the content and the process of education and demonstrates her/his role as a thinking practitioner of ideas and practices which influence classroom dynamics.

1.5 Strengthening the Regulatory Framework of Teacher Education

1.5.1 Historically, teacher education was largely in the public sector and teacher education institutions were regularly monitored for maintaining quality. With privatization and liberalization in the field of education, the share of self-financing teacher education institutions in the sector of teacher education has become disproportionately large. Currently, about 85% of teacher education institutions are in the private sector while more than 80% of elementary school children are educated in the State schools. This necessitates the need for an appropriate regulatory framework to ensure quality standards in teacher education. The NCTE, even as a statutory body, has not been able to control the proliferation of sub-standard teacher education institutions due to its inability to enforce the prescribed norms and also inability to continuously supervise the institutions recognised by it. This has led to commercialization of teacher education in the country, thereby adversely affecting the quality of teacher education. The Commission has given due thought to all such concerns through an analysis of the NCTE Act, Rules and Regulations.

1.6 Work Procedure

1.6.1 The first meeting of the Commission was held on 18th August, 2011. The members declared in the meeting that they had no conflict of interest, direct or indirect, in any self-financing teacher education institution. The Commission perused the ToRs cited in section 1.3 and grouped them into the following categories:

Category A: ToR (b) pertaining to improving the quality of teacher education and ToR (e) pertaining to the need to evolve standards and norms for evaluating teacher performance and audit of teachers.

Category B: ToRs (a), (c), (d), (f), and (g), pertaining to improving the regulatory functions of the NCTE

Category C: ToR (h) pertaining to a review of the recognition granted to 291 D.Ed teacher education institutions of Maharashtra by the WRC of the NCTE.

1.6.2 The Commission realized that overlaps exist between the tasks envisioned for category A and those for Category B, in particular with regard to the ToRs pertaining to improving the quality of teacher education.

Category A : ToRs (b), (e)

ToR(b) : Improving the quality of teacher education, both pre-service and in-service

Envisioned Tasks

- (1) To *develop* a profile of the teacher to *inform* the design of a teacher education curriculum.
- (2) To *prepare* a critique of the existing scenario of teacher education in respect of the parameters mentioned below and outline a roadmap for transforming the quality of teacher education :
 - (i) Profile of entrants to the profession of teaching
 - (ii) Changes required in the teacher education curriculum
 - (iii) Vision of an institution of teacher education
 - (iv) Structures and models of teacher preparation
 - (v) Transaction of teacher education curriculum, including teacher assessment
 - (vi) Envisioning the profile of a teacher educator
- (3) To *suggest* policy framework for in-service and continuing professional development of teachers.
- (4) To *formulate* strategies for the implementation of the suggested policy framework

ToR(e) : Evolving norms for teacher performance and teacher audit

Envisioned Task

- (1) To *evolve* guidelines and principles for the assessment of teacher performance and teacher audit

Category B : ToRs (a), (c), (d), (f), and (g)

ToR (a) : Reviewing the Regulations of the NCTE vis-à-vis RTE Act, 2009

Envisioned Tasks

- (1) To *identify* provisions of the RTE Act, 2009 which require review of the current NCTE Regulations.
- (2) To *review* the existing norms and standards stipulated by the NCTE for teacher education courses which require amendments for all stages of teacher education, including those in relation to the RTE Act, 2009.

ToR (c) : Enforcement of the NCTE Regulations in respect of norms and standards for teacher education programmes

Envisioned Tasks

- (1) To *prepare* a critique of the enforcement of the existing norms and standards and suggest amendments therein

- (2) To *evolve* a mechanism for ensuring transparency in the enforcement of the existing norms.

ToR(d) : Transparency in the appointment of members of the NCTE and its Regional Committees

Envisioned Tasks

- (1) To *review* the role of the Regional Committees and that of the Regional Director in the given structural framework of the NCTE.
- (2) To *review* the capacity of the four existing Regional Committees to handle the magnitude of the tasks within their jurisdiction expeditiously and in a time-bound manner.
- (3) To *design* guidelines for appointment of Members of the NCTE and its Regional Committees and to examine whether the existing guidelines need any modification.
- (4) To *examine* delegation of powers to the Regional Committees.
- (5) To *suggest* modifications, if any, in the functions of the Regional Committees vis-à-vis those of the NCTE Headquarters.

ToR (f) : Analysis of inadequacy of Regulatory provisions for withdrawal of recognition of sub-standard teacher education institutions

Envisioned Tasks

- (1) To *examine* whether the existing guidelines for withdrawal of recognition of sub-standard teacher education institutions are adequate to meet the concerns of quality of teacher education.
- (2) To *review* whether the provisions of the NCTE Act / Rules / Regulations need any amendment for ensuring transparency in the grant of recognition or withdrawal of recognition of teacher education institutions.

ToR (g) : Methodology to assess the quality of teacher education institutions

Envisioned Tasks

- (1) To *review* the existing NCTE norms to assess whether these are adequate for the assessment of quality of teacher education programmes offered in these institutions.
- (2) To *suggest* mechanisms, for conducting the assessment of teacher education institutions with reference to quality.
- (3) To make recommendations concerning modalities for accreditation.

Category C : ToR (h)

ToR (h): Review of the Recognition granted to 291 D.Ed. institutions of Maharashtra by the WRC of the NCTE

Envisioned Tasks

- (1) To prepare the list of 291 institutions with their addresses and locations as well as their district-wise distribution in the State of Maharashtra.
- (2) To work out procedure for the appraisal of these institutions based on the data available with the WRC and the status of their current performance with respect to the NCTE norms prevailing at the time when recognition was granted, as well as the latest norms.
- (3) To evolve mechanism for examining the Report of the Special Inspection Teams set up for the purpose.
- (4) To prepare Proforma for reporting on each institution.
- (5) To analyse the inspection reports and to determine the fitness of D.Ed. institutions under reference for recognition.

1.7 Distribution of Work

1.7.1 The Commission constituted three sub-groups to undertake the initial work related to the aforementioned categories of the ToRs.

1.7.2 The following Concept Notes (**Annexure 3**) prepared by the members as inputs into the work of Commission were discussed in the meetings of the Commission

- (i) *Revamping Teacher Education: Issues for Reflection*
Prof. A.K. Sharma
- (ii) *A Critique of the above Note*
Prof. Mrinal Miri
- (iii) *Concerns of Current Teacher Education Programmes and Practice*
Prof. Poonam Batra
- (iv) *Improving and Monitoring the Quality of Teacher Education and Teacher Performance.*
Prof. Poonam Batra
- (v) *Draft Note on Standards of Teaching Profession*
Prof. M. Anandakrishnan
- (vi) *Distance Learning and Teacher Education*
Prof. Mrinal Miri

1.8 Review of the Recognition Granted to 291 D.Ed. Institutions: ToR(h)

1.8.1 The task of reviewing the recognition granted to the 291 D.Ed institutions of Maharashtra required determining the logistics for the various tasks required to undertake the inspection of the institutions under review. The procedures followed are summarized below; the details are elaborated in Chapter 6.

- (i) Preparation of the district-wise list of 291 D.Ed institutions of Maharashtra with their Code Nos.

- (ii) Identification of Special Inspection Teams from the States other than Maharashtra to avoid any conflict of interest.
- (iii) Identification of members of the Special Inspection Teams from the District Institutes of Education and Training (DIETs) from the States of Chattisgarh, Gujarat, Madhya Pradesh and Karnataka - the States adjoining Maharashtra with the assistance of the State Councils of Educational Research and Training (SCERTs) in the concerned States.
- (iv) Orientation of the team members to the tasks and procedures, for inspection, based on the proforma approved for the purpose and the guidelines prepared thereon.
- (v) Orientation of the *Talatis (Patwaris)* and *Naib Tehsildars* to their responsibilities in providing assistance to the Special Inspection Teams.
- (vi) Working out the necessary logistics with the Government of Maharashtra to assign teams of officers from their State in each district in which inspections were to take place, to ensure arrangements for board, lodging and transport of the team members, and arrangements for videography.
- (vii) Assigning a Supervisory Officer and a Resource Person with each group of three teams of two members each; each team required to inspect one D.Ed institution per day.
- (viii) Carrying out inspection of all institutions between 24th to 30th April, 2012.
- (ix) Making arrangements for the despatch of the inspection reports to the NCTE Headquarters by the concerned SCERTs.
- (x) Preliminary analysis of the inspection reports and finalization of institution-wise reports of 291 D.Ed institutions at the NCTE Headquarters with the help of a group of education experts and educational administrators.

1.9 Consultation with Experts and Stakeholders

1.9.1 The Commission held a national consultation with experts and others involved in the field of teacher education on 30th June, 2012 at New Delhi to seek their views / comments and suggestions on various issues concerning the quality of teacher education as well as reforming the regulatory framework of the NCTE. The invitees to the Consultation covered a range of expertise and their valuable inputs have benefited the Commission in finalizing its report. The list of persons invited is given in **Annexure 4**. The issues highlighted for discussion in the Consultation are given in **Annexure 5**. The main views expressed in the Consultation are summarized in **Annexure 6**.

1.10 Report Drafting Committee

1.10.1 The Commission constituted a Drafting Committee consisting of the following persons to prepare the Report of the Commission :

1. Prof. A.K. Sharma
2. Prof. R. Govinda
3. Prof. Poonam Batra
4. Prof. G.L. Arora

Chapter 2

Quality of Pre-service Teacher Education

2.1 Background

2.1.1 This chapter focuses on the Terms of Reference (ToRs) of the Commission which have a direct bearing on issues of quality of the pre-service education of teachers at all levels of school education. The Commission is of the view that a set of recommendations to improve the quality of teacher education need to be based on a clear articulation of the re-design of pre-service and in-service teacher education programmes and institutional approaches. In order to do this, it is important to reflect on the following: (a) existing scenario of pre-service teacher education; (b) conceptual and operational profile of the envisioned teacher; and (c) need for change and road map for transforming the quality of teacher education.

2.1.2 The establishment of a teacher education system in India is rooted in the history of a modern education system for the masses established in the 19th century England and Europe to educate children in the three Rs*. Given the nature and requirements of these schools, the early models of the ‘monitorial and pupil teacher systems’ were considered appropriate for a large mass of teachers that was needed to cater to the increasing population of students. These subsequently gave way to the ‘normal’ school (then prevalent in Europe) which institutionalised teacher training. The evolution of teacher education in India was similar to the developments in Britain wherein ‘monitorial and pupil-teacher systems’ were introduced in several parts of the country. By 1882, there were 106 normal schools in different parts of India. By the end of the 19th century, training colleges that would cater to secondary education became more prevalent and subsequently began to be affiliated to universities for the purpose of licensing.

*Three R's are reading, writing and arithmetic

2.1.3 Since traditionally, it was secondary teacher education institutions¹ that developed into university departments of education, elementary education and early childhood education have been neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives. Now is the time to rectify this situation.

2.1.4 Reform of teacher education has been one of the key concerns in the reports of major Education Commissions and Committees on education. The Education Commission (1964-66) discussed at length various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The National Commission on Teachers (1983-85) recommended five-year integrated courses and internship. The National Policy on Education (NPE) (1986) recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier Committees. Its recommendations led to the launch of the Centrally Sponsored Scheme of Teacher Education incorporating the establishment of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). The NPE Review Committee (1990) and the National Advisory Committee on Learning without Burden (1993) have also drawn attention to the need for qualitative reform of teacher education and suggested various measures.

2.1.5 The early 21st century has seen a significant shift in public policy and the debate on school education in India after the re-constitution of the Central Advisory Board on Education (CABE) (2003); a massive fiscal commitment to funding Universalisation of Elementary Education (UEE) in the form of an educational cess introduced in the 2004 national budget; a sector-wise attempt to redesign a National Curriculum Framework (NCF), 2005 and textbooks by the NCERT; the introduction of the RTE, Act, 2009; and the articulation of radical reforms in the education of teachers, including lengthening the duration of pre-service teacher education and providing professional development, on-site support to teacher practitioners through a National Curriculum Framework of Teacher Education (NCFTE, 2009).

2.2 Existing Scenario of Teacher Education

2.2.1 Classroom practice is closely tied to the manner in which teachers learn to

¹ The prevalent system of teacher education wherein only secondary teacher education institutes are located in or affiliated to universities has been based on the recommendation of the Radhakrishnan Commission on University Education (1948-49), Ministry of Education: New Delhi.

engage with teaching as a practical and social activity. However, the approach to the education of Indian school teachers has remained unchanged for over half a century in two crucial aspects: the institutionalised *intellectual isolation* of the school teacher and a circumscribed engagement with *pedagogy as mere technique*. The ‘institution’ of teacher education operates as a ‘system’ of well established conventions that structure social interaction, reproducing ‘shared habits of thought’ through the ‘conventions’ and the ‘rituals’ of teacher preparation. These rituals are set ways of doing things: from conducting the morning assembly to the prominent display of slogans, icons and ‘thought for the day’; developing charts and models to be used as teaching aids and formulating lesson plans within predetermined rigid frameworks. Rituals gradually assume the character of rules, fostering normative dispositions.

2.2.2 The institutional cultures of pre-service teacher education in India are also a consequence of their position in a system of higher education. The bulk of secondary teacher education institutes offering programmes leading to the BEd degree are outside university campuses. Elementary teacher education institutes, including DIETs, offering programmes leading to a Diploma in Education (DEd) are not linked to universities. Teacher education institutes function as closed spaces with the sole mandate of ‘training’ teachers. This precludes the participation of young people aspiring to engage with issues of education via post-graduate study and research. The only route available to do so systemically is via educating oneself to be a teacher.

2.2.3 Most teacher education programmes (such as the B.Ed. and D.Ed.) do not adequately engage with subject knowledge. An exploration of how a layered understanding of subject knowledge frames pedagogic encounters and influences learning rarely enters into the process of preparing teachers. Curriculum studies could offer sound scaffolding for the process of teacher development given the lack of a formal epistemological underpinning in the training of teachers.

2.2.4 An adequate analysis of the existing scenario of teacher education needs also to be based on a close scrutiny of the quality of *entrants* to the profession of teaching and related issues; the quality of *curriculum content*; the quality of the *mode of teacher preparation*, in particular its structural aspects; the quality of *teacher educators*, curriculum transaction and *pedagogical aspects* and the quality of teacher *assessment*.

2.3 *Quality of Entrants to the Profession of Teaching and Related Issues*

2.3.1 The teacher education system in India has traditionally been organized on the assumption that lower academic qualifications are acceptable for teaching at the

elementary stages of school education. It is because of this assumption that higher secondary is prescribed as the eligibility qualification for undertaking a pre-primary or primary teacher training programme, while undergraduate degree in science or arts is the minimum qualification for joining a secondary teacher education programme. The view that for teaching children at the elementary stage of school education more qualified and mature teachers are required is only gradually emerging.

2.3.2 The Teacher Eligibility Test (TET) instituted in 2011 as an essential criterion for teacher recruitment over and above a professional degree in teacher education has clearly demonstrated that the bulk of candidates who take the TET (conducted centrally as well as State-wise) do not qualify to be recruited, despite having a professional degree in teaching. This reflects two things: one, the poor quality of pre-service teacher education programmes and two, the poor subject-knowledge of candidates reflecting the poor quality of general education. It could be argued that the need for conducting TET may not have arisen if a fairly rigorous system of making admission to teacher education courses had been followed.

2.3.3 The Commission recommends that the Government may explore possibilities of instituting pre-entry tests, giving regard to the variety of local conditions.

2.4 Quality of Curriculum Content

2.4.1 Initial teacher preparation, both at the elementary and secondary levels, is facing a number of problems; some of them are common while others are specific to a stage of education. For instance, current dominant teacher education programmes offer ritualistic exposure to fragmented knowledge which is neither linked to the larger aims of education and disciplinary knowledge, nor to the ground realities of classroom practice. Various knowledge domains such as educational psychology, sociology of education and philosophy of education are placed together in a D.Ed. or B.Ed. programme. These, however, provide fragmented experiences because they are neither woven together nor integrated in any meaningful way. For instance, student-teachers study about children's development but this knowledge remains unconnected from the courses on methodology of teaching specific subjects.

2.4.2 The teacher education curriculum either in the D.Ed. or the B.Ed. programmes does not effectively engage student-teachers with subject-knowledge. It focuses only on generic methods of teaching school subjects, such as history, mathematics or science. Often methods focused upon are made to appear to apply to all school subjects with little connection with what is being taught. Examples of these are lecture method,

discussion method, project method, question-answer method, inductive and deductive methods. As a result, any new developments in specific disciplines that make up school subjects do not receive the due attention.

2.4.3 Sound pedagogy is about integrating the knowledge about learners and the knowledge of the subject with knowledge about the socio-cultural context and philosophical basis of education and learning. Current programmes fail on two counts: lack of engagement on each of this in depth and in a meaningfully integrated manner. School experience, based on the model of ‘practice teaching’ provides piece-meal experiences of functioning as a teacher, mainly because teaching is ‘practised’ as a mechanical ‘delivery’ of a given number of lessons, rather than reflective practice. Further, current teacher education programmes pay more attention to the forms of the arrangement of courses rather than content. As a consequence, student-teachers spend hours decorating their lesson plans rather than reading and reflecting on what to teach, why and how?

2.5 *Quality in Mode of Teacher Preparation*

2.5.1 With increasing pressures to recruit teachers that fulfill RTE norms of qualification, many States are instituting distance learning programmes to meet the demand for a large number of professionally qualified teachers. Evaluation studies² indicate the poor quality of training through the distance mode. In many cases the provisioning of distance education for teacher preparation is the only measure available, leading to the dilution of the need for quality initial teacher education and the dismantling of the existing structures of pre-service teacher education in some states.

2.5.2 Current teacher education institutions are isolated from universities and the system of higher education. This is especially true of State institutions that provide pre-service education to elementary school teachers, such as DIETs. This is equally true of institutions that are affiliated to universities³, such as those offering a B.Ed. programme. This is a direct consequence of NCTE norms that stipulate the requirement of separate independent campuses for teacher education institutions even within universities.

2.5.3 Initial training of teachers continues to suffer from isolation, low profile and poor visibility in view of it being a non-degree programme. In professional discussions

² NCTE (2012) Evaluation of the Diploma in Primary Education Programme through Distance Mode in Bihar, New Delhi.

³ Colleges of Teacher Education (CTE) fall in this category.

teacher education is viewed as a unitary undifferentiated category with B.Ed. and D.Ed. providing the frame of reference. The special significance of pre-service elementary teacher education in view of elementary education being a fundamental right is overlooked and its concerns are subsumed under more general problems. The curriculum frameworks thus far developed provide guidelines that are too general and do not address the stage-specific professional needs of teachers.

2.5.4 The NCFTE, 2009 provides a radically new perspective and approach which, for the first time, has been translated into model syllabi for elementary teacher education. This provides the necessary anchor for States to revamp teacher education programmes to bring it in line with the NCF, NCFTE and RTE. There is an urgent need to upgrade pre-service elementary teacher education by enhancing the duration of training; making it equivalent to an integrated degree programme and locating the management and control of elementary teacher education within Universities. This is necessary as the plus two entry level does not equip prospective teachers with the basic knowledge of subjects to teach at the elementary level. Neither does the short duration of the course equip them with the necessary pedagogic knowledge and professional repertoire for understanding children's psycho-social needs and facilitating their learning.

2.5.5 An analysis of teacher education practice today reveals that the practice of teaching is usually no more than five to six weeks and that, too, piece-meal in approach. Foundational and skill inputs introduced earlier are expected to be integrated and applied during this period. Due to paucity of time, 'lessons' are planned with virtually no reflection on the content of subject-matter and its organization. There is, therefore, a need for a longer duration programme, either an integrated model of a minimum duration of four years at the Bachelor's degree level or a two-year Bachelor's degree model after graduation. A transition to the new models will need to be done within a definite time frame keeping in mind the time required for the preparation of teacher educators as well. The following would emerge as implications for teacher education: teaching instruction needs to be problem-oriented and not discipline or theory-oriented; approaches such as case studies, simulations, role-play and action research would be more appropriate for the professional development of teachers; emphasis of instruction should not be memorization of content but accomplishment of tasks, insights and competence; open-ended activities and questions could help bring out the vast experiences of the prospective teachers, as also their 'personal theories' about knowledge, learning and learners for scrutiny and analysis.

2.5.6 Apart from increasing the duration of the programmes, the NCTE also needs to incorporate the following aspects of *curriculum transaction* in its recognition norms:

- (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 available in the form of ‘guides’ or ‘pass books’. These are conceptually confused and are regressive in perspective.
- (b) Well defined tasks and assignments for practicum courses with the use of case materials.
- (c) Well-designed assignments that require individual writing as well as group/collaborative work.
- (d) Systematic hands-on activities including analysis of textbooks, curriculum and syllabi, choosing and designing activities for classrooms.

2.5.7 Currently, student-teachers enrolled in teacher education programmes, more often than not, rely on low-quality literature. There is an urgent need to replace such literature with authentic reading materials in education. These need to be made available in English and the languages of the students of pre-service teacher education across the country. *Anthologies of readings* and supplementary multi-media support materials for pre-service teacher education programmes and for the professional development of teachers in service will need to be developed within stipulated time frames. The NCETE, 2009 lays out several mechanisms to institutionalise these new ideas. It recommends that teacher education should:

- (a) engage teachers with school curriculum, syllabi and textbooks; to critically examine them rather than take them as ‘given’;
- (b) engage with theory along with field experiences to help prospective teachers to view knowledge not as external to the learner but as something that is actively constructed during teaching-learning processes;
- (c) provide opportunity for reflection and independent study without packing the training schedule with teacher-directed activities alone;
- (d) engage teachers with children in real contexts rather than teach them about children through theories alone. This would 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 socialisation;

- (e) help teachers develop social sensitivity and consciousness and finer human sensibilities through processes of self-reflection and the study of biographies;
- (f) educate teachers to connect school knowledge with community knowledge and life outside the school;
- (g) engage teachers with hands-on experience as a pedagogic medium both inside and outside the classroom.

2.6 Preparation of Teacher Educators

2.6.1 The existing institutional capacity for preparing teacher educators is abysmally low. The number of institutions across the country that offer a Master's programme in education is extremely disproportionate to the needs of specific states. M.Ed. programmes are also known to be generalist in nature and do not prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages and mathematics. Current M.Ed. programmes also do not enable specialisation at different levels of school education. The MEd programme in its current form cannot meet the requirements of elementary teacher education as it is designed primarily on the requirements of secondary education. The preparation of teacher educators for the elementary stage needs the inclusion of a variety of scholarship from the sciences, social sciences, mathematics and the languages. The difficulty is exacerbated by the absence of degree and post-degree programmes in primary/elementary teacher education.

2.6.2 It is, therefore, important to look at the specialisation profile required for teacher educators in view of the fact that a variety of foundational and school subject disciplines need to be represented. For example, for the teaching of foundation courses (an example of such a course is in the curricular area of 'contemporary studies' suggested in the NCFTE, 2009), a strong grounding in the social sciences is essential. However, the current institutional norm for the recruitment of teacher educators as per NCTE norms stipulates a Master's Degree (M.Ed.) in education as the essential qualification. This has led to the proliferation of a generalist approach to the study of foundational disciplines of sociology of education, psychology of education, economic and philosophical basis of education. As a consequence, school teachers' preparation remains bereft of a deep engagement with socio-cultural, political and economic contexts of school education.

2.6.3 In the light of the above, the M.Ed. programme should become a two-year programme with adequate provision to branch out into specialisations in curriculum studies; pedagogic studies; policy, finance and foundational studies.

2.6.4 Currently, there is also a paucity of talented faculty with disciplinary specialisations in social science education, science education, language education and mathematics education. It should be made possible to ensure the entry of specialised faculty to enter into the profession as teacher educators.

2.6.5 It is important, therefore, that a more broad-based essential qualification framework be formulated for teacher educators. For instance, a post-graduate degree in social sciences/sciences/languages/mathematics along with a professional first degree in education or a doctorate degree in mathematics education, science education, language education or social science education should be considered appropriate qualification for posts of teacher educators..

2.6.6 *Lateral entry* needs to be provided for those who wish to undertake educational studies other than through the teacher education degree route. The opportunity to study elective subjects in education should be provided at the undergraduate level. Similarly, students with a post-graduate degree in sciences, mathematics, social sciences and languages need to be attracted for undertaking research (M.Phil./Ph.D.) in education. They should be encouraged to pursue education as a research endeavour without necessarily requiring a degree in teacher education as an entry qualification. This will ensure a wider pool of talent towards posts of teacher educators.

2.7 Quality of Teacher Assessment

2.7.1 While a vast amount of international research literature questions the authenticity of behaviouristic and other positivist approaches to assessment adopted in schools, there exists, in comparison, precious little reflection on evaluation procedures adopted for assessing the developing teacher in teacher education programmes. Apart from conceptual and pedagogical aspects, a pre-service teacher education programme needs to develop and further enhance certain attitudes, dispositions, habits and discerning capacities in a developing teacher. A teacher's attitude towards children, their needs and problems, dispositions of tolerance, ability to listen with empathy, habits of punctuality, a seeking mind, habits of reading and independent learning, a self-questioning and critical mind are particularly important in making a reflective practitioner. The present evaluation protocol has very little space for evaluating

qualitative dimensions such as attitudes, values, dispositions, habits and a repertoire of communication skills. The conceptual and pedagogical aspects are also not adequately assessed as most internal and external evaluation is based on information-based paper pencil tests.

2.7.2 Fresh perspectives on learning, based on constructivist, philosophical, and cross-cultural research perspectives, suggest that meaningful learning occurs when learners have a knowledge base that can be used with fluency to make sense of the world, solve problems, and make decisions. This redefinition of learning requires a collaborative classroom which is notable for its change in the roles of students (in this case, student-teacher) and teachers (in this case, teacher-educator). The collaborative classroom is characterized by shared knowledge among teachers and students, shared authority among teachers and students, teachers as mediators, and heterogeneous groups of students.

2.7.3 In the light of the above, the following would emerge as implications for teacher education: teaching instruction needs to be problem oriented and not discipline or theory oriented; approaches such as case studies, simulations, role-play and action research would be more appropriate for the professional development of teachers; emphasis of instruction should not be memorization of content but accomplishment of tasks, insights and competence; open-ended activities and questions could help bring out the vast experiences of the prospective teachers, as also their 'personal theories' about knowledge, learning and learners for scrutiny and analysis.

2.8 Conceptual and Operational Profile of the Envisioned Teacher

2.8.1 The educational discourse during the past few decades, especially post-NCF, 2005 has renewed focus on the concept of teaching, the nature of teacher's engagement with learners, and about the nature of learner's engagement with knowledge. The act of teaching is no longer considered synonymous with transmission of information and knowledge. Instead, a teacher's task is to facilitate learning by enabling the child to construct or generate knowledge on the basis of his/her own observations, experiences, experimentation, analysis and reflection. This shift in thinking about teacher's task is based on the premise that children have the potential to construct knowledge, make meaning and think independently given a conducive and challenging pedagogic environment. The NCFTE, 2009 converges with these ideas and describes the kind of teacher envisioned for an education that addresses issues of quality and equity.

2.8.2 Teachers need to be prepared to *care for children*, enjoy being with them, seek to widen and deepen their knowledge base, own responsibility towards society, develop sensitivity to the problems of learners, have firm commitment to justice and an open-mindedness towards 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. 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 duties; approaches of critical pedagogy; emphasis on environment and its protection, living in harmony within oneself and with natural and social environment; promotion of peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity, secularism, sovereignty, political democracy, republicanism, dignity of the individual and unity and integrity of the nation.

2.8.3 Teachers need to internalise the ethos of the fundamental duties of every citizen enumerated in article 51A of the Constitution of India. The Report of the Verma Committee⁴ set up by the Government of India to operationalise the suggestions to teach fundamental duties to the citizens (1999) are as recommended on page 33:

"The NCTE's 'Curriculum Framework for Quality Teacher Education' brought out in 1998 recommended that since the Fundamental Duties as enshrined in the Constitution of India are pre-requisites for overall development of the nation, teacher education must equip every school teacher with capabilities to inculcate amongst young children the commitment to those Fundamental Duties. In this context it may be pointed out that teacher education curriculum at the elementary and secondary levels need a thorough review from stand point of identifying entry points for incorporation of Fundamental Duties". This remains to be done.

2.8.4 However, studies indicate that teachers may not have even the basic subject knowledge required to teach at different levels of school education. The recent National Commission for the Protection of Child Rights (NCPCR) study⁵ indicates that teachers tend to use corporal punishment as a corrective measure in schools and often let biases and prejudices determine their day-to-day behaviour towards children and their learning,

⁴ "Fundamental Duties of Citizens" : Report of the Committee to Operationalise the Suggestions to Teach Fundamental Duties to the Citizens of the Country (1999), Ministry of Human Resource Development, New Delhi.

⁵ NCPCR (2012), *Eliminating Corporal Punishment in Schools*, NCPCR: New Delhi.

especially children of marginalized communities. Specific structural arrangements in terms of institutional and curriculum design will need to be put in place squarely in order to bring about the radical shift being proposed in the education and development of teachers. Each of these is elaborated below:

2.9 Augmenting State Institutional Capacity for Pre-service Teacher Education

2.9.1 Currently close to 90 percent of pre-service teacher training institutions are in the private sector. On the other hand, around 80 percent of children, enrolled in State schools, is the direct responsibility of the State as per the RTE Act. A market demand for a large number of teachers in the growing sector of school education over the past decade has led to the proliferation of sub-standard teacher education institutions. The proliferation of sub-standard private teacher education institutions and the current state of teacher education curriculum and transaction are both serious impediments to fulfilling the objectives of the NCF, 2005 and the RTE Act, 2009. The programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. Their design and practice is based on certain assumptions which impede the progress of ideas and professional and personal growth of the teacher. They train teachers to adjust to a system in which education is seen as transmission of information. They take the school curriculum and text books as a ‘given’ and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lessons.

2.9.2 This oddity can be addressed by *increasing manifold the State’s active involvement* in teacher education. States need to take necessary concrete steps to ensure the building of *institutional capacity* for pre-service teacher education in a phased manner within a stipulated time frame.

2.10 Restructuring Institutions of pre-service Teacher Education

2.10.1 Apart from augmenting the required institutional capacity to prepare teachers, pre-service programmes will require a radical shift in curriculum and institutional design. Current teacher education institutions are essentially *stand-alone institutions*. Therefore, these remain severed from activities of knowledge generation and a culture of research and interdisciplinary studies, characteristic of universities and centres of higher education. Just as in a university each department has its own identity and together they form a university; teacher education institutions need also to become part of the larger university fraternity while maintaining their own identity. Stand-alone institutions

of teacher education are also not exposed to other aspects of education and are hence not linked to activities of knowledge generation.

2.10.2 It is, therefore, desirable that new teacher education institutions are located in multi- and inter disciplinary academic environment. This will have significant implications for the redesign of norms and standards of various teacher education courses specified by the NCTE. This will also have implications for employment and career progression of prospective teachers. Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions. States will need to prepare for the transition of elementary teacher education to university-based colleges, via introduction of integrated models of teacher education after 10+2 or two-year programmes after graduation in existing undergraduate colleges and departments/schools of education, and re-structuring its existing teacher education institutions.

2.10.3 The *locale of pre-service teacher education* will, therefore, need to shift from isolated institutional set ups to institutional arrangements integrated in higher education centres of learning. Appropriate measures will need to be evolved to ensure that existing teacher education institutes develop structural linkages with the system of higher education. This would mean evolving appropriate *norms and standards based on academic parameters and processes*, such as course outlines, recommended readings and modes of transaction including the use of blended learning materials. This would be in consonance with article 51A, clause (h), of the Constitution of India, that strives “to develop scientific temper, humanism and the spirit of enquiry and reform.”

2.11 Redesigning Teacher Education Programmes

2.11.1 The professional development of teachers needs to be located in the larger *socio-cultural, economic and political context* of contemporary Indian society. This requires pre-service programmes to include in-depth inter-disciplinary engagement with contemporary issues of the Indian society. States will need academic support to *redesign teacher education programmes* in the light of the NCFTE, 2009 and other relevant material. This could begin with a revamping of existing programmes of teacher education and moving to four-year integrated programmes after 10+2 or two-year programmes after graduation within a stipulated time frame.

2.11.2 The NCFTE, 2009 outlines a framework for teacher education curriculum and presents several ideas for redesigning pre-service as well as in-service teacher education. The key aspects suggested in the NCFTE, 2009 are as follows:

- (a) The inclusion of disciplinary (subject) content engagement in courses on pedagogy.
- (b) The inclusion of the nature, philosophy and history of disciplines in specific pedagogy courses to engage student-teachers with epistemological basis of different school subjects.
- (c) The inclusion of learner assessment as part of pedagogical approaches to develop perspective and a repertoire of skills in teachers.
- (d) Shift in the focus from ‘concepts of educational psychology’, such as learning theories to concepts related to children’s development, children’s learning and thinking patterns, thus contextualizing teachers’ knowledge.
- (e) Introduction of courses that engage student-teachers with contemporary Indian issues within inter-disciplinary frameworks so as to locate education and the learner in a socio-cultural, economic and political context with a thrust on diversity.
- (f) Integration of field-based study in theory courses so as to enable teachers to think praxis.
- (g) Design of 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 socio-economic contexts.
- (h) Introduction of courses of language proficiency for the developing teacher.
- (i) Instituting Teacher Learning Centres for grounding the education of pre-service students within immediate classroom contexts, the wider societal context and learner diversity.
- (j) Setting up of laboratory schools as part of the education of teachers.

2.12 The Utility of Distance Education for Continued Teacher Professional Development

2.12.1 The significance of Open Distance Learning (ODL) lies in the continued professional development of teachers. As a matter of policy the first professional diploma/degree in teacher education should be offered only in the face-to-face mode. ICTs can be used for the continued professional development of teachers and for on-site academic support. Institutional support from universities and other institutes of higher education should be sought to develop *podcast lectures and other multimedia* materials for the education and continued professional development of teachers.

Chapter 3

Quality of in-service Teacher Education

3.1 Introduction

3.1.1 Like other professionals, a teacher must also grow professionally throughout life, failing which he/she is bound to slide down on the scale of professional effectiveness. Professional development implies striving continuously to enrich one's professional knowledge and upgrade one's skills. Professionals generally undergo continuing professional development through self-study, participation in seminars, workshops, conferences, etc; preparation of papers on the basis of one's own observations, experiences and experiments; participation in meetings of study circles or professional groups; and participation in refresher or orientation courses formally organized by the employers or the professional organizations of teachers and teacher educators.

3.1.2 The need and importance of teachers' continuing professional development can hardly be exaggerated. However, there could be difference of opinion with regard to the agencies that are responsible for facilitating their professional development. One view favours that the teacher should be personally responsible for his/her own professional development bereft of the assistance or support from the State. This may be more appropriate in the case of professionals like chartered accountants, advocates and medical practitioners whose earning capacity increases as a result of their professional growth as a consequence of acquisition of new knowledge and skills. But this may not be true in the case of teachers who may not be able to invest much financial resources personally for their professional growth. Another view favours entrusting this responsibility to professional organizations of teachers. This may not be true in a developing country where teachers' organizations, essentially function as trade unions with their primary focus on securing better service conditions for teachers.

3.1.3 Yet another view favours the State to take responsibility for teachers' professional development as any such investment is, in fact, an investment in children's education and for the future of the nation. Improvement in teachers' competence would lead to improvement in learning levels of children, thus facilitating the realization of the envisioned goals of education.

3.1.4 There is merit in each of these three views; however, keeping in view the ground realities of our country, it is desirable that the State plays a major role in in-service teacher training, by establishing a network of training institutions and by meeting the costs of continuing education and training of teachers. The professional organizations of teachers which are reasonably spread across the country must play a supportive role by encouraging the teachers to participate in in-service education programmes voluntarily. Finally, teachers' contribution in professional development should come with the realization that participation in in-service education programme is in his/her own interest, as also in the interest of children, and in the overall interest of improving the quality of education.

Goals of In-service Teacher Education

3.1.5 At present, teachers' in-service education is an activity conducted by the State through its specialized institutions for a specified period. The modality of its organization resembles classroom teaching involving teachers in the role of learners on the one hand and trainers or subject experts on the other. The goals of teachers' in-service education include :

- (i) upgradation of teachers' knowledge in the subjects they teach;
- (ii) fine tuning of teaching skills and competencies of in-service teachers
- (iii) orientation towards the use of innovative child-centric teaching-learning strategies aiming at enabling students to learn how to learn and to construct knowledge on the basis of their own observations, experiences, analysis and reflection; this has been largely motivational training; and
- (iv) generation of awareness about the latest developments and thinking in the field of education and the need for deeper engagement with knowledge.

3.2 In-service Education and Training of Teachers in India

Recommendations of Various Commissions and Committees on Education

3.2.1 The importance and utility of teachers' in-service education as an intervention for qualitative improvement of school education has been recognized by several Commissions and Committees on education appointed from time to time. The establishment of Extension Services Departments in about 100 Teacher Training Colleges on the recommendation of the Secondary Education Commission (1952-53) was the first initiative in the post-independence India for the creation of a network of institutions responsible for imparting in-service education to teachers.

3.2.2 In order to widen the training network and to ensure universal coverage, the Education Commission (1964-66) recommended establishment of "school complexes" with a nodal school shouldering the responsibility for the continuing professional development of all teachers working in the schools included in the complex. In pursuance of the recommendations of the Education Commission, the State Institutes of Education (SIEs) were set up in different states for the in-service education of teachers.

3.2.3 In spite of the implementation of various schemes and programmes of in-service teacher education during the first four decades of independence, coverage was limited. In-service training got tremendous impetus when the National Commission on Teachers-I (Chattopadhyay Commission) in its Report entitled "Teacher and Society" in the early 1980s recommended that every teacher must attend in-service training of 3 weeks' duration once in a block of five years and it should be linked with career promotion. Some States implemented this recommendation but had to subsequently withdraw it under pressure from teachers' unions. Lack of institutional capacity to provide training to all teachers was an added reason for an unenthusiastic response to periodic in-service education of teachers.

Interventions following the National Policy on Education (1986)

3.2.4 Recognizing that pre-service and in-service education of teachers are two sides of the same coin, and the continuity and complementarity between teachers' initial preparation and continuing professional development, the National Policy on Education (NPE) 1986 made a decisive intervention for the creation of a strong institutional network for imparting in-service education to teachers at all levels. The NPE-1986 recommended the establishment of a DIET in each district, and up-gradation of 250 colleges of education as Colleges of Teacher Education (CTEs), and strengthening 50 of them as Institutes of Advanced Studies in Education (IASEs). The DIET was conceptualized as a resource support system for elementary education in the district. The most important function of a DIET was to provide in-service education of 3 weeks' duration to 600 teachers in a year. In order to achieve this target, a DIET was required to organise training of a group of 50 teachers every month. Reviews, however, showed that majority of the DIETs could not achieve the given targets. The performance of CTEs and IASEs in the achievement of physical targets has been even less satisfactory as the planned number of CTEs and IASEs could not be established, and many of the sanctioned institutions could not even be operationalised.

3.2.5 Before the proposed training network could come up, a need was felt to orient all teachers to the focus areas of the NPE-1986 in the shortest possible time frame. Therefore, a crash programme on a massive scale involving orientation of five lakh teachers, every year, both primary and secondary, was launched in the year 1987. The programme known as the "Programme of Mass Orientation of School Teachers" (PMOST) did succeed in creating awareness among teachers about the broad features of the NPE-1986 but it failed to meet the felt training needs of teachers, particularly the needs relating to the pedagogical aspects of the teaching of school subjects. Subsequently, the programme was replaced by another crash programme known as "Special Orientation Programme for Primary Teachers" (SOPT) in the early 1990s. In addition to orientation to themes of general awareness, this programme aimed at providing training in the content and pedagogy of school subjects. The cascade model of imparting training was adopted in these programmes involving setting up of a three tier cascade comprising Key Resource Persons (KRPs), Resource Persons (RPs) and teachers with downward delivery of training from KRPs to RPs and from RPs to teachers.

3.2.6 Along with the implementation of the above-mentioned programmes of in-service education, the training network visualised in the NPE-1986 and its Programme of Action (PoA) started taking shape with effect from 1988; at present, it comprises approximately a total of 750 institutions including DIETs, CTEs and IASEs. In addition, a sub-district structure, namely, Block Resource Centre (BRC) and a Cluster Resource Centre (CRC) has also been established in each block under the District Primary Education Programme (DPEP) and the *Sarva Shiksha Abhiyan* (SSA), to provide in-service education to elementary school teachers.

3.2.7 The implementation of the DPEP in the mid 1990s was an important initiative in our journey towards the UEE. The programme had several components like augmentation of infrastructural facilities, re-orientation of content and pedagogy of primary school subjects, deployment of additional teachers and recurrent training of teachers. However, the programme did not have universal reach as all the districts of the country were not covered. Moreover, for its implementation, the programme, instead of utilizing and strengthening the existing institutions, preferred to create new structures like the State Project Directorates, District Project Offices and Block Project Offices. In the process, institutions like the SCERTs and the DIETs did not get a nurturing environment. Eventually, the programme got subsumed under SSA for achieving the goal of UEE. However, the SSA has continued with the separate implementation structures created under the DPEP. The sub-district structures visualized in the DPEP have now been set up or are in the process of being set up in almost all the states. The key contribution of the DPEP has been to create district, block and cluster level structures for in-service education programmes.

3.2.8 In view of the inherent weaknesses in the cascade model of training on the one hand and to meet the challenge of numbers on the other, the NCERT in the mid 1990s experimented with a technology-based model of in-service training using one way video and two-way audio teleconferencing. The success of the four experiments conducted under the *SOPT* paved the way for the adoption of this modality as a component of *INSET* strategy under the DPEP, SSA and other in-service education programmes.

3.2.9 The SSA framework of in-service education of elementary teachers envisages 20 days' training of a teacher every year, which is further split into two segments of 10 days each. The first segment of training is organized through face-to-face mode at the BRC or the DIET or some other suitable institution having the requisite facilities. The second segment comprises 10 monthly meetings of one day each at the CRCs where teachers working in cluster schools meet once a month to share experiences and learn from each other.

3.3 Current In-service Training Scenario : Some Concerns

3.3.1 The need and importance of in-service teacher education is well recognized; institutional mechanism for such training has also been suggested by various Commissions, Committees and in policy documents. The key ingredients of quality in-service teacher training are : (a) assessment of training needs; (b) development of appropriate curriculum/modules; (c) preparation of training material; (d) delivery of training by well qualified and motivated trainers who can effectively engage with the teachers; (e) assessment of the impact and outcome of the training, which in turn feeds on the curriculum, training material and its delivery. Several of these aspects have been sought to be covered through the in-service training programmes conducted over the last few decades, utilizing the institutional structures of BRCs/CRCs, DIETs, CTEs, IASEs and SCERTs. Nevertheless, several concerns have been expressed regarding the mechanism of in-service training, as mentioned here under :

- (i) While in-service programmes have been conducted under the DPEP, SSA and the teacher education scheme, a holistic policy framework on in-service teacher education – its nature, content, duration, periodicity, modality, institutional responsibility, incentives for participation, etc. has not been developed;
- (ii) Institutions where the training is conducted – DIETs, BRCs, etc. are not adequately equipped in several States, in terms of physical infrastructure (lecture halls, seating arrangements, hostel facilities, etc) and resources (reading rooms/library, learning kits, audio-visual material, etc);
- (iii) Selection of resource persons for conducting the training programmes is crucial for its success. However, there are no uniform framework, and procedures regarding qualifications, selection process, personnel policy vary widely across States;
- (iv) Even while training has been made compulsory for every teacher (at elementary stage), there exists lack of clarity on the basis of teacher selection for a particular programme. As a result, very often a teacher undergoes training in areas which are either not relevant or divorced from his needs; resultantly, the needs of the teacher remain unaddressed.
- (v) Problems also exist in the preparation of curriculum/modules, which have a top-down approach, in contrast to a needs-based approach;
- (vi) The short duration of the training has also led to its low effectiveness. The split design model – 10 day training at the BRC, followed by 1 day training for 10 months at the CRC can have limited effect on the development of professional skills of teachers. Long term training courses in a distance-cum-contact mode have not been conceptualized for the in-service teachers;
- (vii) Despite unprecedented advancements in technology, the modality of teachers' in-service education has, by and large, remained conventional involving one way transmission of information from the trainers to the trainees, in a cascade model. The limitations of face-to-face training in a cascade model can be addressed to a considerable extent with the use of technology like tele-conferencing, using audio and video programmes and using web-based teaching-learning during personal contact programmes.

3.4 Policy Framework for in-service Teacher Education

3.4.1 The in-service teacher education is implemented by the State Governments with the help of its State, district and sub-district level resource institutions. It is imperative on the part of the State governments to evolve a policy for the conduct of in-service education in line with the suggestions given in the NCFTE, 2009 for which the central government may develop a model INSET policy for their reference and consideration, covering the following issues :

Universal Coverage including Teachers of Private Schools

3.4.2 The in-service teacher education as a strategy for continuing professional development must address all categories of educational personnel in the school system – teachers at all stages of school education, school heads, education supervisors, library staff, etc. as the work of all of them is inter-dependent and mutually reinforcing.

It has also been observed that at times teachers find it difficult to translate the gains of in-service education into their day to day work in the classroom if they do not get the required support and encouragement from the school heads and education supervisors. The INSET under the centrally sponsored schemes relating to DIETs, CTEs and IASEs has been a major intervention for in-service education teachers, though these set ups have not performed to the desired expectation. Moreover, these schemes are for teachers working in government or government-aided schools. Teachers working in private unaided schools are deprived of the benefit of INSET, as it is presumed that it is the responsibility of their employers to provide them professional development opportunities. The INSET policy must make provision for in-service education of the teachers of private schools as well.

Obligatory Participation

3.4.3 It should be obligatory for every teacher to participate in the in-service education programmes, at a time of his/her choice and convenience. The institutions entrusted with the responsibility of providing in-service education should announce the programmes from time to time and invite the teachers to apply for enrolment. The practice of teachers' deputation by the departmental officers should be gradually replaced by the teachers' self-enrolment in programmes that are linked to their needs and areas of teaching. This would require a systematic assessment of teachers' needs and classroom concerns on the basis of which training can be designed and conducted. The parameters of successful completion of a training module in a training cycle need to be defined and should be linked with some incentives in the form of advancement in career or in terms of financial gains. Incentives could also be in the form of addressing the real needs of teachers. Obviously, non-participation will make a teacher ineligible to receive the incentives that shall accrue from his/her participation in the programmes of in-service education.

Duration

3.4.4 The duration of a programme is obviously determined by its goals or objectives. For example, if the objective of a programme is limited to the orientation of teachers to one or two themes, then, perhaps a programme of 2-3 days' duration may suffice. However, if the objective of INSET is comprehensive, encompassing enrichment of knowledge and upgradation of skills in one's subject, then INSET of longer duration would be required. Accordingly, there is need to conceptualise continuing professional development to include :

- Workshop sessions for interaction and problem solving
- Engagement with content and pedagogic approaches
- Hands-on activities such as text book analysis
- Developing learning materials
- Designing and choosing activities
- Other ways of providing professional development support and on-site support such as teacher fellowships and faculty exchange programmes.

3.4.5 Duration of a training programme would depend on the training objective, content, methodologies and approach. Instead of being prescriptive, the State should offer a variety of modules/programmes for teachers to choose from – ranging from short duration courses for content enrichment/hard spot modules of a few days, to longer duration programmes on perspective and skill development, new teaching methodologies and approaches, which can be offered in distance-cum-contact mode. However, for a programme to be effective, it needs to be followed up with post-training activities such as self study, experimentation, observation, completion of projects, etc.

Incentives

3.4.6 Successful completion of training modules should essentially be linked with departmental promotions from one level to the next higher level in the profession or for periodical advancement in the same pay scale. Other than annual performance reports, criteria for promotion should also assign some weightage to successful completion of training modules.

Training content

3.4.7 The content of training should have the potential to equip the participants to perform their assigned roles more effectively. Since the teachers have to perform different tasks and responsibilities, they would have different training needs which ought to be met through the modules designed for the purpose. This implies that separate training modules shall have to be developed for elementary stage (primary and upper primary), secondary and senior secondary teachers; heads of primary, upper primary, secondary and senior secondary schools, supervisors of elementary and secondary schools, library staff in schools, etc.

3.4.8 Though subject teachers and other educational personnel have to perform different tasks, they all belong to the same profession and derive professional insights from the knowledge base of the same discipline of education. Therefore, besides developing expertise in the area of their concern, they should also have the capability to examine, analyse and reflect on the current concerns, policies, programmes and emerging trends in education in general and school education in particular. Therefore, training content for each group of educational personnel may comprise two broad components, namely, subject or task-specific content and general education. It would be desirable to assign significant weightage to the subject-specific content vis-a-vis general education component. Teachers' continuing professional development requires reflection on epistemological concerns; engagement with content; developing pedagogic perspectives; developing a repertoire of skills; understanding learners and their contexts; developing personal aspirations and disposition, and these aspects need to be brought into in-service education of teachers.

3.5 Development of National and State Action Plans

3.5.1 Smooth implementation of a national INSET policy shall necessitate preparation of national and State Action Plans. These should be developed through a systemic attempt at collating and updating data base on teachers. Such data base should necessarily include teacher details on qualifications, experience, specializations, nature of training attended in the past, innovation or research undertaken by the teacher, etc. A scientific methodology should be developed for assessing the training needs of the teachers and other school staff, which should feed into the preparation of training modules, identification of resource persons, etc. State Universities and SCERTs should offer longer duration courses in distance-cum-contact mode for professional development. For training to be meaningful, conditions of service of teachers should factor in professional development through training programmes for vertical movement and promotions.

3.5.2 The National Action Plan, may deliberate on the roles and responsibilities of the central institutions like NCTE, NCERT (and its constituent units like CIET, RIEs), National University of Educational Planning and Administration (NUEPA), Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS), Central Universities, etc.

3.5.3 The Commission recommends that the Government should appoint an Expert Group to develop a policy framework for in-service teacher education, in consultation with national and state level institutions, representatives of the state governments and teacher organizations, while taking into account the principles suggested in this Report, and also develop the National Action Plan for the implementation of the INSET Policy and guidelines for the formulation of the State Action Plans.

3.6 Institutions for Imparting In-service Training

3.6.1 In pursuance of the recommendations of the NPE-1986 and for the implementation of programmes like DPEP and SSA, a network of training institutions like IASEs, CTEs, DIETs and BRCs / CRCs have been established. For elementary school teachers, the present structures of BRCs/CRCs and DIETs are sufficient in number. However, they need to be strengthened in several ways – learning resources, academic support from universities and other institutions of higher education, qualified resource persons, etc. The NCERT in its Report of August 2009 on Comprehensive Evaluation of the Centrally Sponsored Scheme on Teacher Education has underscored the need to restructure the existing BRCs and CRCs to revamp the present system of in-service training of untrained teachers. The Report states that *“Block and Cluster Resource Centers were established during DPEP in some selected districts after which these centres were expanded across the country as part of the SSA programme, for improving the quality of elementary education. Thus, the staff duties and responsibilities are presently based on the SSA Framework of Implementation and its objectives. But due to successful implementation of SSA programme, the enrolment at secondary stage has increased. Besides this, universalisation of secondary education is also under*

active consideration. Keeping this in view, there is an urgent need to change the role and functions of BRCs and convert these into Block level Institutions of Teacher Education (BITEs)." Strengthening and streamlining the roles and functions of BRCs need special attention. An important requirement is that BRCs and CRCs work in close coordination with the DIETs.

3.6.2 The Revised SSA Implementation Framework of SSA (2011) has recommended strengthening of the BRCs, Urban Resource Centres (URCs) and CRCs for providing academic support to teachers. BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA, will strengthen faculty and infrastructure support to BRC/URC and CRCs. States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration experience, qualifications and aptitude for training and research. States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty. Functional linkages between BRCs/URCs and CRCs and DIETs and district level resource groups should be strengthened. The norms governing the support under SSA for BRC/URC and CRC have been specified in the said Framework.

3.6.3 The major role of BRCs should be to -

- a. function as a repository of academic resources including ICT, science and mathematics kits, teaching learning resource material in different curricular areas, including pre-school material, and material for children with special needs;
- b. maintain and constantly update databases of education experts from nearby teacher education institutions, NGOs, Colleges/ Universities who could participate in Resource Groups for different subject areas and themes;
- c. ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development;
- d. organise in-service teacher training based on teacher needs as observed during school visits;
- e. participate in monthly teacher meetings organised at the CRCs to discuss academic issues and to design strategies for better school performance;
- f. consult with school management committees (SMCs), community members and local authority for formulating school development plans; and
- g. design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

3.6.4 The major role of CRCs should be to –

- a. function as academic resource centers with adequate resource/ reference materials for concerned teachers;

- b. undertake regular school visits and provide on-site academic support to teachers;
- c. organise monthly meetings to discuss academic issues and design strategies for better school performance.
- d. visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan
- e. ensure that the special training programmes are properly designed and implemented in the cluster for out-of-school children and securing their admission to age-appropriate classes.

3.6.5 The Commission recommends that the existing institutions for imparting in-service training namely BRCs and CRCs should be strengthened with provisions for human and physical resources to enable them to perform effectively the functions listed in paras 3.6.3 and 3.6.4 respectively.

3.6.6 There is, however, shortage of institutions for imparting training to teachers at the secondary and senior secondary levels. The CTEs, which were mandated under the Centrally sponsored Scheme on Teacher Education to provide support to such teachers, are woefully inadequate, numbering just 102. This apart, most CTEs are still confined to the function of imparting pre-service training, and only a few undertake in-service teacher training. There is, therefore, an urgent need to (a) strengthen the existing structures of the CTEs, both in terms of infrastructure and academic support; possibilities also need to be explored for institutional expansion. Training centres can be established in colleges of education, elementary teacher education institutions, and in reputed secondary schools. In the case of senior secondary teachers, the training-cum study centres may be established in post graduate colleges or Departments of Education in the Universities. In the case of school heads, the training-cum-study centres may be established in the Departments of Education in the universities, management institutes, State Institutes of Management and Training (SIMT), IASEs, etc. These institutions are obviously well-equipped to handle teachers' in-service education in the area of their expertise. The involvement of higher education institutions in the task of teachers' continuing professional development will break the isolation between the schools and the universities.

3.6.7 A training centre, apart from functioning as a study centre under the ODL system, may also have its own independent identity as a resource centre for continuing professional development of teachers. It may organize workshops, seminars or orientation programmes of short duration of 1-2 days on themes of current importance. It is essential to specify minimum essential requirements of a training centre in terms of space, furniture, white boards, display boards, audio-video hardware and software, library facilities, science and computer laboratories. The vision of an ideal training centre should be articulated in detail and then all out efforts should be made to bring all the training centres closer to the articulated vision. A training centre must function as a mentor institution for a group of schools of all stages around it or there may be different lead institutions for different stages of school education. For example, a DIET may be a lead institution for a group of elementary schools, while an IASE may be designated as

a lead institution for a group of secondary schools. Each DIET / CTE should develop a Resource centre that can provide hands on experience to pre-service and in-service teachers. The subject Departments in a university may be designated as a mentor departments for the teachers of the specific subject in the districts under its jurisdiction.

3.6.8 The Commission recommends that there is an urgent need to strengthen the existing structures of the CTEs and IASEs in terms of infrastructure and academic support besides some post-graduate colleges and Department of Universities to function as training centres especially for secondary schools teachers as well as educational planners and administrators.

3.7 Leveraging Technology for In-service Education

3.7.1 It is often argued that in spite of tremendous advancements in technology, one sided transmission of information by the resource person to the teachers has remained the predominant mode of training delivery. It is essential that full potential of technology is made use of and the training transaction is made more lively and interesting. This would necessitate supply of necessary hardware and audio-video programmes to all the training centres. The Institutes of Educational Technology at the national and state level, along with ODL institutions, shall have to undertake programmes for the development and production of audio-visual programmes. These institutes can also undertake video-recordings of classroom lectures of teachers of proven eminence and of renowned experts in different subjects.

3.7.2 While availability of the required hardware and software can be managed by mobilizing the necessary resources, benefits from the available equipments and materials would only accrue if the training faculty has the competence and motivation to make full use of the available material at an appropriate time. This has implications for the orientation of the identified training faculty, who shall be expected to view all the available material prior to the commencement of the training and decide the usefulness of the specific programmes for the delivery of different themes of the training content. They would also be required to learn the skill of organizing post-screening interactive discussion with the participating teachers.

3.8 Approach to in-service training

3.8.1 The Guidelines for the Centrally Sponsored Scheme for the XII Plan (June, 2012) has made certain recommendations with regard to the manner in which in-service teacher training, especially at elementary level needs to be approached, particularly in the light of the shift in perspective of the role of the teacher, as reflected in the box below.

To Enact a Shift in Perspectives and Practices	
From	To
Teacher directed, fixed designs	Learner-centric, flexible processes
Learner receptivity	Learner agency, participation in learning
Knowledge as “given”, fixed	Knowledge as constructed, evolving
Learning as an individual act	Learning as a collaborative, social process
Disciplinary focus	Multidisciplinary, educational focus
Assessment judgemental, mainly through competitive tests for ranking, through narrow measures of achievement, leading to trauma and anxiety	Assessment for learning, self assessment to enhance motivation, through continuous non-threatening processes, to record progress over time

3.8.2 The Guidelines recommend that an effective system of split-design trainings and school follow-up may be put in place. Specific areas for attention include early literacy, numeracy, inclusive education, science, mathematics and social sciences education for classes VI-VIII. This work will be carried out in close coordination with BRCs and CRCs, and the use of a training management system. Information Technologies (IT) would be effectively used for various outreach and extension programmes. It recommends that the organization of in-service teacher education needs to be overhauled. Design and conduct of trainings should respond to the following concerns :

- (i) Trainings must be designed and delivered locally to the extent possible, rather than routinised implementation of trainings received from above in the cascade system. The master Resource Persons' involvement in training objectives, leading to training design would lead to better quality trainings for teachers, 'live' and non-routine.
- (ii) 'Cascade' training models need to be used for specific skill and information related areas where there is less likelihood of dilution across vertical levels. Cascade designs could also have spaces which are filled locally, and may also include elements which are amenable to local alteration, based on assessing the situation. Use of ICTs to support cascade training with the state resource persons continuously mentoring the teacher trainers, should be encouraged. Efforts should be made to reduce vertical levels to increase the effectiveness of the training programmes.
- (iii) Trainings must be closely carried out based on the Cluster Resource Person's (CRP) assessment of needs of teachers in their clusters and linked to a process of school follow-up and mentoring in which the CRPs participate, or better still through self nomination or nomination in consultation with the school head and teacher concerned. CRPs need to have information regarding who needs what training, based on which teachers are called. After training of the teachers, the training needs to include debriefing of CRPs in terms of how to carry out the school-based support.

- (iv) For training to be more effective, trainers need to meet with the same group of teachers again, after they have had some opportunity to practice, so that they can discuss what worked, what did not and also address the issues that teachers experience. For this ‘split model’ is better than one-off trainings. In such a model, sessions would be of say two days followed by a month or two of practice followed by again meeting (of the same group with the same trainers) for two or three days to reflect and to learn, etc. Split models may be taken up on a pilot basis in a few districts.
- (v) Small groups for training and resource and ideas enrichment trainings would lead to more impact and make trainings more interesting and relevant for teachers. It would also enable greater opportunities for participation for individual teachers

3.8.3 The Guidelines have recommended Training Management System (TMS) and Professional Development Record for teachers at every district to be able to consolidate and track various professional development activities across the cluster, block and district and even State and national levels, provided by different agencies, all directed at teachers. Currently the information on training is kept in hard copy form and capture data relating more to financial accounting rather than training management. The system could be built on the information available in the Educational Management Information System (EMIS) to address planning issues pertaining to in-service teacher training. This system manages and tracks the trainings for which teachers are deputed, that is, the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received.

3.9 Training Faculty

3.9.1 The success of in-service education depends on the strength of each of its four pillars - content of training, overall ethos of the training venue, resourcefulness and ingenuity of trainers, and receptivity and involvement of the trainees, all of which together contribute towards the effectiveness of in-service education. The training faculty shall comprise two types of faculty, namely, core faculty and guest faculty. While the core faculty would be associated with a training institution as its regular and full time faculty, services of the guest faculty can be hired for the duration of a training programme. To begin with the criteria for the selection of core training faculty for the training of different categories of teaching work force need to be laid down.

3.9.2 State Education Department may invite applications from the willing and interested persons and then select the appropriate persons by following the pre-specified and announced criteria of selection, which may comprise written test or personal interview or both. The State Government should prepare district-wise and stage-wise directories of resource faculty for the training of different categories of educational personnel. This should be done through collaborative efforts of national

nodal agency and state-level organization as also identifying content, developing materials, dissemination strategies, etc.

3.9.3 The selected training faculty, specially the core faculty must be provided intensive orientation to the tasks they are called upon to perform in connection with the training of teachers, such as conducting interactive training sessions, organization of debates, discussions, etc., assisting the trainees in the identification and execution of projects, experiments, etc., evaluation of the trainees' performance, and providing feedback to the training designers and course writers on the one hand and to the concerned administrative authority on the other.

Chapter 4

Teacher Performance and Teacher Audit

4.1 The Context

4.1.1 Teacher is one of the most crucial agents determining the success or failure of the educational system in a country. However, of late, due to increased public awareness and heightened expectations from the educational system and also from the teachers, the teaching community finds itself exposed to public criticism and scrutiny through print and electronic media. Their professional competence, motivation and commitment to the profession is at times questioned; demand is often made to hold them accountable for their lapses and failure to fulfil the professional obligations. Needless to say, any attempt to enforce accountability shall have to be preceded by a systematic audit of their performance. It is felt that teacher audit followed by the required corrective measures would lead to improvement in teacher effectiveness which, in turn, would enhance effectiveness of schools. It is important that measures of teacher accountability are clearly tied to institutional provisions that enable teachers to work.

4.1.2 The need for making periodic teacher audit as a part of service conditions of teachers is generally accepted. However, there are different viewpoints about its objectives, and process; and about the persons to be drafted in the process of teachers' audit as 'appraisers' or 'auditors'. One view is that teachers' audit should be perceived as a part of teachers' professional development strategy as its results are utilized for designing interventions for teachers' continuing professional development. Another view is that teachers' audit should be perceived as an aid to decision making concerning teachers' career advancement, renewal of contracts, or implementation of incentives and disincentives. A third view is to utilize the result of teacher audit both as a professional development strategy and as an administrative tool for decision making concerning service matters of teachers. Regarding 'auditors', it is often argued that every teacher should be equipped to undertake 'self assessment' from time to time against a set of pre-decided criteria and utilize the results for 'self-improvement'. Besides, a teacher's performance can also be audited by his / her immediate supervisors, peers, students, parents and local community.

4.2 Teacher Appraisal System in India : Current Status

4.2.1 In the Indian context, the need to evolve an effective system of teacher appraisal has been expressed time and again by various Commissions and Committees on Education. The NPE 1986 highlighted the need for evolving a data based, open, transparent and participatory system of teacher appraisal. The intent of this recommendation of the NPE-1986 was to consider teachers' appraisal as an instrument of their professional development and not as a mere administrative tool. Before suggesting any new framework for teacher appraisal, the Commission felt that a close scrutiny of the existing system is essentially required.

4.2.2 The Commission undertook the exercise of obtaining information from all the State Governments, who are the largest employers of school teachers, the Kedriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS) regarding the existing practices and procedures followed by the school managements on teacher performance and teacher audit. Information furnished by some of the States, such as Delhi, Haryana, Goa, Himachal Pradesh, and by KVS and NVS indicates that a variety of approaches, procedures and instrumentalities are utilized by school managements to evaluate and assess teacher performance. These include writing of Annual Confidential/Performance Reports of teachers by the supervisory level, lesson observation and feedback by supervisor/Principal, school inspections, linking teacher performance with performance of students in examinations, including Board examination, assessment based on achievements of students vis-à-vis pre-fixed targets, etc.

4.2.3 While information was received only from a limited number of States, documentation on teacher performance systems in private unaided schools, which now constitute over 25% of schools at the elementary level, is also not readily available. Nevertheless, there is a need to develop an overall framework and guiding principles governing teacher performance and teacher audit.

4.3 Teacher Appraisal : Guiding Principles

4.3.1 Teachers are not a homogeneous entity; they work under varied school managements, each laying its own terms and conditions of service, have varied functions and responsibilities, have different levels of motivation, and work in environment which may vary across States, and within States across districts with significantly varying working conditions between rural-urban, etc. Under these circumstances, it is not desirable to have a uniform set of procedures and instruments for assessing teacher performance. However, certain basic principles can serve as a guide.

- (a) The performance of a teacher is closely linked to the school and the school setting and work conditions in which s/he works; in fact, teacher performance cannot be assessed independently of assessment of the school in which the teacher works. Hence, teacher assessment which does not factor in school assessment may lead to incorrect conclusions;
- (b) Teacher performance has to be assessed against the duties and functions s/he is expected to perform. School managements may assign or even prioritize roles and functions for a teacher which may have wide variations, even under the same school management. For instance, under the RTE Act, 2009, section 24 specifies the duties of school teachers. However, each State Government is empowered to assign additional academic responsibilities to teachers;
- (c) Teacher performance is also closely linked to the terms and conditions of service of a teacher, which again varies across States and other school

managements. An assessment of a teacher's performance can be objective only if it takes into account the terms and conditions of service, and the working environment which is provided, which together affect teacher motivation and her / his ability to perform.

- (d) In order to undertake holistic assessment of a teacher, some of his / her personal attributes ought to be taken into consideration as these affect the teacher's efforts as well as the work output. Though the influence of these attributes is reflected in the work output of the teachers, these merit separate weightage in the overall teacher appraisal system. In addition, every teacher has certain professional obligations towards his/her students, colleagues, parents of the students, teaching profession, society and the nation. The teacher appraisal or audit should also take into consideration whether the teacher has fulfilled his/her professional obligations or not. The NCTE prepared a Code of Professional Ethics for Teachers in 2010, which enunciates teacher's professional obligations. The Code has been shared with all the State Governments.
- (e) Yet another factor which needs to be considered is the enabling environment which the school management offers to a teacher for professional development, opportunities for skill enhancement, training, etc. which directly impact teacher performance in the classroom.

4.4 Framework for Assessment of Teacher Performance

4.4.1 Several countries in the world have elaborate systems of school assessment which incorporate within their frame detailed assessment of the teachers of the school. Countries such as the United Kingdom (UK) have an institutional mechanism which is independent of the Government structure. The Office for Standards in Education, Children's Services and Skills (OFSTED) is a non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and inspects schools (both Government and private), teacher training, etc. The OFSTED after carrying out the inspection publishes a report, giving its analysis of the school, teachers, etc.

4.4.2 Given the diverse socio-economic backgrounds of children attending schools, including first generation learners, the starting point of assessment of teacher performance is assessment of the school through an independent institutional mechanism. Such a system has still to evolve in India. The present system of school assessment, including school inspection, is undertaken by persons from within the school management, and, therefore, lacks the neutrality, independence and non-partisan approach which a third party assessment can present. Accordingly, State Governments need to develop a framework which would include the formation of an independent institutional mechanism to undertake comprehensive audit of schools, including within its ambit various qualitative and quantitative parameters on processes, systems, learning environment, teacher performance, teacher motivation, etc. Such an audit may involve preparation of self-evaluation reports prior to school visit, a visit of at least 2-3 days of a team of auditors which would interact with school management, teachers, other technical and non-technical support staff, parents, children, community

leaders, etc., preparation of a comprehensive report on the school audit. The school audit should also recommend measures for improvement.

4.4.3 The other instrumentalities of assessing teacher performance, such as annual performance reports, feedback of parents, children, classroom observations, peer review, etc. would also need to be put in place in an objective manner and would supplement the findings of the school audit.

4.4.4 The Commission recommends that the Central Government, in consultation with the State Governments and other school managements should develop a framework, along the lines suggested above, and taking into account the guiding principles enumerated, for independent school audit, and assessment of teacher performance.

Chapter 5

Strengthening Regulatory Functions of the National Council for Teacher Education

5.1 Genesis of the NCTE

NCTE as an Advisory body

5.1.1 The National Council for Teacher Education (NCTE) was set up by the Government of India in 1973 as a non-statutory body, located in the National Council of Educational Research and Training (NCERT), to advise the Central government and State governments on all matters related to teacher education. The body developed the first-ever Curriculum Framework for Teacher Education in 1978. This framework had far-reaching influence in initiating the change in the thought process of the systems responsible for teacher education for all stages of school education. The NCTE highlighted teacher education as a continuum covering all stages of teacher preparation, proposed enhanced weightage on practice and a corresponding reduction of theory and also suggested a blending of content and methodology and engagement with the community as significant foci of teacher education programmes. It advocated the semesterization of teacher education programmes. It produced a new set of instructional materials on all aspects in the light of the new curriculum framework it had produced and had a considerable influence on the academic bodies in the State and the university system.

5.1.2 During late 1980s and early 1990s, the B.Ed and M.Ed programmes began to be increasingly offered through the distance mode. Enrolments in these programmes were staggeringly high and the instructional inputs woefully deficient which affected the quality of the programmes. Unfortunately, the NCTE as an advisory body was unable to curb such uncontrolled commercialization of teacher education. The demand for giving NCTE statutory powers to regulate teacher education and curb commercialization was raised at different forums. The NPE, 1986 articulated the concern for making NCTE a statutory body and to provide it with resource and capability to give teacher education a new direction.

Establishment of NCTE as a Statutory body

5.1.3 The NCTE as a statutory body was established in 1995 under the National Council for Teacher Education Act, 1993. One of its mandate was to check commercialization in teacher education. The NCTE succeeded in not only regulating the distance education programmes but also in drastically curtailing their reach. However, in recent years there has been proliferation of teacher education institutions, often sub-standard, offering face-to-face programmes. The NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self-financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions, with little quality control.

5.1.4 In the year 1995, the number of teacher education institutions/programmes was less than 2,000. This number grew to 14,704 as on 31st March, 2011 with an intake of around 11,00,000 students. The largest expansion has taken place in the Southern Region (5,077), followed by the Western (4,670) and the Northern (4,258) region. This expansion of a system per se may not be objectionable but it becomes problematic when the major part of this expansion is of poor quality institutions. It is pertinent to note that this expansion has largely happened in the private self-financing sector.

Powers and Functions of the NCTE

5.1.5 The National Council for Teacher Education Act, 1993 provides for the establishment of a National Council for Teacher Education (NCTE) "with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education system and for matters connected therewith". In order to fulfill its mandate, the NCTE Act spells out its functions under section 12, empowers it to undertake inspections of recognized institutions under section 13, lays down procedures for grant of recognition to various teacher education programmes offered in Teacher Education Institutions (TEIs) under sections 14 and 15, empowers the Regional Committees under section 17 to withdraw recognition in the event of contravention of various provisions of the Act, and the Rules and Regulations made thereunder, and section 18 provides an opportunity to any person aggrieved by an order under sections 14, 15 and 17 of the NCTE Act to prefer an appeal to the Council.

5.1.6 To ensure effective and proper functioning of the Regional Offices, the NCTE Headquarters is expected to continuously coordinate, monitor and supervise the work of the Regional Offices. This is done through periodic consultation with the Regional Directors, collection of periodical progress reports giving details about the targets achieved and on-site assessment by the officers of the Council.

5.1.7 In order to carry out the provisions of the NCTE Act and in exercise of the powers conferred by section 31 of the NCTE Act, the Central Government notified the rules in the year 1997; under section 32, the Council notified the Regulations laying down norms and standards for the recognition of TEIs/Courses from time to time. The Norms and Standards for various teacher education programmes, first notified in 1995 and have been periodically revised. The Norms and Standards currently in operation were notified in the year 2009 in respect of the following teacher education programmes :

- (i) Diploma in Early Childhood Education (D.E.C.Ed.) ; 2 years after Senior Secondary
- (ii) Diploma in Elementary Education (D.El.Ed.) ; 2 years after Senior Secondary
- (iii) Bachelor of Education (B.Ed.) – Face-to-Face (1-year after graduation) and Distance Mode; 2- years after Graduation
- (iv) Master of Education (M.Ed.) – Face-to-Face (1-year after B.Ed.) and Distance Mode;
- (v) Bachelor of Elementary Education (B.El.Ed.) ; 4 years after Senior Secondary

- (vi) Bachelor of Physical Education (B.P.Ed.) ; 1 year after Graduation
- (vii) Master of Physical Education (M.P.Ed.) ; 2 years after B.P.Ed.
- (viii) Diploma in Visual Arts Education (D.V.A.Ed.) ; 1 year
- (ix) Diploma in Performing Arts Education (D.P.A.Ed.) ; 1 year

5.2 Implementation of NCTE Act, Rules and Regulations

Recognition of Teacher Education Programmes

5.2.1 As per the provisions of the NCTE Regulations, 2009, applications are invited between 1st August and 30th September of a year for recognition permission of teacher education programmes to be offered in the academic session of the following year. Immediately after the last date, the applications are processed, involving the following steps:

- (i) Scrutiny of the applications in the Regional Offices to ascertain the deficiencies, if any, and communicating the same to the concerned institutions.
- (ii) Summary rejection of the application under certain conditions
- (iii) Requesting the State Government to give its recommendations within 45 days.
- (iv) Sending reminders to the State Government if the recommendations are not received within the stipulated time.
- (v) Causing inspections of the eligible institutions, after the deficiencies have been removed, by an independent team of Visiting Team (VT) members.
- (vi) Presenting the inspection reports along with relevant documents before the Regional Committee for its consideration.
- (vii) Issuance of refusal orders or Letter of Intent (LoI) in the light of the decisions of the Regional Committee.
- (viii) Issuance of recognition orders after the institutions appoint the staff in accordance with the laid down conditions and obtain affiliation from the concerned affiliating body.

5.2.2 Generally, an academic session commences in most of the states in the month of July/August. In order to enable an institution to commence the session on time after obtaining affiliation and formal recognition from the NCTE, it is imperative that the institution receives the LoI at least two months in advance. However, it has been observed that in a large number of cases, the process is not completed on time due to (i) delays in the receipt of recommendations of the State Governments; (ii) delays on part of institutions to remove deficiencies and to respond to show-cause notice; (iii) delays in inspection due to non-availability of the VT members; and (iv) difficulties of Regional Committee members to work on a continuing basis. As a result, in several cases, the processing is carried over to the next academic session which affects the

timely processing of the new applications received in the current year, besides delaying commencement of the new institution / course.

Appeals and Petitions Before Court

5.2.3 Institutions which are refused recognition/permission under sections 14 and 15, and whose recognition is withdrawn under section 17 of the NCTE Act can prefer an appeal under section 18 before the Council. The appeals are heard by a Committee constituted for the purpose, and the decision is communicated by the Council, after affording due opportunity to the appellant.

5.2.4 Legal remedies from the High Courts are also availed. During the past few years, especially after the imposition of ban on opening new teacher education institutions (from academic session 2009-10 onwards), large number of Writ Petitions (WPs) have been filed in various Courts. The Council has engaged legal Counsels in different States on retainership basis; however, it has been noticed that at times the decisions of the Council are not defended properly due to various reasons, including lack of coordination among the NCTE Headquarters, Regional Offices and the legal Counsels representing them.

Inspection Policy

5.2.5 For undertaking inspections, the NCTE Headquarters lays down inspection policy giving details about the composition of an inspection team, eligibility for the appointment of an inspection team member, format of the inspection report, duration of an inspection, procedure to be followed for the inspection etc. Inspection of TEIs is conducted under the provisions of sections 13, 14, 15 and 17.

5.2.6 The NCTE Headquarters also causes inspection of TEIs in different regions every year under section 13 of the NCTE Act, which are selected on a random basis. The Council maintains a panel of experts and appoints a team of two members out of the panel for the inspection of an identified institution. In case the team finds that the institution needs to improve its functioning in academic aspects and augment its facilities, it is advised to do the needful within a reasonable time frame. However, if malpractices and contravention of norms of serious nature are reported by the inspection teams, the matter is communicated to the concerned Regional Committee for initiating action under section 17 of the Act for withdrawal of recognition/permission.

Innovations in Teacher Education

5.2.7 In order to encourage innovations in teacher education and to provide opportunities to institutions to explore alternative models of teacher education, the Council entertains proposals for innovative programmes in teacher education. Such proposals are examined by the Council with the assistance of a committee of experts and if found appropriate, these are sent to the Regional Committees for further processing.

5.3 Performance of Regulatory Functions by the NCTE : A Critique

Absence of an Institutional Mechanism to Review Norms and Standards

5.3.1 One of the important functions of the NCTE Headquarters is to lay down Norms and Standards in respect of various teacher education programmes. These norms have been amended several times. The process usually followed is to constitute a Committee for the purpose, which submits its recommendations, based on which revision is made in the Norms and Standards. However, no institutional mechanism has been set up in the NCTE to obtain feedback and review the norms on a continuing basis.

Recognition of Courses Rather than Institutions

5.3.2 The NCTE specifies norms and standards separately for each course on teacher education and not for a teacher education institution. This has led to growth of stand-alone institutions for a specific course on teacher education. Managements accordingly run institutions separately for each course, either in separate buildings or in the same building, but as separate entities. This policy has led to isolation within the system of teacher education as different programmes are run like parallel streams and not as interlinked, inter-dependent and mutually reinforcing components of the same system. It is also because of this policy that the needs of future expansion of an institution are not taken into consideration at the time of granting recognition for the first course.

Lack of Guidelines for Innovative Programmes of Teacher Education

5.3.3 The National Curriculum Framework for Teacher Education (NCFTE), 2009 has recommended different models of teacher education including integrated teacher education courses of four years' duration. The NCERT has been running four year integrated programme leading to the B.A./B.Sc. B.Ed. degree in its four Regional Institutes of Education (RIEs). The University of Delhi has been offering B.El.Ed. programme in some of its constituent colleges for almost two decades. In view of the ban imposed in many States in respect of one year B.Ed., two-year D.El.Ed. and one year M.Ed. programmes, several entities have sensed an opportunity in the so-called 'innovative' programmes to expand their entrepreneurship in education. However, if a large number of institutions are coming forward to offer the same programme, then the programme obviously loses its innovative character and deserves to be brought to the mainstream of teacher education. The NCTE has so far not laid down Norms and Standards for such programmes to be followed by institutions other than RIEs and constituent Colleges of the University of Delhi.

Lack of Norms in Certain Subjects

5.3.4 Some subject-specific programmes are offered in different parts of the country or in specialized institutions, such as B.Ed. (English), B.Ed. (Sanskrit), Pandit or Oriental training Courses in languages like Hindi, Urdu, Tamil, Telugu, Sanskrit and Punjabi, Art

and Craft teacher training courses. preparation of teachers in languages, visual and performance arts, work experience, vocational education. However, for preparation of teachers in languages, work experience, vocational education, etc. the NCTE has neither prescribed qualifications for the appointment of teachers nor has laid down Norms and Standards.

Implementation of Section 13 of the NCTE Act

5.3.5 The Council has the mandate to periodically inspect the recognised TEIs under section 13 of the NCTE Act and provide necessary feedback enabling them to make up the deficiencies, if any, in order to improve their functioning. The Council should have organized inspections in such a way that every institution is inspected at least once every three to five years. However, due to absence of a clear policy on inspections under section 13, only a small number of institutions are covered every year. The Commission was informed that during 2010-11, only 168 (out of a total of approximately 13,000 institutions) could be inspected. The institutions to be inspected under section 13 are existing institutions, and, therefore, the focus of the inspection should be appraisal of the process rather than the inputs. The appraisal proforma developed in the year 1997 is still being used, though the Norms and Standards have been revised several times since then.

Revision of Inspection Proformas

5.3.6 In respect of the existing TEIs, the focus of inspections, apart from the assessment of facilities, should be on assessment of processes in transacting the teacher education programme, including (i) teachers' and students' attendance; (ii) organization of school internship programme; (iii) functioning and utilization of library and other facilities; (iv) curriculum transaction; (v) organization of co-curricular activities; (vi) learning material used by trainees and resources used by teacher educators; and (vii) evaluation of students' performance. Further, revision of inspection proformas needs to be undertaken immediately after the revision of Norms and Standards for various programmes so that there is no mismatch between the expectations of Norms and Standards and information obtained and evaluated through inspections. For instance, the Norms of 2009 do not prescribe availability of a separate language laboratory as it has been visualized that language teaching and learning shall be taken care by the ICT facilities available in the institution. In the Regulations of 2009, several new features relating to instructional facilities staff selection procedures and management of TEIs have been introduced. In view of the continued use of the old proformas, the VT members find it difficult to appraise an institution according to the specifications of the revised Norms and Standards. The primary and secondary focus of the inspections under different sections of the NCTE Act is summarized in Table 5.1

Table 5.1 : Focus of Inspections

Section	Nature of Institution	Purpose	Primary Focus	Secondary Focus
13	Existing recognized TEIs	To monitor the functioning of an institution and to provide feedback and guidance to it for further improvement	Assessment of the process of the organization of a teacher education programme	Assessment of available facilities vis-à-vis the requirement of the programme organization
14	New proposed Institutions	To assess the potential of the proposed institution to offer a TE Programme.	Assessment of the facilities arranged vis-a-vis requirement of the programme organization	-
15	Existing TEIs proposing to start a new programme or seeking enhancement in the intake of the existing programme	To asses the potential of the TEIs to offer the new programme or the existing programme with enhanced intake	Assessment of the additional facilities made available	Appraisal of the process of organization of the existing programme
17	Existing recognized TEIs	To assess an institution to find out if it has contravened the prescribed Norms and Standards	Assessment of the facilities as well as the process of the organization of the sanctioned TE programme	-

5.3.7 It has been observed that the proformas currently in use do not facilitate the task of the VTs to make an incisive assessment of the potential of a new institution to offer a teacher education programme or of its performance in respect of the existing programme. The vague and generalized reports submitted by the VTs not only make the work of the Regional Committees difficult but also bring in arbitrariness in decision making.

Timely Processing of Applications

5.3.8 Under the extant Regulations, all applications received during a year have to be processed in accordance with the laid down norms and decision for recognition/permission or refusal should take place by 31st July of the next year. Experience of past years shows that the Regional Offices find it difficult to adhere to the stipulated time schedule in respect of all the applications due to several reasons such as (i) delays in receiving the recommendations of the state governments, (ii) delays in getting response to deficiency letters, (iii) delays in causing inspections due to non-availability of VT members during a particular period; (iv) shortage of junior level staff in the Regional Offices.

No Objection Certificate from the State Government

5.3.9 In the initial years of its establishment, the NCTE made it mandatory for the institutions intending to offer a teacher education programme to obtain 'No Objection Certificate' (NOC) from the concerned State Government before submission of application to the NCTE. Subsequently, the NCTE in the light of representations received from several institutions regarding delays in the receipt of NOCs, modified its regulations in 2007 and started receiving applications without the State Government's 'NOC', and took upon itself the responsibility to obtain the required inputs from the concerned State Government. The modified regulations stipulated that the Regional Office shall forward the application of an institution to the State Government requesting it to send its recommendation within 60 days failing which it shall be presumed that the State Government has no objection to the NCTE's according recognition to the institutions. Experience shows that in several cases, the Regional Offices have to process the applications without the specific recommendations of the state governments even after issuing a reminder after the expiry of 60 days.

5.3.10 The purpose of an 'NOC' is to bring the State Government and the affiliating bodies on board and to make them equal partners in the system of teacher education. In the absence of such a provision, the State government may feel that they are being ignored or bypassed by the Central body. In fact, the State governments are in a better position to assess the requirements about teachers for schools.

5.3.11 In an overall scenario, there appears to be lack of coordination between the Regional Committee and the State Government on the one hand and the Regional Committee and the affiliating University on the other. The NCTE needs to develop an institutional mechanism for better co-ordination.

Expertise of VT Members

5.3.12 Each Regional Office maintains a panel of experts, from amongst teacher educators, for inspection of TEIs. It has been observed that many a time the members chosen for a VT are not competent to perform the task entrusted to them. For instance, a lecturer of an elementary teacher education institution may not be an appropriate person to inspect a secondary teacher education institution and a Professor of education in a University may not be an appropriate choice for a Physical Education Institution. There is a need to maintain separate panels for different teacher education programmes Moreover, the composition of an inspection team must be in tune with the purpose of inspection under different sections of the NCTE Act. For example, the availability of teacher education experts must be ensured for inspection of the existing recognized institutions under sections 13, 15 and 17, while for inspection under section 14, a mix of administrators and educationists may be more appropriate.

5.4 Strengthening the Regulatory Framework of the NCTE : {ToRs (a), (c), (d), (f), (g)}

Review of Regulations of the NCTE vis-à-vis RTE Act, 2009 : ToR (a)

5.4.1 Section 29(2) of the RTE Act, 2009 enumerates certain principles that should guide the development of the curriculum and evaluation procedure at the elementary level. These have been addressed broadly in the National Curriculum Framework for Teacher Education (NCFTE) brought out by the NCTE in 2009/2010. In addition, the NCTE has already notified the qualification for elementary school teachers in pursuance of the RTE Act, 2009. Nevertheless, teacher education programmes should enable teacher trainees to develop sound understanding of the principles laid down under section 29(2), including the system of continuous and comprehensive evaluation.

Enforcement of Regulations in respect of Norms and Standards for Teacher Education Programmes : ToR (c)

(a) *Review of Norms and Standards*

5.4.2 As discussed in the previous section, at present the process of development and revision of Norms and Standards is characterised by a lack of respect for objectivity. There is a need to constitute a Standing Committee for periodic revision of the Norms and Standards for various teacher education programmes. An Academic Cell should be created in the NCTE which would provide secretarial assistance to the Standing Committee. A full time consultant or an academic officer of the Council should be Convenor of the Committee. The Academic Cell should undertake the following responsibilities :

- (i) Collection, compilation and analysis of the feedback on the Norms and Standards from various stakeholders.
- (ii) Planning and execution of research/surveys concerning implementation of the existing norms.
- (iii) Making comparative analysis of the Norms prescribed by different affiliating bodies.
- (iv) Making comparative analysis of the Norms and Standards in practice in respect of different teacher education programmes in the select developing and developed countries.
- (v) Organization of consultation process with the TEIs and affiliating bodies.
- (vi) Identifying quality indicators and developing appropriate process-based Norms for the recognition and monitoring of teacher education programmes.

5.4.3 The Committee may comprise 10-12 members having expertise and special knowledge in different aspects of teacher education. The Chairman of the Committee should be an outstanding and experienced educationist in the field of school and teacher education.

5.4.4 The Commission recommends that the NCTE should create a Standing Committee for periodic revision of Norms and Standards.

(b) *Norms and Standards to Realize the Vision of Comprehensive College of Education*

5.4.5 In order to break the isolation within the system of teacher education, it is imperative to move towards different models of pre-service teacher education. The concept of a comprehensive college of education which was first recommended by the Education Commission 1964-66 is one such model. It would be desirable for an institution to offer a minimum of two teacher education programmes and engage faculty with background in all relevant areas such as psychology, sociology, philosophy, two languages, various science and social disciplines, visual and performing arts, physical education, etc. The norms relating to land and building and instructional facilities should be institution-centric, rather than separately for each course. The faculty engaged should for the institution as one entity, encouraging integration and cross learning across programmes. A longest duration integrated, inter-disciplinary programme located in a college of liberal Arts and Science is another model.

(c) *Encouraging Innovations and Innovative Programmes in Teacher Education*

5.4.6 As a body mandated to improve the quality of teacher education, the NCTE must encourage innovations for the development of alternative models, including pedagogical practices. For the purpose, the NCTE should lay down general Guidelines for the innovative programmes, including the parameters of innovation.

5.4.7 Under the existing Guidelines for innovative programmes, while a Committee constituted by the NCTE Headquarters approves the proposal, recognition is granted by the Regional Committee on the basis of the norms and standards of an equivalent course specified under the NCTE Regulations. This approach is inherently flawed since for an innovative programme, because of its very nature, pre-specified norms and standards of another course cannot be applied. Instead, the applicant institution should furnish the infrastructural and instructional facilities it proposes to provide for the programme and the qualifications and experience of faculty it proposes to deploy. The Innovative Committee should make a realistic assessment of the facilities and profile of teacher educators in relation to the programme being proposed to be offered, and give its recommendations to the Regional Committee.

5.4.8 The Commission recommends that the NCTE should develop comprehensive Guidelines for innovative teacher education programmes.

(d) *Enforcement of Section 13 of the NCTE Act*

5.4.9 Section 13 of the NCTE Act enables the NCTE to assess the quality of existing institutions, and guide institutions to improve their quality. Recent developments, including decisions of the Supreme Court in two cases, have important implications for the implementation of section 13. In the Civil Appeal No.104 of 2012 @ SLP(C) No.14020 of 2009 in the case of Adarsh Shiksha Mahavidyalaya & others vs Subhash

Rahangdale & others, the Apex Court in its judgement dated 6th January, 2012 has directed that the NCTE shall cause mandatory inspection of all institutions periodically. In the SLP (Civil) no. 3505 of 2012 in the case of NCTE vs Vaisnav Institute of Technology and Management, the Apex Court in its judgement dated 12 April, 2012 has held that inspections cannot be caused by the Regional Committee for invoking the provisions of section 17 of the Act (for withdrawal of recognition), and where the Regional Committee is satisfied that inspection is to be made, a request may be made to the Council for causing inspection under section 13, which is the only section empowering the NCTE to inspect an existing recognized institution.

5.4.10 Both the above judgments have far-reaching implications for the framework of inspection to be undertaken by the NCTE. In the light of the judgment dated 6th January, 2012, the NCTE will have to develop a framework and procedure for causing inspection of each of the recognized institution within a definite time frame, and every 3-5 years thereafter. This also presents an opportunity to the NCTE to re-visit its present format for inspection under section 13, the composition of the inspecting team, the manner in which the inspection report can be utilized, etc. For the first time, the NCTE would be able to obtain credible information and evidence on the functioning of each of the over 13,000 teacher education institutions, and enable it to appropriate action, including withdrawal of recognition in respect of institutions which are found to be of low quality. Implication of the judgment of 12th April, 2012 is that, apart from periodic inspections, the NCTE would also have to undertake inspections in respect of institutions where there is information (from affiliating bodies or other sources) regarding violation of the Norms and Standards laid down by the NCTE.

5.4.11 The Commission recommends that the NCTE should develop a new framework for undertaking inspection of the recognized institutions, with enhanced focus on process parameters, to ascertain the quality of the institutions, and take appropriate action to improve the overall quality of the teacher education system.

Transparency in the Appointment of Members of the Council and the Regional Committees : ToR (d)

5.4.12 Members of the Council are appointed in accordance with Section 3 of the NCTE Act, 1993. Nomination of certain categories of Members are made by the Central Government. Section 20 of the NCTE Act provides for the establishment of four Regional Committees and empowers the Council to establish more Regional Committees, if it considers necessary, with the approval of the central government. Regarding the membership of the Committee, the Act provides that besides a member to be nominated by the Council, there shall be a representative from each of the States/UTs in the region. Apart from the ex-officio members, there is also a provision for the appointment of persons having special knowledge and experience in matters relating to teacher education.

5.4.13 The NCTE Regulations of 2011 regarding membership of Regional Committees provide for appointment of six members to each Regional Committee who may be

former Vice-Chancellors, Pro-Vice Chancellors, Professors of Education in the Universities, Principals of PG Colleges, Senior Teacher Educators with 15 years of teaching experience, Educational Administrators, etc. It is suggested that out of six persons, four should be teacher education experts and two may be eminent educationists or educational administrators. The members may be nominated as under:-

- (i) *Teacher Education Experts (Four)* : Serving or retired Professors of Education in universities or in national Institutions, Principals of Teacher Education Institutions, Senior Teacher Educators with 20 years of experience, Heads of Research and Development Institutions in education like NCERT, SCERTs, etc.
- (ii) *Educational Administrators (Two)* : Serving or Retired administrators of or above the super-time scale / Higher Administration Grade in the Central or State Government or in institutions like the Kendriya Vidyalaya Sangathan (KVS) / Navodaya Vidyalaya Samiti (NVS) / National Institute of Open Schooling (NIOS) / Central Board of Secondary Education (CBSE) with at least five years' experience in the school education sector.

5.4.14 Regarding ex-officio members representing State Governments, there is a need to lay down certain guidelines. It has been observed that representatives of State Governments very often do not take the work of the Committee very seriously and junior officers are nominated who may not be in a position to take a decision on behalf of their Government. The State Governments should be requested to nominate a senior officer, who should be required to attend the meetings of the Regional Committee regularly, failing which the matter should be brought to the notice of the State Government.

5.4.15 The role of the members of the Regional Committees is primarily confined to their participation in the meetings and finalization of minutes thereafter. The cases of TEIs are presented before the Committee by the Regional Director of the NCTE, who heads the Regional Office and is of the rank of a Deputy Secretary. Since he has to function as a facilitator as well as implementer of the policy decisions of the Committee, it would be more appropriate if he participates in the meetings of the Committee on equal footing with other members, for which the position of the Regional Director should be upgraded.

5.4.16 The Commission recommends that the Central Government would develop guideline for the appointment of the members of the Council. The Members of the Regional Committee should be appointed by the Council.

Analysis of Inadequacy of Regulatory Provisions for withdrawal of Recognition of Sub-standard Teacher Education Institutions : ToR(f)

5.4.17 Section 17 of the Act empowers the Regional Committee to withdraw recognition/permission granted to an institution. The Regional Committee takes action under this section after receiving any information/complaint in respect of an institution from various sources - State Government, affiliating body, inspection caused by the Council under section 13, individuals, other organizations, etc., regarding violation by the institution of the Norms and Standards specified by the NCTE. The Regional Committee

undertakes inspection of the institution, and after affording due opportunity to the institution, takes a final decision, including of withdrawal of recognition/permission. During 2010 and 2011, the total number of teacher education courses/institutions of which recognition was withdrawn by the Regional Committees of the NCTE was 404 and 317, respectively.

5.4.18 As mentioned earlier, in the SLP (Civil) no. 3505 of 2012, the Apex Court held that the Regional Committees do not have powers under section 17 to cause inspection of an institution, since specific power to cause inspection has been provided to the Council under section 13 of the NCTE Act. Where the Regional Committee intends, on the basis of information/evidence in its possession, to cause inspection, a request could be made to the Council for causing inspection under section 13. The Court also held that it is not obligatory to cause inspection prior to taking action under section 17. Such action can be taken on the basis of information available with the Regional Committee against the institution, after according due opportunity. Because of this decision, the Regional Committees are unable to cause inspection at their level for invoking the provisions of section 17.

5.4.19 The Commission discussed the aforementioned decision of the Supreme Court, and its implications on the powers of the Regional Committees under section 17. It was felt that the purpose of causing inspection of an institution prior to withdrawal of recognition was to ascertain the correct facts about the quality of the institution vis-à-vis the information/complaint received by the Regional Committee. It was also an opportunity for the institution to demonstrate its adherence to the Norms and Standards. Further, recognition can be withdrawn under section 17 only after the Regional Committee is satisfied that the institution has contravened the conditions of recognition/permission. Inspection provides the most credible basis for arriving at such a satisfaction; on the other hand, 'satisfaction' drawn on the basis of third party information, without being cross-verified on the ground, may not stand the test of law. It may also be mentioned that since the Regional Committee conducts inspection prior to grant of recognition/permission, it would be within its powers to cause an inspection before withdrawing recognition/permission. In order to remove this difficulty, the provision would require amendment unless the Supreme Court chooses to reconsider its decision.

5.4.20 Notwithstanding the above, the NCTE will need to prepare a Regulation laying down the procedure for implementing section 17. Such procedure should have the following elements :

- (a) The source(s) of information on the basis of which section 17 could be invoked;
- (b) The action to be taken on receipt of information. This may include ; (i) sending a notice to the institution along with the complaint/information, requesting the institution to give its say in the matter; (ii) examining the reply of the institution and deciding further course of action;
- (c) Exercising one of the following options after receiving reply from the institution :

- closing the matter if the Regional Committee is satisfied that the information is incorrect;
 - withdrawing recognition if it is satisfied that the institution has contravened the law and conditions laid down for recognition/permission, after affording due opportunity;
 - direct the institution to remove certain deficiencies, and improve quality within a definite time frame; or
 - cause inspection (after requesting the Council), and take consequential action thereafter;
- (d) Review of the existing format of inspection, including composition of the VT, to ensure that the inspection should not only be of infrastructural and instructional facilities, but also key quality aspects of the processes followed for transacting the curriculum, learning and teaching materials used, etc.

5.4.21 The Commission recommends that the NCTE should formulate appropriate Regulation for implementing section 17, taking into consideration the aforementioned guidelines.

***Methodology to Assess the Quality of Teacher Education Institutions: ToR(g)
Assessment and Accreditation***

5.4.22 The NCTE needs to evolve a system of assessment and accreditation of teacher education institutions, results of which should be placed in public domain for transparency, informed decision making by students and others concerned, push institutions to improve quality, and provide the NCTE credible information regarding the performance of an institution. At present, certain categories of institutions are required to obtain accreditation from the National Assessment and Accreditation Council (NAAC) of the University Grants Commission (UGC). Under the present Regulations, a large percentage of institutions are not required to obtain such accreditation. These include all institution imparting non-degree courses, and institutions offering B.Ed who do not intend to enhance their intake.

5.4.23 Recognizing the importance of periodic accreditation as a tool of quality assurance, the NCTE must make it mandatory for all TEIs to obtain accreditation from an approved agency and get it renewed every five years. The NCTE should set up an autonomous Teacher Education Assessment and Accreditation centre (TEAAC) which would perform the following functions :

- (i) Setting of quality standards which institutions are required to adhere;
- (ii) Develop and enforce a system of self-appraisal by institutions which should be placed in public domain, both by the Institution, and by the NCTE;
- (iii) Develop a framework for mandatory accreditation of all teacher education institutions;
- (iv) Cause accreditation of the institutions by existing organizations specializing in this field (NAAC, NBA, etc) and by setting up a body to accredit teacher education institutions;

- (v) Place accreditation reports in public domain for transparency, informed decision-making, etc.

5.4.24 The Commission recommends that the NCTE should constitute a committee to prepare a comprehensive framework of accreditation on the lines suggested above.

5.5 Further Concerns

Synergy and Coordination with State Governments, UGC, Universities and Other Affiliating Bodies

5.5.1 One of the main criticisms of the NCTE is its isolation from organizations and entities which have almost equal stake in the teacher education system. The State Governments which employ over 80% of the teachers prepared in the institutions have an important stake in the system. Similarly, the affiliating bodies which affiliate the institution, approve appointment of teacher educators, determine curriculum and syllabus, admit students, conduct examination, and confer degree/diploma, the UGC – which sets quality standards for institutions of higher education, are important stakeholders of the system. However, the NCTE has not set up procedures and systems to consult them in decision-making, which at times have led to organizations and entities working at cross-purposes, resulting in internal contradictions within the teacher education system

5.5.2 The Commission recommends that the NCTE should set up an institutional platform for close coordination with all concerned, and take decisions on standards, procedures and quality parameters thereafter.

Coordination between the Central and Regional Offices

5.5.3 The major function of the Regional committees is to implement sections 14, 15 and 17 of the NCTE Act, and the Rules and Regulations made thereunder. All the four Regional Committees comprise of experienced educationists and administrators. There is always a possibility that Committees may interpret the Rules and Regulations in different ways. There are instances where Committees have taken conflicting stands on the same issue. This unnecessarily drags NCTE into litigation as TEIs affected adversely by the decision of a Regional Committee go to the court quoting favourable decisions of another Committee. There is therefore a need for establishment of an institutional mechanism for coordination between the NCTE Headquarters and its Regional Offices. A Coordination Committee comprising Chairperson, Vice Chairperson and Member Secretary of the Council, senior officers at the NCTE Headquarters and Chairpersons and Regional Directors of the Regional Committees should be constituted which should meet periodically to harmonise functioning and arrive at a common understanding of contentious issues. The NCTE Headquarters must ensure regular dissemination of information amongst its constituents, which would then make it possible for the NCTE to identify areas of discordance and issue appropriate 'directives' not only for ensuring coordination but also for avoiding unnecessary litigation.

5.5.4 The Regional Committees should function as ‘ears and eyes’ of the Council, and should strive to continuously watch the functioning of teacher education institutions. There are positions of Research Officers in the Council and some of them are posted in Regional Offices. They should be required to undertake surveys and research in teacher education. The Regional Offices, under the guidance and supervision of the Chairperson and the members of the Committee should organize periodic consultations with the stakeholders of the sector, especially educationists and teacher educators in the region such as State education departments, affiliating bodies, associations of teacher educators and TEIs. These consultations should be on themes like suitability of the prescribed Norms and Standards, curriculum of various teacher education programmes and its transaction, different models of internship, manpower requirement in different subjects at different levels, employment opportunities for trained teachers, supply and demand ratio in respect of trained teachers, teacher assessment, etc. The feedback obtained through such consultations should be consolidated and analyzed and forwarded to the Central office as field-based input for policy making.

Appellate Authority

5.5.5 Institutions aggrieved by the decisions of the Regional Committees under sections 14, 15 and 17, get an opportunity to prefer an appeal to the Council under section 18 of the NCTE Act. The Council disposes of the appeals with the assistance of the “Appeal Committee”, appointed by it from time to time. The NCTE Act does not provide for the appointment of an Appeal Committee and, therefore, its powers and responsibilities have not been spelt out in the Rules or Regulations made under section 18. The Committee meets every month for 2-4 days to dispose of approximately 20 appeals every day. It is physically not possible for the committee to examine twenty voluminous case files in a day and, therefore, it has to depend on the briefs prepared by the office. The Appeal Committee needs to be serviced by persons with legal background and acumen. There is need to incorporate the provision for the appointment of Appeal Committee in the NCTE Act and to spell out its powers and responsibilities in the corresponding Rules and Regulations. The Chairman of the Committee should have the powers to monitor and supervise the work of the Appeal section.

Inspection Policy

5.5.6 The NCTE and its Regional Committees have to conduct inspection of TEIs under sections 13, 14 and 15 of the NCTE Act, and, if necessary, under section 17 also. As discussed earlier, the purpose of conducting inspections under different sections is not the same; accordingly, composition of the inspection team and the inspection proforma should be designed to meet the requirements of the inspection under the concerned section. It has been observed that many a time that the NCTE Headquarters and the Regional Offices cause inspections in an *ad hoc* manner without looking into the suitability of the VT members. In many cases, the ‘availability’ of empanelled members becomes the sole criterion for the constitution of a ‘Visiting Team’. This has led to low quality of inspection Reports, leading to incorrect decisions.

5.5.7 The Commission recommends that the NCTE should develop and notify inspection policy by way of Regulations for the guidance of the Regional Committees. The policy should include eligibility conditions for empanelment as inspection team members, composition of an ‘inspection team’, time required for conducting inspection, format for obtaining the required information from the concerned institution and submission of the report.

Establishment of a Vigilance Mechanism

5.5.8 A regulatory body like the NCTE dealing with recognition of institutions has to depend for decision making on members of the Regional Committees, on the members of inspection teams for conducting inspection of TEIs and submission of inspection reports and on its own employees for processing of applications. There have been several instances where false and fabricated documents have been presented and incorrect information has been provided by institutions leading to recognition of low-quality institutions.

5.5.9 The Commission recommends that a Vigilance cell should be established in the NCTE to investigate complaints of malpractices or favouritism against inspection team members or employees of the Council or, even, members of the Regional Committees in all matters relating to teacher education institutions, Regional Offices and the NCTE Headquarters.

Litigation Against the NCTE

5.5.10 The system of dealing with court cases in the Council at present has certain weaknesses such as lack of coordination between the Headquarters and Regional Offices on the one hand and among Regional Offices on the other, and the failure to contest orders of the Court effectively because of the Council’s inability to provide quality briefs to the Standing Counsels in time. There is a need of a nodal unit which will ensure coordination of the conduct of cases of the NCTE throughout the country.

5.5.11 The Council needs to evolve a system for effectively dealing with court cases. It is recommended that the Council should set up a Legal Cell in the headquarters headed by a person with a legal background and well versed with the NCTE Act, Rules and Regulations. Similarly, each of the Regional Committees should also have a Legal Cell. The Cell would be responsible for providing facts and comments on the court cases, periodic follow-up with the Standing Counsels, holding meetings of the Counsel to apprise them of recent developments/changes in the NCTE Rules / Regulations, important decisions of the Supreme Court/High Court. The Legal Cell at the Headquarters should develop a compendium of important decisions of the Supreme Court / High Court which should be periodically updated and shared with all the Standing Counsels and also placed on the NCTE website for wider dissemination. The NCTE should also evolve a procedure for appointment of Standing Counsels, remuneration, and systems in place to review their performance before renewal of their contracts.

5.6 Proposed Amendments in the NCTE Act

5.6.1 In order to strengthen the Regulatory functions of the NCTE, the statutes governing its functioning should be such as to ensure transparency and objectivity with little scope for discretion and arbitrariness in decision making. In the preceding sections of this Chapter, recommendations of this Commission on several issues would require appropriate amendments in the NCTE Act.

5.6.2 Section 4 of the NCTE Act provides term of office and conditions of service of the Members of the Council. Sub-sections (1) and (2) provide that the Chairperson and the Vice-Chairperson shall hold office on full time basis and their term shall be four years or till they complete the age of 60 years, whichever is earlier. The Council is, therefore, deprived of the services of senior academics who are otherwise eligible to hold positions of responsibility in the university system and have the capabilities to lead a national educational organization like the NCTE. The Commission recommends that the tenure of the office of the Chairperson and the Vice-Chairperson should be raised from four years to five years and the upper age limit should be raised from 60 years to 65 years.

5.6.3 Section 13 states that for the purposes of ascertaining whether the recognized institutions are functioning in accordance with the provisions of the NCTE Act, the Council may cause inspection of any such institution, to be made by such persons as it may direct, and in such manner as may be prescribed, and the Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to the institution the action to be taken as a result of such inspection. It must be noted that the specific purpose of this section 13 is to enable an institution to make up deficiencies, if any. However the provision does not specify the course of action to be initiated by the Council in case its recommendations are not implemented by the institution within the stipulated period. The Commission recommends that the scope of section 13 should be widened to (a) enable it to refer inspection reports for action under section 17 by the Regional Committee; and (b) include assessment and accreditation of recognised teacher education institutions.

5.6.4 Section 17 of the NCTE Act should be amended to empower the Council to lay down the procedure for implementing that section by way of Regulations, in accordance with the principles enumerated in paragraph 5.4.17. Section 18 of the NCTE Act should be amended to empower the Council to constitute an Appeal Committee, and to lay down Regulations for specifying the composition, role and function of the Appeal Committee.

5.6.5 Appropriate amendments be made in the NCTE Act to provide for the following :

- (i) Empower the Council to issue directions to the Regional Committees on matters of policy and for effective implementation of the Act, which shall be binding on the Regional Committees;

- (ii) Empower the Regional Committee to review its order to rectify a mistake apparent from record; and
- (iii) Enable the Council to revise an order passed by the Regional Committee under sections 14 and 15 of the Act, either on its own motion or on the basis of information made available, where the Council is satisfied, for reasons to be recorded in writing that the Regional Committee has granted recognition/permission in contravention of the provisions of the Act, or the Rules and Regulations made there under, and pass appropriate orders, after affording reasonable opportunity to the Institution.

5.7 *Organisational Restructuring*

5.7.1 The performance of regulatory functions involving development of Norms and Standards and periodical review thereof, enforcement of norms, inspections of TEIs, assessment and accreditation of TEIs, strengthening of Legal and Vigilance functions, etc. necessitate putting in place appropriate support structures. The Commission recommends the following structural arrangement for strengthening the organization.

(a) NCTE Headquarters

<i>Cell</i>	<i>Assigned Functions</i>
Academic Cell	<ul style="list-style-type: none"> • Coordinate renewal of Norms and Standards for various teacher education programmes and provide professional assistance to the Standing Committee on Norms and Standards • Coordinate consultations, seminars, conferences, etc. leading to evolution of alternative models and policies of teacher education • Evolve code of professional ethics and performance standards for teachers and evolve guidelines for teacher appraisal • Evolve, review inspection policy and periodically review inspection proforma • Undertake surveys and conduct research on matters relating to teachers and teacher education to assist various committees to arrive at research-based decisions. • Review curriculum of various teacher education courses
Assessment and Accreditation Cell	<ul style="list-style-type: none"> • Develop tools for inspection of TEIs • Organize of orientation programmes for the members of the Inspecting Teams

	<ul style="list-style-type: none"> Organize Inspecting Teams for the conduct of inspections Function as the secretariat for accreditation and assessment framework
Inspection and Regulation Cell	<ul style="list-style-type: none"> Organise inspection of the TEIs under section 13 of the NCTE Act.
Legal cell	<ul style="list-style-type: none"> Evolve strategies to defend the Council in the Supreme Court and High Courts in different States Prepare detailed briefs of the court cases for the perusal of the Legal Counsels Coordinate with the Regional Offices regarding court cases Function as secretariat of the Appeal Committee and prepare comprehensive case histories for the consideration of the Appeal Committee.
Vigilance Cell	<ul style="list-style-type: none"> Investigate Complaints of malpractices against the employees of the Council and inspection team members and defend the Council in service matters of the employees.
General Administration and Accounts Cell	<ul style="list-style-type: none"> Handle service matters of the employees and Consultants of the Council Function as Secretariat of the various bodies of the Council like general Body, Executive Committee, etc. Prepare annual report of the Council and place it before the Council. Handle Publication work of the Council. Supervise the functioning of the Computer Section. Maintain Accounts of the revenue and expenditure of the Council.
Coordination Cell	<ul style="list-style-type: none"> Coordination with State Governments, UGC, Universities and other affiliating bodies Coordination with the Regional Committees.

(b) Regional Offices

Cell	Assigned Functions
Recognition Cell	<ul style="list-style-type: none"> • Maintain record of the applications received under sections 14 and section 15 of the NCTE Act. • Processing of applications in accordance with the laid down procedure • Maintain a panel of experts, and update the same from time to time. • Arrange inspection of eligible institutions, and place the inspection reports before the Regional Committee for their consideration. • Initiate and finalize appropriate action under section 17 of the Act. •
Academic and Monitoring Cell	<ul style="list-style-type: none"> • Organize consultations with State education departments, affiliating bodies and TEIs,. • Conduct surveys and research on matters relating to teacher education. • Provide academic support to the SCERTs, DIETs and other TEIs in the region. • Monitor the functioning of TEIs • Coordinate with the affiliating bodies in matters relating to observance of academic calendar, timely completion of admission process, supervision of students' attendance and organization of various processes of the curriculum transaction.
General Administration and Accounts Cell	<ul style="list-style-type: none"> • Handle service matters of the employees of the NCTE at all levels. • Function as secretariat of the Regional Committee. • Handle appeals filed in the High Courts against the orders of the Regional Committee. • Maintain accounts of the Regional Office, including payment of TA/DA to the inspection team members.

5.7.2 The Commission recommends that the NCTE should appoint a Task Force to finalize the restructuring Plan in respect of the NCTE Headquarters and the Regional Offices and to work out the human resource requirement of each unit.

Chapter 6

Review of Recognition of 291 Teacher Education Institutions of Maharashtra Offering Diploma in Education (D.Ed.)

6.1 Background

6.1.1 The Hon'ble High Court of Maharashtra (Nagpur Bench) in its order dated 7th January, 2009 in Writ Petition (WP) No. 2701/2008 quashed the permission granted to 291 institutions by the WRC of the NCTE during 2008, for conducting the D.Ed. course, on the ground that the recognition so granted was in breach of the directions issued by the Central Government to the NCTE. The order of the Hon'ble High Court was challenged before the Hon'ble Supreme Court of India by the institutions affected by it. The Hon'ble Supreme Court of India vide interim order dated 13th May, 2011 constituted a High-Powered Commission under the Chairmanship of Justice J.S. Verma, former Chief Justice of India, to "review whether the 291 institutions of Maharashtra qualify to be recognized as teacher training institutions". The word "qualify" in the ToR suggests that the eligibility of the institution for recognition at present needs to be ascertained. This chapter describes in detail the procedure undertaken by the Commission to accomplish the stupendous task of reviewing the status of the 291 D.Ed. institutions in question.

6.2 Non-allocation of Students to the 291 D.Ed. Institutions

6.2.1 The 291 D.Ed Institutions in question were approved by the WRC during the year 2008. The Hon'ble High Court struck down the recognition granted by the WRC. The said order of the Hon'ble High Court was 'stay'ed by the Hon'ble Supreme Court on 13th May, 2011, that is, during the academic session 2010-11. The students admitted to the first year of the course in 2010-11 moved to the second year during 2011-12 and since have completed the course. But, the State Government of Maharashtra which allocates students for admission under a centralized system, stopped to allocate students to these 291 institutions for admission to the first year of the course in the academic session 2011-12. The Commission was informed that this was done on the advice of the Law Department of the Government of Maharashtra. It is considered appropriate to invite the attention of the Hon'ble Supreme Court to this fact to enable it to decide whether or not this decision of the State Government amounted to contravention of its 'stay' order dated 13th May, 2011, and its implications.

6.3 Methodology of Review

The exercise relating to review of institutions involved the following :

Taking the Government of Maharashtra on Board

6.3.1 In view of the fact that the 291 D.Ed. institutions are located in the State of Maharashtra, the Commission decided to cause their inspection by officials from States other than Maharashtra to avoid any conflict of interest. A meeting was held in this

connection with Shri Rajendra Jawaharlal Darda, the Hon'ble Minister of Education and Shri Sanjay Kumar, Principal Secretary (School Education), and other officials of the Government of Maharashtra, in Mumbai on 3rd January, 2012 to discuss the modalities of conducting inspection of these institutions. It was decided in the meeting to carry out the task in collaboration with the Government of Maharashtra, for which the following decisions were taken :

- (i) The Maharashtra State Council of Educational Research and Training (MSCERT) would map the locations of the 291 institutions and group them *Taluka-wise* for the purpose of allocating them to the Special Inspection Teams.
- (ii) An Inspection Team consisting of two members would inspect about six institutions. In other words, there would be 50 Inspection Teams. For purposes of co-ordination and professional support, a Supervisor and an experienced Resource Person would be attached with a group of three teams. There would thus be 100 team members, 17 Supervisors and 17 Resource Persons.
- (iii) An Inspection Team would have the benefit of the services of a senior official of the revenue department of the rank of *Naib Tahsildar* who would function as the Liaison Officer between the team and the institution.
- (iv) At the institutional level, the local *Talati (Patwari)* would join the *Naib Tahsildar* (i.e., Liaison Officer) to assist the Inspection Team in checking the title documents pertaining to land, etc.
- (v) Each Inspection Team would inspect six institutions at the rate of one institution per day. Providing for travel-time and other exigencies, it was thought realistic to allow each team with 10-12 days to complete inspection of the institutions assigned to them, if the situation so required.
- (vi) All the 50 Liaison Officers would attend an orientation programme at Pune on the various facets of the inspection process. They would be assigned to the Inspection Teams with reference to the *Talukas* under their charge.
- (vii) All arrangements for board and lodging, local transportation, etc. for the inspection teams would be made by the Government of Maharashtra and locally supervised by the Liaison Officer.
- (viii) All expenses on this exercise would be borne by the Commission as per NCTE norms.

Composition of Inspection Teams

6.3.2 The members of the Special Inspection Teams were drawn from the faculty of the DIETs in the adjoining States namely, Chhattisgarh, Gujarat, Karnataka and Madhya Pradesh. These institutions were chosen for the task as they are professionally involved in the conduct of the programme leading to two-year Diploma in Education (D.Ed.). The Commission viewed this to be a more practical method of identification of human resource

of 100-110 specialists as their background would be helpful in inspecting institutions offering similar level of programmes. Another consideration in favour of this arrangement was that the personnel so drawn would not owe any allegiance to the WRC that granted recognition to the 291 institutions. It was decided to associate Resource Persons (identified by the WRC) and Supervisors (identified by the SCERT) to provide guidance / clarification on matters that may arise during inspection of the institution and to avoid any breakdown of the process of inspection. The entire inspection was carried out from April 24 to 30, 2012.

Guidelines for Special Inspection of 291 D.Ed. Institutions

6.3.3 Prior to the organization of the orientation programmes for various categories of personnel to be associated with the task of the inspection of 291 D.Ed. institutions, the Commission undertook the preparation of a Handbook of Guidelines for different functionaries to be associated with the task. The Guidelines developed for the Inspection Team Members, Liaison Officers, Resource Persons and Supervisors are given in **Annexure 7**.

Orientation of Inspection Teams, Resource Persons and Supervisors

6.3.4 The members of Inspection Teams were identified by the SCERTs of the States of Chattisgarh, Gujarat, Karnataka and Madhya Pradesh, the States adjoining Maharashtra. A one-day orientation programme was conducted in the respective States under the aegis of the concerned SCERT, at Ahmedabad, Gandhinagar, Gujarat (April 10, 2012) Raipur, Chhattisgarh (April 18, 2012) Bhopal, Madhya Pradesh (April 16, 2012) and Bengaluru, Karnataka (April 19, 2012). The proforma for undertaking inspection (**Annexure 8**) was based on the one adopted by the NCTE for carrying out inspection of institutions recognized by it under section 13 of the NCTE Act.

Orientation of Liaison Officers

6.3.5 The orientation programme for the *Naib Tahsildars* who were designated as Liaison Officers for the Special Inspection Teams was very vital as they alongwith the *Talatis (Patwaris)* were the right persons to verify the land records of the concerned D.Ed institutions besides being conversant with the local language Marathi, that is, the language in which the land records are maintained in Maharashtra. This arrangement was specially made as the Special Inspection Team members are not supposed to have the required expertise for verification of land records. It may be mentioned that land records are important documents in the context of the current NCTE Regulations for grant of initial recognition to teacher education institutions.

Analysis of the Inspection Reports

6.3.6 A team of the following persons was constituted to undertake a preliminary analysis of the reports of the Inspection Teams at the NCTE Headquarters as a prelude to the preparation of the final institution-wise reports.

1. Prof. C.B. Sharma, Professor, School of Education, IGNOU, New Delhi
2. Dr. M.C. Jacob, Retd. Reader, Vallabh Vidya Nagar, Gujarat
3. Prof. Vijay Murthy, A.N, Retd Principal, MES Teacher's College and Academic Consultant, Bengaluru, Karnataka
4. Shri Prakash, P.K., Sr. Lecturer, Bengaluru, Karnataka
- 5.. Dr. S.S. Saxena, Principal, DIET, Vidisha, Madhya Pradesh
- 6.. Prof. Ghulam Dastgir (Retd.), Jamia Millia Islamia, New Delhi

6.3.7 The team prepared Abstracts of the reports of the Special Inspection Teams in the proforma given in **Annexure 9**. A further analyses of these Abstracts alongwith the reports of the Special inspection teams led to the preparation of the institution-wise reports which are available in Volume 2 of the Report of the Commission.

6.4 Preparation of Institution-wise Reports

6.4.1 Considering the enormity of the task which required careful analysis of the reports of the Special Inspections Teams, abstracts prepared by the Resource Persons and verification of various facts and contentions, the following group was constituted to prepare institution-wise reports based on the guidelines approved by the Commission. (see section 6.5).

- (i) Prof. A.K. Sharma
- (ii) Prof. G.L. Arora
- (iii) Shri M. Lakshminarayan
- (iv) Shri Virender Kumar

6.4.2 The institution-wise Reports were finally vetted by Shri S. Sathyam.

6.5 Guidelines for Preparation of Institution-wise Reports

6.5.1 After detailed deliberations, the Commission formulated the following guidelines for the preparation of institution-wise reports :

- (i) All institutions should be appraised uniformly with reference to the four essential components of the prescribed norms and standards for the recognition of TEIs, namely (a) Land and Building, that is, the available land area, built-up area,

open space, etc., (b) available instructional facilities such as science laboratory, psychology laboratory, educational technology laboratory, library and reading room, multipurpose hall, playground, etc, (c) availability of the required qualified and approved teaching and non-teaching staff, and mode of payment of salary to them, and (d) maintenance of the Endowment and Reserve Funds, in the manner prescribed.

- (ii) The Report of an institution should clearly bring out whether the institution fulfils the prescribed norms and standards, and, if not, the deficiencies detected in the above-mentioned areas should be highlighted.
- (iii) The Report should also highlight if the institution has tried to conceal facts or it obtained recognition through fraudulent means by furnishing wrong documents, or it has made an attempt to circumvent the prescribed norms to derive certain benefits.
- (iv) Institutions not having any 'deficiency' should be recommended for continuation of recognition. Institutions having one or more 'deficiencies' should be recommended for withdrawal of recognition.
- (v) Even one 'deficiency' would warrant recommendation of withdrawal of recognition because of the statutory character of the prescriptions as also because of the Hon'ble Supreme Court's own direction about rigid application of the norms and standards.
- (vi) The institutions have had 4-5 years to remove the deficiencies and, more importantly, they have been fully aware of the precise purpose of this special inspection exercise assigned by the Hon'ble Supreme Court. No further opportunity to remove the continuing deficiencies in the four areas, elaborated in (i) may, therefore, be provided. However, the institutions which have not converted the FDRs into joint account with WRC may be given one month to do so provided they meet the prescribed requirements in the remaining three areas.
- (vii) The institutions had no first year class since the State Government had not allocated new students; so there was only the second year class. Therefore, the instructional programme assessed during inspection in respect of the second year class should be taken into consideration.
- (viii) Some of the listed 291 D.Ed. institutions refused to get inspected and requested for permission to close down. Their cases have been recommended for closure. Otherwise, their cases could be considered for withdrawal of recognition and imposition of a penalty for disregarding the Hon'ble Supreme Court's orders and reimbursing the cost of the inspection.
- (ix) Wherever closure of an institution is recommended and the institution makes a formal request to the WRC, it shall ensure protection of interests of the teaching and non-teaching staff before returning the Fixed Deposit Receipts (FDRs).
- (x) Copies of all orders passed by the WRC, consequent upon the Hon'ble Supreme Court's decisions, shall be endorsed to the State Government.

- (xi) At the time of recognition of these institutions, the Regulations of 2007 were in force, which were replaced by the NCTE Regulations of 2009. The institutions recommended for continuation of recognition shall have to implement the new Regulation with effect from the academic session 2012-13.

6.6 Recommendations on 291 D.Ed Institutions

6.6.1 Accepting the conclusions indicated in the institution-wise reports, the following picture emerges :

Total No. of D.Ed institutions inspected	301*
No.of institutions which qualify for recognition for conducting the D.Ed programme	44**
No. of institutions which do not qualify for recognition for conducting the D.Ed. programme	249
No. of institutions which have decided to apply for closure of the D.Ed programme	7

(A) The following institutions *qualify* for recognition as teacher education institution for conducting the D.Ed. programme.

- 1.A-1. Anjuman Junior College of Education, Nandura Road, Plot no. 4/2, 5&6, survey no. 101, Khamgaon, Distt. Buldhana, Maharashtra
Code no. APW06425/1221905
- 2.A-2. Samarth Dyanpeeth Adhyapak Vidyalaya Someshwar Nagar, Wagulwadi Tal. Baramati Distt. Pune
Code No. APW04535/1221066
- 3.A-3. Sri Narayan Guru Adhyapak Vidyalaya Sree Narayan Nagar, P.L. Lokhande Marg, Chambur – Mumbai – 89.
Code No. APW06690/122018
- 4.A-4 OM D.T.Ed College, OM Shivkrupa Shikshan Prasarak Mandal, Gut No. 22, Khasra No. 22/1, Gaikwad Jalgaon, Distt. Ahmednagar (Maharashtra)
Code No. APW03848/122789
- 5.A-5. Kai Anjanibai Ramachandra Suryawanshi D.Ed College, Swami Vivekanad Sanstha, Tal. Malegaon, Distt Nasik, Maharashtra
Code No. APW05798/1221638

*The inspection were to be carried out in respect of all the institutions of Maharashtra which were granted recognition for D.Ed. course as decided in the 104th-109th meetings of the WRC held in 2008. The total number of such institutions was 304, out of which 3 institutions refused to be inspected.

** Institutions at SI.No.a-35 though indicated separately pertain to the same institution and this explains the total number of D.Ed. institutions as 300.

- 6.A-6 Pramod Ravindra Dhuri Adhyapak Vidyala Survey No. 74(old 376) Hissa No. 34 of Village Salgaon, Tal Kudal, Distt. Sindhudurg, Maharashtra. Code no. APW04707/1221111
- 7.A-7. Adarniya Jaywantraoji Bhosale Adhyapak Vidyalaya, Krishna Foundation, A/P Wathar, Tal. Karad, Distt. Satara, Maharashtra.
Code No. APW05114/1221337
- 8.A-8. Savitri Bai Vishwanath Kore D. Ed College, Warananagar, Tal. Panhala, Distt. Kolhapur, Maharashtra.
Code No. APW04747/1221123
- 9.A-9 Shri Shamrao Patil Adhyapak Vidyalaya, Plot no. 548 and 524, Talsande, Distt. Kolhapur, Maharashtra.
Code no. APW04858/1221194
- 10.A-10 Dnyansagar Adhyapak Vidyalaya, Dnyansagar Bahuuddeshiya Samajseva Sanstha, Plot No. 9/12, Devlali, Distt. Soapur, Maharashtra.
Code No. APW06418/1221898
- 11.A-11. Sadguru D.Ed College, C/o Sadguru Ashram Shala, Khasra No. 162/1, B-1B, Post Islampur, Distt. Sangli, Maharashtra.
Code no. APW04792/1221148
- 12.A-12. Adarsh D.Ed College, Old Vasumbe Raod, Adarsh Nagar, VITA, Gat no. 483/6, Tal- Khaupur, Distt. Sangli, Maharashtra.
Code no. APW 05188/1221371
- 13.A-13. Gousishankar College of Education, Plot no. 2, Khasra no. 989/1, Limb, Distt. Satara, Maharashtra.
Code No. APW06393/1221881
- 14.A-14 Sri Sadguru Balumama Shikshan Mandal D.Ed College, 159 Mudhel Village, TQ Bhudargad, Distt. Kolhapur, Maharashtra
Code no. APW04786/1221144
- 15.A-15. Shri Pandurang Kripa Bahuuddeshiya Shikshan Prasarak Sanstha, Lt. Manikrao Baburao Jagdale Adhyapak Vidyalaya, Limpangaon, Tal. Shrigonda, Grampanchayat, Plot No. 337, Ahmednagar, Maharashtra
Code No. APW05321/1221432
- 16.A-16 Parvati TAD Junior College of Education Parvati Bahuudehsiya Sanstha, Vijapur Road, Mangalwedha, Solapur, Maharashtra.
Code no. APW 03762/122739
- 17.A-17. Shri Kanifnath Shikshan Sanstha Adhyapak Vidyalaya D.Ed College, Gut No. 145, Tirgaon, Tq. Pathardi, Distt. Adwedngar, Maharashtra
Code no. APW06254/1221834

- 18.A-18. Yash Bahuuddeshiya Shikshan Sanstha D.Ed College, Plot no. 8 to 17, Khasra No. Survey No. 152/2/, 151, AT- Post & Tal. Arjuni (Morgaon), Distt. Gondia, Maharashtra.
Code No. APW 04938/122653
- 19.A-19. Junior College of Education D.Ed, Shri Bhairavnath Nisarg Mandal, AT. Pingli, Tq. & Distt. Parbhavi, Maharashtra.
Code No. APW 03152/122507
- 20.A-20. Chopda Education Society, College of Education, Old Shirpur Road, Chopda, Distt. Jalgaon, Maharashtra.
Code no. APW04636/1221101
- 21.A-21. Swatantrya Senani Dhondiramji Sonwane Adhyapak Vidyalaya Shri Shiv Chhatrapati Charitable Trust, SR No. 22,7/12, SR. No. 67/B, Killari Tq. Aura, Distt. Latur, Maharashtra-413516.
Code No. APW06243/1221828
- 22.A-22. S.P.D.Ed College, Maratha Shikshan Sansthan, Gajanan Township, Kathora Road Amravati, C/o Pawan Builders, Irving Chowk, Camp Road, Amravati, Maharashtra.
Code No. APW05411/1221488
- 23.A-23. Swami Vivekanand Adhyapak Vidyalaya, Smt. Anjalibai Lande Shikshan Prasarak Mandal, Yavetmal Road, New Town, Khasra No. 209/2/A, Badnera, Tq Amravati-444701, Maharashtra.
Code No. APW05095/1221319
- 24.A-24. Shivaji Shikshan Prasarak Mandal, Adhyapak Vidyalaya Plot no. Gut No. 185/B/1, Tarwade (Peth) Tal. Chalisgaon, Distt. Jalgaon, Maharashtra.
Code No. APW 05929/1221685
- 25.A-25. Shri Sant Gajanan Maharaj Junior College of Education, Post Dhurkheda, Tah Umrer, Distt. Nagpur, Maharashtra.
Code No. APW05691/1221599
- 26.A-26. Julekha D.Ed College, Hindustan Education Society, Plot No. 225/B/E/C, Khasra No. 225/B/E/C, Ausa, Distt. Latur, Maharashtra
Code No. APW06574/1221950
- 27.A-27. Jitendra Pawar (Dada) D.Ed College, Shrinath Shikshan Sanstha, Pusesawali, Tal- Khatar, Distt. Satara, Maharashtra.
Code no. APW04597/1221087
- 28.A-28. Shri Satguru Motigir Maharaj Adhyapak Vidyalays (D.Ed) Anuradha Bahuuddeshiya Shiksha Sanstha, Khasra, No.191/4, Navdgaonpeth, Tq and Distt. Amravati, Maharashtra.
Code No. APW04830/1221174

- 29.A-29. Pdm De Vasantdada Patil Shikshan Sanstha, Rabimatpur, Tal. Koregaon, Distt. Satara, Maharashtra.
Code no. APW04950/1221235
- 30.A-30 Matoshri Aarrabai Darade College of Diploma in Education, Matoshri Education Society, Plot No. 101/3/A, Khasra No. 101/1, 102/2, Bahulgaon, Tal. Yeola, Distt. Nasik, Aurangabad
Code No. APW 05160/1221362
- 31.A-31 Ramdeo Baba Adhyapak Vidyalaya, Lohiya Shikshan Sanstha, Khasra No. 1449, Saundad Distt. Gondia, Maharashtra
Code No. APWO6619/1221984
- 32.A-32 Anand Gram Krishi Vikash Mandal Junior College of Education, Girwali, Tq. Bhoom, Distt. Osmanabad.
Code No. APW06456/11281 (ADDL)
- 33.A-33 Late Kashibai Pannase D.Ed College, Gopal Education Society, Pannase Nagar, Nagpur, Maharashtra.
Code No. APW05747/1221618
- 34.A-34. Sau Vatsalabai Amrutrao Patil Adhyapak Vidyalaya, Neri Kendra Shikshan Prasarak Coop Mandal Plot no. 922/6 Khasra No.4, Neri BK, Distt. Jalgaon, Maharashtra.
Code No. APW 05034/1221281
- 35.A-35 Jayshree Mahila Mandal, Yalgaon TQ and Distt. Buldhana, Maharashtra.
Code no. APW04393/122998 and APW04394/122998
- 36.A-36 Bharat Ratna Rajiv D.Ed College of Education Gut no. 145, Azad Nagar, Hirdao Road, Lonar, distt. Buldhana, Maharashtra.
Code no. APW05994/1221711
- 37.A-37 Late Gulabrao Maruthrao Ranware Adhyapak Vidyalaya, Nimsakhar, Pune
Code No. APW06331/1221868
- 38.A-38 Sant Tajuddin Baba Adhyapak Mahavidyalaya, Yashwant Baba Shikshan Sanstha, At Post waki, Tahsil- Saona, Distt. Nagpur, Maharashtra.
Code No. APW06117/1221760.
- 39.A-39 Adhyapak Vidyalaya Chambli, Tal. Purandev, Distt. Pune
Code No. APW 06448/1221924
- 40.A-40 Shewanta Devi Adhyapak Vidyalaya (D.Ed), P.O. Kosra- Kondha, Teh. Pauni, Distt. Bhandara.
Code No. APW04669/1221110
- 41.A-41. Jai Jawan Jai Kishan Shikshan Prasarak Mandal Plot No. 33/2. Balantwadi, Tq. Kandhar, Distt. Nanded, Maharashtra.

- Code No. APW04541/122245
- 42.A-42 Shikshan Maharishi Late Shrihari Jiwatode Adhyapak Vidyalaya, Chanda Shikshan Prasarak Mandal, Civil Lines, Plot no. 2/1, Park Survey No. 2/3, Khasra no. 245, Mouza Chanda Rayatwari, Chandrapura, Maharashtra.
Code No. APW02324/122148, Code No. APW06477/122148 (Addl.)
- 43.A-43 Vilasrao Deshmukh D.Ed College, Niwana, Tq. Sangrampur, Distt. Buldhana, Maharashtra
Code no. APW05234/1221394
- 44.A-44 Shripalli D.Ed College, Shripalli Bahuuddeshiya Sevabhavi Sanstha, Plot No. 11, 12, 13, 14, 37, 40 Khasra No. 234/2, Chimegave Nivas, Shrinagar, MIDC Road, Latur.
Code No. APW05003/1221265

(B) The following institutions do not qualify for recognition as teacher education institutions for conducting the D.Ed programme.

- 45.B-1 CMS D.T.Ed College, Rural Education and Medical Society India, Thakurly, Distt. Thane.
Code No. APW06413/1221893
- 46.B-2 Krishna D.T.Ed College, Ambavadi, Tulij Tal – Vasai, Distt. Thane
Code No. APW05640/1221567
- 47.B-3 Lord's College of Education, Shri Sudhirmadhavilal Welfare and Educational Trust, Daftary Road, Opp. Railway Station, Malad (E) Mumbai - 400 097
Code No. APW04118/122901
- 48.B-4 Late Pawan Chandrakant Khaire Bahuddeshiya Shikshan Prasarak Mandal, Plot No. 222, Gangapur, Distt. Aurangabad, Maharashtra
Code No. APW06173/1221798.
- 49.B-5 Shubham D.Ed College, Om Sai Enclave, Mira Road (East) Thane- 401107, Maharashtra
Code No. APW05652/1221578
- 50.B-6 Bhavani D.Ed College, Shree Bhavani Education Society, Mahim Manor Road, Pal Ghar (W), Distt. Thane
Code No. APW05666/1221572
- 51.B-7 Kamala D.Ed College, Global Education Society, Plot No. 195 and 199, Khasra 1481, Village Navghar, Bhayandar (E), 401 105 Distt. Thane
Code No. APW 06422/1221902

- 52.B-8. Smt. Ishraji Devi Adhyapak Vidyalaya, CTS No. 95-96, 117 Sangam Nagar Antop Hill, Wadala, Mumbai
Code No.APW05107/1221332
- 53.B-9. Radhye Shyam Baba D.Ed College, Plot No. 749, Kusud, Distt. Gadchirroli.
Code No. APW06618/1221986
- 54.B-10. Krantijyoti Savitribai Phule D.T.Ed College, YESHWANT NAGAR, Vasant Rao Naik Mahamarg, EE Highway Chambur, Mumbai.
Code No.APW03444/122585
- 55.B-11. Junior College of Education, Rama Rao Adhik Education Soceity, Dr. D.Y. Patil Vidyanagar, Sector 7, CDB Belapur Navi Mumbai – 600 614
Code No. APW03804/122762
- 56.B-12. Saint Dnyaneswar D.Ed college, Maharashtra Academy of Engineering & Educational Research, Plot No. 123, Dehu Phata, Kelgaon, Alandi, Tal. Khed. Distt. Pune.
Code No. APW06284/1221846
- 57.B-13. Kranti Jyoti Savitribai Phule Adhyapak Vidyalaya, S.No. 843, Plot. No. 179 B, Shivaji Nagar, BMCC Road, Pune – 411 004 Maharashtra
Code No. APW05424/1221498
- 58.B-14. Khed Taluka Shikshan Prasarak Mandal D.Ed college Khasara No. 69/32, Khed Haveli, Taluka Khed, Distt. Pune-410505
Code no. APW04488/1221031
- 59.B-15. Shri 1008 Chintamani Parshwanath Digambar Jain Atishya Skhetra D-Ed College, Gut No. 95, Kachna Tq & Distt. Auranganbad Maharashtra
Code No. APWO 5212/1221385
- 60.B-16. Marathwada Vidya Vikas Mandal Adhyapak Vidyalaya, At. Pithan, TQ- Paithan, Distt. Aurangabad. Maharashtra
Code No.APW05008/1221269
- 61.B-17. Dr. Pillai Teacher Training & Research Institute (Dr. Pillai's Junior College of Education) Sector-8, Khanda Colony, New Panvel Maharashtra
Code No. APW06426/1221906
- 62.B-18. Swatantra Sainani Kamalnarayani Jaiswal D.Ed College, Satya Sai Shikshan Prasarak Mandal, Plot No. 159, Gut No. 205, Adgaon Muhuli Tq., Aurangabad, Maharashtra
Code No.APW03592/122661

- 63.B-19. Malshej Adhyapak Vidhyalaya, Ane-Malshej Shikshan Prasarak Mandal, Plot No. 53/1/C, A/P-Pimpalgaon Joga, Tal – Junnar, Distt. Pune
Code No. APW06192/1221810
- 64.B-20. Social Security Mission, D.Ed College. Gut No. 146, Gandheli, By Pass Road, Distt. Aurangabad, Maharashtra
Code No. APW05979/1221705
- 65.B-21. Adarsh Samata Shikshan Prasarak Mandal Adhyapak Vidhyalaya (D.Ed) Plot No.76, Khasra No. 105/208, Alangul, Distt. Nasik, Maharashtra
Code No. APW06262/1221838
- 66.B-22. Kanna D.Ed College, Sitaram Charitable Trust, Gut No. 31, 32, Makranpur, TQ. Kannad, Distt. Aurangabad, Maharashtra
Code No. APW06623/1221966
- 67.B-23. Moulana Azad Adhyapak Vidyalaya, Adarsh Minority Educational Society, Gat No. 581/1/1, Old Bus Stand, Main Raod, Chakm, Distt. Latur, Maharashtra
Code No. APW06056/1221739
- 68.B-24. Late Vochalabai Patil D.Ed College, Adarsh Bahuuddeshiya Seva Bhavi Sanstha, Plot No. 5-1-433 and 2202, Sonaware Building, Degloor Naka, Udgi, Distt. Latur, Maharashtra.
Code No. APW04563/1221076 (B)
- 69.B-25. Shri Ajubai Adhyapaka Vidyalaya, Shree Ajebai Shikshan and Bahundeshiya Vikash Mandal, Plot no. 4, Khasara no. 57, Chhafed Nagar Kannad, Dist. Aurangabad, Maharashtra.
Code no. APW05244/1221396
- 70.B-26. Abhay Yuwa Kalyan Kendra Adhyapak Vidyalaya, At. Kundane, Tal. Dhule Maharashtra
Code No. APW05157/1221363
- 71.B-27 Navjeevan Adhyapak Vidyalaya, Plot No. 5 to 9, Gat No. 140/P, Satara Parisar, Rahim Nagar, Delux Bazar, Beed By-Pass, Satana, Aurangabad.
Code No. APW06608/1221975
- 72.B-28. Yashodeep Adhyapak Vidyalaya D.T.Ed College, Plot No. 34, Jabindo Corner Devanagari, Shanurwadi, Aurangabad, Maharashtra
Code No. APW04803/1221156
- 73.B-29. Prakash Patil D.Ed College, HBP Narayandev Shikshan Prasarak Mandal Gut No. 29, TQ Kannad, Dist. Aurangabad, Maharashtra.
Code No. APW05764/1221627

- 74.B-30. Noble D.Ed College, Habeebiya Education and Welfare Society, Plot No. 1,2,3 and part B, Gut No. 39, Tisgaon, Aurangabad
Code No. APW06250/1221831
- 75.B-31 Late M.L.A Shrikrishna Tambe Adhyapak Vidyalaya, Plot No. 1(1)(4)2 & 1(1)(5)4 Otur, Tal. Junnar, Distt. Pune
Code No. APW04282/122950
- 76.B-32. Kamdhenu Bahuuddeshiya Sevabhavi Sanstha's D.Ed College, Jatwada Road, Aurangabad
Code No. APW 03856/122637
- 77.B-33. Kamlabai Surana Adhyapak Vidhyalaya Plot No. CTS No. 14813/93/14, Pannalal Nagar, Distt. Aurangabad, Maharashtra
Code No. APW 06631/1221306.
- 78.B-34. Late Balasaheb D.B. Patil Adhyapak Vidyalaya, Nardana Shikshan Prasark Mandal, Nardana, Tal. Sindkheda, Distt. Dhule, Maharashtra
Code No. APW03931/122832
- 79.B-35. Bhagwan Pratishthan Chikalthana, TQ & Dist. Aurangabad
Code No. APW 05007/1221268
- 80.B-36. Shri Mohatadevi D.Ed college, Shri Mohata Devi Shikshan Sanstha, Padegaon, Aurangabad
Code No. APW04400/1221000
- 81.B-37. Universal Academy of D.Ed College, Matoshri Damyanti Educational Social, Cultural and Charitable Trust, Gulab Nagar, Makamalabad Naka, Panchvati, Nasik .
Code No. APWO 5052/1221277
- 82.B-38. Rukmani Adhyapak Vidyalaya Tirupati, Shikshan Prasarak Seva Bhavi Sanstha, Gut No. 9, L Sector, Aurangabad.
Code No. APW 06172/1221797
- 83.B-39. Late Sadhna Adhyapak Vidhyalaya, Late Kishanrao Dharna Education Sanstha, Gut No. 328/1, Bhardi, Distt. Jalna (Maharashtra)
Code No. APW06637/1221996
- 84.B-40. Nandkumar Shinde Adhyapak Vidhyalaya (D.Ed) Shri Ram Dnyan Shikshan Prasarak Mandal, Plot No. 222, Aghur, Jai Bhavani Nagar, Tal. Vaijapur, Distt. Aurangabad (Maharashtra)
Code No. APW06106/1221756
- 85.B-41. Shri Shyamrao Kubade Adhyapak Vidhyalaya (D.Ed), Lokmanya Tilak Bahuuddeshiya Shikhsn Sanstha, Plot No. 4, 34 & 35, Khasra No. 47, Indrayani Nagar, Dallawadi, Tah. Nagpur, Maharashtra.
Code No. APW06663/1222003

- 86.B-42. Sharad Chandra Patel D.Ed College, Tarai Education Society, Gut No. 6/11, At Post Theraon, Taluk Paithan, Distt. Aurangabad, Maharashtra
Code No. APW06454/1221926
- 87.B-43. B.U Sudhakarrao Bhuigal Adhyapak Vidyalaya, Plot No. 174, Gut No. 100/104, Deolai, Tal. Aurangabad, Maharashtra.
Code No. APW06251/1221832
- 88.B-44. Adinath College of Education, S.W. Moolchand Jain Jankalyan Shikshan Sanstha, Plot No. 1-9, 15 Chwdhary Nagar, Khasra No. 48, Ranala (Kampate) Distt. Nagpur, Maharashtra.
Code No. APW04826/1221172
- 89.B-45. Lokneta Balasaheb Pawar D.Ed College, Karamveer Pratishthan, Gut No. 88, Ramnagar, Distt. Jalna.
Code No. APW06645/1221988
- 90.B-46. Guru Om Datta Mission D.Ed College Plot No. 77, Tisgaon, Aurangabad
Code No. APW0/05073/1221299
- 91.B-47. Sahyadri Shikshan Sanstha D.Ed College. At. Pedati, P.O Tiware, Tal. Sudhagarh, Distt. Raigad – 410 205, Maharashtra
Code No. APW05804/1221641
- 92.B-48. Ajinkya Adhyapak Vidyalaya Vishwakarma Foundation, A/P Kalewadi, Pimpri, Pune – 411 017
Code No. APW04497/1221036
- 93.B-49. Rajiv Gandhi Adhyapak Vidhyalaya, Sakharai Samajik Shaikh Shanik Sanskritak Krida Mandal, Deola, Distt. Nasik, Maharashtra
Code No. APW04758/1221129
- 94.B-50. Shri Gajanan Adhyapak Vidyalaya, Kashiram Bhau Bachhav Charitable Sanstha, Plot No. 110/1/2, Mitra Nagar, Satana, Distt. Nasik
Code No. APW06624/1221958
- 95.B-51. Dynajoti College of Education, Shivjyoti Shikshan Prasarak Mandal, Gut no. 123, Soegaon, Aurangabad, Maharashtra.
Code no. APW0 4887/1221211
- 96.B-52. Sant Dnyaneshwar Adhyapak Vidyalaya, Shree Dnyansampada Shikshan Prasarak Mandal, Plot No. 41/3, Malkapur (Harknakwadi) Tq. Udgir, Distt. Latur, Maharashtra.
Code No. APW05338/1221444
- 97.B-53. Late Nivruthinath D.Ed college, late Nivruthinath Shikshan Prasarak Mandal, Bhakashed (W) Taluk Udgir, Distt. Latur, Maharashtra
Code no. APW05132/1221350
- 98.B-54. Mhaswad Adhyapak vidyalaya, Krishi Vikas Pratishthan, Plot no. 1140/2, Mhaswad, Tal.-Man, Distt. Satara, Maharashtra.
Code no. APW06070/1221740

- 99.B-55. Thakre D.Ed college, Jijamata B.J. Shikshan Sanstha, Plot No. 01, Khasra No. 103 (Part), Godhani Road, Zingabai Takli, Godhani, Distt. Nagpur, Maharashtra
Code No. APW06013/1221720
- 100.B-56. Aklaya (Eklavya) Adhyapak Vidyalaya, At Post Renapur, Distt. Latur Maharashtra.
Code No. APW06116/1221761
- 101.B-57. Bhagwan Baba Adhyapak Vidyalaya D.Ed College, Dawan Gaon Tq. Renapur, Distt. Latur.
Code No. APW6180/1221802
- 102.B-58. Babu Rao N. Lagaskar D.Ed Colleg, Lagaskar Building, Old Adavsh Colony, Ausa Road, Latur.
Code No. APW04835/1221179
- 103.B-59. Guru Dronacharya (D.Ed) College VPS Manav Vikas Bahuudeshiya Sanstha, Land No. 5575/1, Distt. Wardha, Maharashtra
Code No. APW06440/1221916
- 104.B-60. Smt. Lalitabai T. Rawekar Dyanbharti D.Ed College Yuvak Bharti Shikshan Sanstha, Nachangaon Road, Pulgaon, Distt. Wardha, Maharashtra.
Code No. APW06160/1221793
- 105.B-61. K.T. Mahajan Adhyapak Vidyalaya A/P Wadner, Tah. Hinganghat, Distt Wardha, Maharashtra.
Code No. APW05750/1221621
- 106.B-62. Shri Taraji Rao Patil D.Ed College, Shri Ram Education Society, Gat no. 4169-4180 and 4182-4184, At padi, Distt- Sangli, Maharashtra.
Code no. APW04378/122986
- 107.B-63. Shri Dattaji Rao Chougute D. Ed College, Saraswati Shikshak Prasarak Mandal, Asurle- Porle, The. Panhala, Kolhepur, Maharashtra.
Code No. APW03830/122775
- 108.B-64. Laxminarayan Adhyapak Vidyalaya (D. Ed), Khasra no. 6, Bangdapur, Tal Karnja, Distt. Wardha, Maharashtra.
Code No. APW05318/1221431
- 109.B-65. Naraseheb Nimborkar D. Ed College, Maratha Shikshan Sanstha, Kakdara, Talegaon, Tq. Ashti, Distt. Wardha, Maharashtra.
Code No. APW05413/1221489
- 110.B-66. Bharat Rana Dr. Babasaheb Ambedkar College of Education (D.Ed), Mal Bhag, Mangaon, Tal. Hatkanangle, Distt. Kolhapur, Maharashtra.
Code No. APW05848/1221666

- 111.B-67. Mahalaxmi D.Ed Vidyalaya, Harabai Gackwad Education society, Plot No. 90 and 91, Khasra No. 98, city Survey no. 464/13, Kundan Lal Gupta Nagar, Nagpur, Maharashtra.
Code no. APW05742/1221617
- 112.B-68. Yashwant Adhyapak Vidyalaya D. Ed. College Sojartai Bahuuddeshiya Vikas Mandal, Ambad, Tal- Modha, Distt. Solapur- 413211, Maharashtra.
Code No. APW05406/1221485
- 113.B-69. Vaibhav Shiksha Sanstha Adhyapak Vidhyalaya A/p Vita hanmant Nagar, Gat No. 504/2, Plot no. 15, Tal. Khanapur, Distt. Sangli, Maharashtra.
Code no. APW05599/1221542
- 114.B-70. Gurunvary Dr. Gajanan Patil Adhyapak Vidhyalaya D.Ed, Ankalkhop, Tel. Paus, Distt. Sangli, Maharashtra.
Code no. APW 06441/1221917
- 115.B-71. Krishna Mai Education Trust Adhayapak Vidyalaya D.Ed, Plot No. CS No. 748/3C and SI.No. 139/3, First Floor of C.S No. 238, Sangliwadi, Distt. Sangli,Maharashtra.
Code No. APW04291/122957
- 116.B-72. Shri Anandrao Abitkar College of Education, Plot no. 1278/1276, Behind Abitkar Complex Gargoti, Tal- Bhudargad, Distt. Kolhapur, Maharashtra
Code no. APW05334/1221441
- 117.B-73. Jyotishling shikshan Prasarak Mandal Adhyapak Vidyalaya Shkshan Samiti (Kasba) Nesari, Tal Gadchinglaj, Distt. Kolhapur, Maharashtra.
Code no. APW 05569/1221537
- 118.B-74. Kai J.B. Sawant Jr. College of Education, Plot no. 27A, Hissa No. 92, Digas, Kudal, Distt. Sindhudurg, Maharashtra.
Code no. APW 05401/1221484
- 119.B-75. Jagruti Shikshan Sanstha D.Ed College, Plot no. 784, Kupwad, Distt. Sangli, Maharashtra.
Code No. APWO/26600/122441
- 120.B-76. Dr. R.G.Rathod D.Ed College, Govindsingh Rathod Shikshan Prasarak Mandal, Amravati Byepass Road, Murtizapur, Distt. Akola-444107, Maharashtra.
Code no. APW04980/1221252
- 121.B-77. Parag D.Ed College, P.O. & village Sadavali, Tah. Sangameshwar, Distt. Ratnagiri, Maharashtra.
Code no. APW 04068/122891

- 122.B-78 Late Nagappanna Batkadali D.Ed College, Plot no. Gut no. 1634, Kadgaon, Tq. Gadchinglai, Distt. Kolhapur, Maharashtra.
Code no. APW05429/1221502
- 123.B-79 Shahid Abdul Hamid B. Vikas Sanstha, Sanchalit Adhyapak Vidyalaya, Plot No. C.S. No. 18787/3, C.M.No. 5-28, 116/P, Anas Plaza, Paithan Road, Distt. Aurangabad
Code No. APW06252/1221833
- 124.B-80. Chhatrapati Shahu D.Ed College Vidya Vardhani Charitable Trust, Plot No. 63,78 and 85, RS No. 19B+20B, Visawa Park, Godoli, Satara, Maharashtra.
Code No. APW04040/122883
- 125.B-81. Rajmata Ahilya Devi D.Ed College, Plot no. 398B, AP Nimbodi (Lonand), Tal Khandala, Distt. Satara, Maharashtra.
Code No. APW06310/1221857
- 126.B-82. Dattajiroa Nivruti Barge D.Ed College, Plot NO. 190, Rahimat Pur Road, Koregaon, Distt. Satara, Maharashtra.
Code no. APW06798/1222057
- 127.B-83. Subhadra D.Ed College Nade Navarashtra, Tal Patan, Distt. Satra, Maharashtra
Code No. APW04659/1221106
- 128.B-84. Dr. S.S.M Pratishthan Adhyapak Vidyalaya, Khasra No. 203/5, Ahmedpur, Tq. Ahmedpur, Distt. Latur, Maharashtra.
Code No. APW05080/1221305
- 129.B-85. Kai Pardharinath Patil D.Ed College, At post Tirtarvani-Beed, Maharashtra.
Code no. APW04833/1221177
- 130.B-86. Swami Vivekanand Gramin Shikshan Prasarak Mandal College of Education (D.Ed) Plot No. 443 TA Loha, Distt. Nanded, Maharashtra
Code No. AW05086/1221313
- 131.B-87. Swami Vivekanand Gramin Shikshan Prasarak Mandal College of Education (D.Ed), Kandhar Road, At Post Loha, Distt Nanded, Maharashtra
Code No. APW05116/1221339
- 132.B-88. Dnyanoday College of Eduation, Dnyanoday Shikshan Sanstha, Umardari, At. Post, Umardari, Tq. Mukhed Distt. Nanded, Maharashtra
Code No. APW05825/1221650
- 133.B-89. Bhausaheb Gangaue Adhyapak Vidyalaya, Near S.T. Stand, Akot Distt., Akola, Maharashtra
Code No. APW01231/112007

- 134.B-90. Lt. Vithalrao Dhumal Adhyapad (D.Ed) Vidyalaya, Lal Bahadur Shastri Mission, Hadga Road, Shivaji Nagar, Tq. Nilanga, Diss. Latur, Maharashtra
Code No. APW03913/122822
- 135.B-91 Late Narayanrao Khandebharad Institute of Teacher Education, Plot No. 11/3D, Moti Talva, Sindkhed Raja, Distt. Buldhana, Maharashtra.
Code no. APW 06775/122798
- 136.B-92. Late Mahadevrao Gutte D.Ed college, Shyamnarayan Education Society, Khadgaon, Tq. Gangakhed, Distt. Parbhani, Maharashtra.
Code no. APW04303/122964
- 137.B-93. Adhyapak Mahavidyalaya, Plot. No. 139/1, Jal Inderpur, Post Lasuvne Junction, Distt. Pune.
Code APW06311/1221858
- 138.B-94. Sadguru D.Ed College A/P Asola Jahangir, Tq Deulgaon Raja Distt. Buldhana, Maharashtra
Code No. APW06384/1221880
- 139.B-95. Nagnath Adhiyapak Vidyalaya (D.Ed), Maulidnyaneshwar Education Society, Gut No. 268, Aundha Nagnath, Distt. Hingoli, Maharashtra
Code No. APW06432/1221912
- 140.B-96. Shri Bhagwan Bana D.Ed College, Susampannya Dnyan Prasarak Mandal, Plot No. 97/3B, Khalsa Kharwandi (Kasar) Tal. Pathardi, Distt. Ahmednagar, Maharashtra
Code No. APW05380/1221470
- 141.B-97. Prayatna D.Ed College, Prayatna Gram Vikas Mandal, C/O Mauli Balak Ashram, Supa Road, Ghanegaon, In front of Sport Academy, Tq. Parner, Distt. Ahmednagar – 414 302, Maharashtra
Code No. APW05068/1221297
- 142.B-98. Raosahef Patil College of Education D.Ed, Chatrapati Shahu Education Society, S.No. 42/2, Pachpimpalli, Distt. Nanded, Maharashtra.
Code No. APW05115/1221338
- 143.B-99. Lt. Ku. Durga Banmeru D.Ed College, Loni Road, Lonar, Distt. Baldana, Maharashtra.
Code no. APW04817/1221166
- 144.B-100. Putala Devi Adhyapak Vidyalaya D.Ed, Gut no. 11/1, Kolhapur, Distt. Solapur, Maharashtra.
Code no. APW 06324/1221865

- 145.B-101. Abhijeet Shikshan Prasarak Mandal A/p Halduge, Teh- Barshi, Distt. Solapur, Maharashtra.
Code no. APW 05971/1221697
- 146.B-102. Adhyapak Vidyalaya, Plot no. 12/2, Vill. Lamantanda, Tal. Mangalwedha, Distt. Solapur, Maharashtra
Code no. APW 06199/1221816
- 147.B-103. Late Kashiramji Jadhav Adhyapak Vidyalaya Khasra No. 176, Wadgaon BK, Tq Hatgaon, Distt. Nanded, Maharashtra.
Code No. APW 06137/1221774
- 148.B-104 College of Education (D.Ed) Survey No. 231, Jaroda, Distt. Hingoli, Maharashtra.
Code No. APW 05128/1221346
- 149.B-105. College of Education D.Ed, Taroda (KD) Malegaon Road, Nanded, Maharashtra
Code No. APW 04869/1221202
- 150.B-106. Mannath D.Ed College Shyamsunder Mundhe Pratishthan, Plot no. 256. Khasra no. 83R, Mannath Nagar, Gangakhed, Maharashtra.
Code no. APW05697/1221604
- 151.B-107. Matoshri Tulsibai, D.Ed College, Krantishurya Shikshan Prasarak Mandal, Gut No. 65, Bandapur, Distt. Jalna.
Code No. APW06232/1221826
- 152.B-108. B.B. Adhyapak Vidyalaya, Brahmpuri, Survey no. 15, Gadegaon Road, Nanded, Maharashtra
Code no. APW 0 /1221755
- 153.B-109. Mahatma Gandhi Shikshan Prasarak Mandal, Plot No. 15,16,17 Khasra No. 92/12, Sakegaon, Tq. Bhusaval, Distt. Jalgaon, Maharashtra.
Code no. APW05284/1221413
- 154.B-110. Dr. Baba Sahib Ambedkar Adhyapak Vidyalaya, Mahatma Phule Gramin Vikash Sevabhavi Sanstha, Kandhar, Tq. Kandhar, Distt. Navded, Maharashtra.
Code No. APW04519/1221051
- 155.B-111. Kulswamini College of Education, Shri Kulswamini Shikshan Prasarak Mandal, Survey No. 103, Khasra No. 103, Osmanabad, Maharashtra
Code No. APW05983/1221710
- 156.B-112. Pandurang Patil D.Ed College, Lok Jagruti Shikshan Sanstha, At. Deoni, Tq. Deoni, Distt. Latur, Maharashtra
Code No. APW04021/122877
- 157.B-113. Keshav Rao Munde D.Ed College, Plot NO. 214, Post Wadwani, Distt. Beed, Maharashtra.
Code No. APW05430/1221503

- 158.B-114 Anjanabai Kadam D.Ed College, Shri Chhatrapati Shivaji Bahuddeshiya Prasarak Mandal, wadshingee, Tal-Madha Distt. Solapur, Maharashtra.
Code No. APW04909/1221221
- 159.B-115. SMS Girls Junior College of Education, Shri Tuljabhavani Bahuddeshiya Samajseva Sanstha, Madha, Tq. Madha, Distt. Solapur, 413209, Maharashtra.
Code No. APW0659/1221940
- 160.B-116. Jai Bavani Adhyapak Vidyalaya AP Warola (Tolkhed Phata) Majalgaon, Distt. Beed, Moradabad.
Code no. APW 04828/1221173
- 161.B-117. Shiv Ganga Adhyapak Vidhyalaya, Plot no. 542, Post Raimuha, Tah. Shirur, Beed, Maharashtra.
Code no APW05373/1221468
- 162.B-118. Dnyateerth Adhyapak Vidyalaya, Jyoti Bahuddeshiya Seva Bhavi Sanstha, Plot NO. 163/175, Khasra No. Deoni, Tal-Deoni, Distt. Latur, Maharashtra.
Code No. APW05831/1221655
- 163.B-119. Subhashchandra Bose Samajik Vikas Pratishthan D.Ed College, S.No. 36, Nari, Tal- Barshi, Distt. Solapur, Maharashtra.
Code no. APW 06791/1222050
- 164.B-120. Tambat College of Education, D.Ed College, Tambat Shaikshanik Bahudeshiya Sanstha, Gut No. 19, Nandrabad, Tal Khultabad, Aurangabad
Code No. APW05762/1221625
- 165.B-121. Nirmala Mata Adhyapak Vidyalaya Gut no./ Khara no. 262/1/1A2, Mendhapur, Tal- Pandharpur, Distt. Solapur, Maharashtra.
Code no. APW 06136/1221775
- 166.B-122. Roshan Adhyapak Vidyalaya, D.Ed College (Marathi) Muslim Minority Institute, Sholapur.
Code No. APW03910/122819
- 167.B-123. Shantiniketan Sevabhavi Sanstha, Tuljabhavni D.Ed college, Plot No. 197, Malewadi, Tq. Gangakhed, Distt. Parbhani, Maharashtra.
Code No. APW04809/1221161
- 168.B-124. Late Trimbakrao Yeshu Bade Adhyapak Vidyalaya (D.Ed) Bhagwanbaba Gramin Vikas Sanstha, Yeli, Tal. Pathardi, Distt. Ahmednagar, Maharashtra
Code No. APW05636/1221565

- 169.B-125. Saraswati Adhyapak Vidyalaya Gut no. 222, Village Pimplgaon Kale, Tq Jalgaon, Jamod, Distt. Buldhana, Maharashtra.
Code no. APW06402/1221885
- 170.B-126. Shri Swami Samrath D.Ed College, Shreeshail Nagar, MIDC Road North Sholapur
Code No. APW003837/122782
- 171.B-127. P.G. Bhalerao D.Ed College, National Human Development Foundation, Plot no. 1962/3/2, Gangakhed, Distt. Parbhim, Maharashtra.
Code No. APW06414/1221894
- 172.B-128. Nirmalatai Adhyapak Vidyalaya, Vidya Prabodhini Bahuuddeshiya Shikshan Sanstha, Varkhedi, Tal. Pachora, Distt. Jalgaon, Maharashtra
Code No. APW05286/1221415
- 173.B-129. Shree Chhatrapati Shivaji Shikshan Sanstha, Plot no. 176, E-2,3,4,5,6 AT Walunj, Post Balurdi, ghumat, Tq. & Distt. Ahmednagar, Maharashtra.
Code no. APW04350/122971
- 174.B-130. Dayaneshwar Anankar D.Ed College, Bhandaraj Gram Viksa Pratishtan, Plot No. 1174, Mouje Shirla (Gram Panchayat) Block Patur, Distt. Akola, Maharashtra.
Code No. APW 06317/1221861
- 175.B-131. Vidya Bharti Shaikshanik Mandal Vidya Bharti Adhyapak Vidyalaya, Shah, Plot No. Zone no. 3, Khasra No. Mouje & Gram Panchayat Shah. Tq. Karanja Lad, Distt. Washim, Maharashtra.
Code no. APW 06415/1221895
- 176.B-132. Chanakya Guru Shikshanam Vidyalaya, SMC Shikshan Prasarak Mandal, Risod Road, Lakhala, Washim, Tq Distt. Washim -444505, Maharashtra.
Code no. APW05656/1221582
- 177.B-133. Shri Balaji Adhyapak Vidyalaya, Sardar Vallabhbhai Patel Bahuuddeshiya Gramin and shahari Vikas Sanstha, Gut No. 162, Khasra No. 32/3, jamrun, Paravds Kate, Distt. Washim.
Code No. APW 06673/1222009
- 178.B-134. PBS Junior College of Education, Shri Tuljabhavani Bahuuddeshiya Samajseva Sanstha, Kurduwade, Tembhurui Road, Near Bhushan Lodge, Kurduwadi, Tq. Madha, Distt. Solapur-413209, Maharashtra.
Code no. APW 06627/1221972
- 179.B-135. Advocate Annasaheb S.V. Patil D.Ed college, Vatsai Education Society, Plot No. S.No. 77,78, Bhandarpur Road, Amalner, Distt. Jalgaon, Maharashtra
Code No. APW06424/1221904

- 180.B-136. Yashodeep Bahuddeshiya Shikshan Prasarak Mandal Adhyapak Vidyalaya Adpalli, District-Gadchiroli.
Code No. APW05955/1221693
- 181.B-137. Women's College of Education (D.T.Ed) Dumbarwadi Otur, Tal Junnar, Distt. Pune
Code No. APW06563/122392
- 182.B-138. Late Moreshwarji Faya Adhyapak Vidyalaya, Survey No. 112, Shri Ram Nagar, Kurkheda, Distt. Gadchiroli
Code No. APW06123/1221767
- 183.B-139. Shanti Adhyapak Vidyalaya, S.No. 135, B-2, New Santosh Nagar, Bijapur Road Distt. Sholapur.
Code No. APW063271/1221867 (B)
- 184.B-140. Gurushree Adhyapak Vidyalaya, Plot No. 645/2 A, Khasra No. Full Kumbhari, Distt. Solapur
Code No. APW0623/1221903
- 185.B-141. Shree Shavarashida Adhyapak Vidyalaya, S.No. 402, No. B, Acha Gaon, Distt. Sholapur, Maharashtra
Code No. APW06073/1221742
- 186.B-142. Dr. Ayesha Junior College of Education, M.A Mohani Road, Kausa, Mumbai, Thane – 400 612
Code NO. APW0 4515/1221048
- 187.B-143. Kantilal M. Khinwasara D.Ed College, Near Dange Chowk P.O. Thavgaon, Dist. Pune
Code No. APW01981/122062
- 188.B-144. Sneha Mahila Vikas Santha, SGS Tuli College of Educatin, Tuli Vidya Nogari, Near Koradi, Octrao Post, Bokhara Road, Nagpur, Maharashtra.
Code No. APW05839/1221662
- 189.B-145. Amar Jyoti D.Ed College, Amar Jyoti Shikshan Prasark Mandal, Plot No. 545, Devgaon, Rangari, Distt. Aurangabad, Maharashtra
Code No. APW05028/1221276
- 190.B-146. Uttamrao Pujari Adhyapak Vidhyalaya, Shri Jogeshwari Shikshan Prasarak Sanstha, Gat No. 16, Al Kharsundi, Tal- Atpadi, Distt. Sangli, Maharashtra
Code No. APW04710/1221114
- 191.B-147. Agnihotri Junior College of Education, Bapuji Wadi, Ramnagar, Wardha, Maharashtra
Code No. APW04714/1221117

- 192.B-148 Ujjwal Adhyapak Vidhyalaya, Ujjwal Shikshan Sanstha, Plot no. 1 and2, Khasra No. 2744275, Ghonsi, Tq. Talkot, Distt. Latur, Maharashtra.
Code No. APW06584/1221955
- 193.B-149 Dr. D. Y. Pati Shikshan Prasarak and Samajseva Mandal D.Ed College, Plot no. Gut No. 375/2 and out of Gat No. 354/01/A of North Side, AT-Zare, Tal- Karmala, Distt. Solapur, Maharashtra.
Code no. APW05163/1221365
- 194.B-150 Ramraje D.Ed College, Plot no. 233, 179, Khasra No. 1,16,56, Tal- Dapoli, Dist. Ratnagiri, Maharashtra.
Code No. APW03771/122741
- 195.B-151 Durga Mata Mahila D.Ed College, Yashwant Nagar, Chikhali, Tal. Shirala, West Sangli, Maharashtra.
Code No. APW05091/1221320
- 196.B-152 Mother India Adhyapak Vidyalaya deen Daya Education Complex S. No. 363 New S. No. 30/A-5, Aditya Nagar Rd. Bhairu Loga, Solapur,
Code No. APW03513/122602
- 197.B-153. Kamdehnu BSS D.Ed college, Kamdhenu Bahuudeshiya Sevabhavi Sanstha, Warangaon, Tq Bhusawal, Ditt. Jalgaon, Maharashtra.
Code No. APW 04087/122895
- 198.B-154. Shree Yogeshwari Shikshan Sanstha D.Ed College, Kari, Tq. Dharur, Distt. Beed, Maharashtra.
Code no. APW03889/122809
- 199.B-155. Dr. Sancheti D.Ed College, Gut No. 211, Chikhali Road, Distt. Buldana, Maharashtra.
Code No. APW05975/1221701
- 200.B-156. Renuka Devi D.Ed College, Hanuman Shikshan Prasarak Mandal, Rani Sawar Gaon, Plot no. 556, Rani Sawargaon, Tq. Gangakhed, Distt. Parbhani, Maharashtra.
Code no. APW05005/1221266
- 201.B-157. J.R. Modi Aadhyapak Vidyalaya D.Ed, Shri Balaji Shikshan Prasarak Mandal, Sarpwadi, Ambajogai, Distt. Beed, Maharashtra.
Code no. APW06455/1221927
- 202.B-158. Punyashlok Ahilyadevi D.Ed College, Plot no. M No. 978, 204, 205, 170, 162B, 149, Kolpewadi, Distt. Ahmednagar, Maharashtra.
Code no. APW06186/1221808
- 203.B-159. Jijai Shikshan Prasarak Mandal, Mahatma Jyotiba Phule D.Ed College, A/P Yellamt (Ghat), Distt. Beed, Maharashtra.
Code no. APW05597/1221450

- 204.B-160. Gadgebaba Gramin Vikas Pratishan, yeshwantrao Chavan D.Ed College, Khsra No. 83/1, Bachoti, Tq. Kandhar, Distt. Navded, Maharashtra.
Code no. APW06183/1221805
- 205.B-161. Om Rajyog Bahuddeshiya Vikas Mandal Adhyapak Vidyalaya, Wawadades, Tq. & Distt. Jalgaon, Maharashtra
Code No. APW04017/122873
- 206.B-162. Lokshahi Shikshan Sanstha, College of Education, Plot no. 24, 25, 26, Khasra no. 77(a) 77(b), Nagbhid, Dist Chandrapur, Maharashtra.
Code No. APW0 5262/1221398
- 207.B-163. Kranti Jyoti Girls D.Ed College, Swami Vivekanand Sevabhavi Sanstha, Plot no. 9, Om Sai Construction, Near Sai Mnaid, vidya Nagar, Parli-V, Distt. Beed, Maharashtra.
Code no. APW05345/1221453
- 208.B-164. Adhunik Shikshan Prasarak Mandal, D.Ed College, Plot no. Gut No. 332, Khasra No. 332, Post Upali, Tq Wadwani, Distt Beed, Maharashtra.
Code no. APW 05439/1221510
- 209.B-165. Peoples D.Ed college, Sugat Shikshan Prasarak Mandal, Khasra No. 19/1, village Waghapur, Ramhajo Nagar, Tq. Yavatmal, Distt. Yavatmal, Maharashtra.
Code No. APW05679/1221591.
- 210.B-166. Sarvodaya Mahila Mandal, Pratibha Adhyapak Vidyalaya, Shastri Nagar, Malroad, Chandrapur, Maharashtra.
Code No. APW0 4252/122941
- 211.B-167. Shri Rama Rao Hinge Adhyapak Vidyalaya Plot No. 01, Suryapalli, Dist Garhchiroli.
Code no. APW06193/1221811
- 212.B-168. Shri Shivaji College of Education D.Ed, Shri Shrikant Charitable Trust, Mamta Colony, Near Water Tank, deshmukh Corner, Karagaon Road, Distt. Parbhavi, Maharashtra.
Code No. APW 05372/1221476
- 213.B-169. Dr. Harivansh Rai Bachan Adhyapak Vidyalaya, Jijau Seva Pratishtan, Plot No. 101, Khasra No. 205, Sonepath, Distt. Parbhavi, Maharashtra.
Code No. APW05045/1221283
- 214.B-170. Saniya Urdu D.Ed College Plot no. S.No. 86, W.No. 4, Chikhli, Buldhana Road, Property 11/130, Dist. Buldhana, Maharashtra.
Code No. APW06768/1222036

- 215.B-171. Hazi Abdul Samad Urdu D.Ed College, gut No. 123, Dhad, Distt. Buldhana, Maharashtra.
Code No. APW0 6264/1221839
- 216.B-172. Janki Adhyapak (D.Ed) Vidyalaya, Janki Shikshan Prasarak Mandal, Vitta Road, Sonepeth, Distt. Parbhani, Maharashtra.
Code No. APW 05427/1221500
- 217.B-173. Bharat Ratan Abdul Gaffar Khan Marathi D.Ed College, Mahatma Gandhi Education Society, Plot no. 17/2, Pathri, Distt. Parbhavi, Maharashtra.
Code No. APW 05051/1221286
- 218.B-174. Late Bhau Daji Patil D.Ed College, gut No. 218/23, Kotul, Tal Akola, Distt- Ahmednagar, Maharashtra
Code No. APW 06015/1221722
- 219.B-175. Dr. Vasudha Zade Smruti Adhyapak Vidyalaya, Tehsil Road, Chamossi, Distt Gadchiroli.
Code no. APW0669/1222019
- 220.B-176. Murari Pise Adhyapak Vidyalaya, Khurkheda, Distt. Gadchisoli
Code no. APW04913/1221218
- 221.B-177. Junior College of Education, Vinayak Shikshan Sanstha Dhananjay Nakade, AT-Koladi, District Gadchiroli,
Code APW0 5001/1221264
- 222.B-178. Indira Gandhi Girls New D.Ed College, P.O. Mukindpur, Tq. Newasa. Distt. Ahmednagar, Maharashtra.
Code no. APW06094/1221749
- 223.B-179. Sahakar Maharishi Bhausahib Santuji thorat D.Ed College, Tal. Sangmner, Distt. Ahmednagar, Maharashtra.
Code No. APW04843/1221185
- 224.B-180. College of Diploma in Education D.Ed Plot no. 114/4, Dhamangaon Awari Raod, Tq. Akote, Distt. Ahmednagar.
Code No. APW06546/122355
- 225.B-181. Krushi Jivan Vikas Pratisthan, D.Ed College, At Datala, Dist Chandrapur, Maharashtra.
Code no. APW0 3881/122802
- 226.B-182. Sainath Adhyapak Vidyalaya, Shri Sant Jagmitra Sevabhavi Sanstha, Plot No. 53,54,55,56,57,58 and 59, Khasra no. 39, Jalapur, Parli (v), Distt. Beed, Maharashtra
Code no. APW05624/1221555

- 227.B-183. Late Laxmanrao Naik D.Ed College, Ketwat, The Chikhali, Distt. Buldhana, Maharashtra.
Code No. APW 03969/122855
- 228.B-184 Yashwant Adhyapak Vidyalaya, Plot No. 84, Survey No. 22/130, House no. 2919, Suvarna Nagar, Distt. Buldhana, Maharashtra.
Code No. APW 04477/112064
- 229.B-185. Tagore Shikshan Samiti Adhyapak Vidyalaya, Dhanegaon, Tq. Deoni. Distt. Latur, Maharashtra.
Code no. APW 04874/1221205
- 230.B-186. Narayanrao Gavhankar D.Ed college, Nilkantheswar Shikshan Prasarak Sanstha, Plot no. 301, AT Post Nimkadra, Tq. Balapur, Distt. Akola, Maharashtra.
Code No. APW 04534/1221065
- 231.B-187. Smt. S.R Patle College of Education D.Ed, Mahila Jagruti Shikshan Sanstha, Gumadhawada/ Tirora, TAH. Tirora, Distt. Gondia, Maharashtra.
Code No. APW 03952/122846
- 232.B-188. Abdul Samad Jr. College of Education, Karijhara, TQ Khamgon, Distt. Buldhana, Maharashtra.
Code no. APW 02046/122319
- 233.B-189. Smt. Sushilatai Pise Adhyapak Vidhyalaya, Young Engineers Education Society, Khasra No. 1588, Distt. Gondia, Maharashtra.
Code No. APW 04915/1221219
- 234.B-190. Kranti Surya Birsa Munda D.Ed college, Din Dalit Bahuuddeshiya Adivasi Gramin Vikas Sansthan, Plot No. 2, Khasra No. Field survey No. 184/2, Madani, Distt. Yavatmal, Maharashtra.
Code No. APW06196/1221814
- 235.B-191. Samata Shaikshonik Samajik and Bahuuddeshiya Sanstha D.Ed College, P.O. Terwad, Plot No. 543 and 281 Tal. Shirol, Distt. Kolhapur, Maharashtra.
Code No. APW05618/1221550
- 236.B-192. Sahyadri Shikshan Prasarak Mandal D.Ed College, Plot no. 579,580, A/p Dhamod, Tal. Radhanagri, Distt. Kolhapur, Maharashtra.
Code no. APW 05293/1221421
- 237.B-193. Yashwant Rao Gudadhe (Patil) Memorial College of Education, Near Bahagwati Lawns, Mauza Bhamti, Trimurti Nagar, Ring Road, Nagpur, Maharashtra.
Code No. APW05706/1221608

- 238.B-194. New Kalamboli Education Society, New English School and D.G. Tatkare Junior College, Plot. No. 5, Sector 6-E, CIDCO colony, Kalamboli, Tal. Panvel, Distt. Raigad, Maharashtra
Code No. APW04491/1221033
- 239.B-195. Kai Vanjibaba Garmin Vikash Mandal, Plot no. 7, Khasra No. Chalisgaon, Distt.- Jalgaon, 424101, Maharashtra
Code no. APW03031/122479
- 240.B-196. D.Ed College, Akole, Distt. Ahmednagar, Maharashtra.
Code No. APW02225/122344
- 241.B-197. Jagat Prakash D.Ed College, All Sikh Education Society Bhilgaon, Kamptee Road, Near MHKS Petrol Pump, Tehre Kamptee, Distt. Nagpur, Maharashtra
Code No. APW03935/122836
- 242.B-198. Balaji Bahuuddeshiya Sansthan, Subhash Rai Adhyapak Vidyalaya (D.Ed) 4Bodhagayan, G.P. Sawargad, Distt. Yavatmal, Maharashtra.
Code No. APW05219/1221386
- 243.B-199. Shri Chintamani D.Ed College, Vasant Shikshan Prasarak Mandal, Plot Nos. 232,233,234 Khasra No. 52/2A, Sawangaon, Tq. Kalamt, Distt. Yavatmal, Maharashtra.
Code No. APW0539/1221614
- 244.B-200. Padam Shri Dr. V.B. Kote, D.Ed college, Sumati Shikshan Sanstha, Plot no. 71-80, 36&39, Khasra No. 28, Pinpalgaon, Tq & Distt. Yavatmal, Maharashtra.
Code NO. APW05600/1221543
- 245.B-201. Late Shree K.N. Isasare Adhyapak Vidhyalaya D.Ed College, Gurukrupa Shikshan Prasarak Mandal, Jagat Mandir, Umansara, At Yavatmal, Tq. & Distt. Yavatmal-445001, Maharashtra.
Code No. APW05737/1221613
- 246.B-202. Shri Sant Lahanuji Maharaj D.Ed College Plot / Square No. 83/2, Khasra No. Chandurwadi Distt. Amravati, Maharashtra.
Code No. APW04709/1221113
- 247.B-203. Samarth D.Ed College, Jai Bharat Shikshan Prasarak Mandal, Shriram Super Market, Rajapeth, Amaravati, Maharashtra.
Code No. APW05922/1221680
- 248.B-204. Chintamani Adhyapak Vidyalaya, Rashtresant Tukdoji Maharaj Sanstrutik and Samajik Bahuuddeshiya Vikas Mandal opposite to Govt. ITI, Daryapur Road, Anjangaon, Distt Amaravati, Maharashtra.
Code No. APW06431/1221911

- 249.B-205. Acharya Vishnugupt D.Ed College, Lot no. 1,2& 3, Khasra No 123(E) and 123 (F), Chankapuram, Nagpur
Code No. APW05958/1221695
- 250.B-206. Dr. Vithalrao Khobragade D.Ed college, Vithalrao Khobragade Shikshan Vikas Sanstha, Khasra No. 32,33,35, The Umred, Distt. Nagpur (Maharashtra).
Code No. APW06121/1221765
- 251.B-207. Matoshri Yamunabai D.Ed College, Akhil Bhartiya Adiwasi Halba Vikas Parished, Plot No. 13, Khasra No. 90,91 of Mouza Balukheda, Indraprastha Society, Near Water Tank, Behind Andar Nagar, Nagpur, Maharashtra.
Code No. APW06769/112230
- 252.B-208. Khandesh Kanya Samita Patil Adhyapak Vidyalaya, Bhagwati Shikshan Prasarak Mandal, Waghali, Distt. Jalgaon, Maharashtra.
Code No. APW 06285/1221847
- 253.B-209. Late Manikrao Pandey (Patil) D.Ed College Mauza Falagaon (Kharda) Tq Babulgaon, Distt. Yawatmal, Maharashtra.
Code No. APW 04780/1221140
- 254.B-210. Saritatai Shantalwar Adhyapak Vidyalaya, Adyal Panchayat Samit Pawani, Plot No. 541,544,540,543, Khsra no. 1466, Distt. Bhandara, Maharashtra.
Code no. APW 06030/1221730
- 255.B-211. Wasudeorao Pathode D.Ed College, Matoshri Laxmibai Education Society, Plot No. 445, Khasra No. 228, A/P Kanpa, Tah- Nagbhir, Distt. Chjandrapur, Maharashtra.
Code No. APW 06325/1221866
- 256.B-212. Ghambai D.Ed College, Shri Janagruti Shikshan Prasarak Mandal, Plot No. 304/1A/1/2, Thutra, Th. Korpana, Dist Chandrapur, Maharashtra.
Code No. APW06364/1221875
- 257.B-213. Late Janabai Sandekar D.Ed College, Manewada Besa Road, Khasra No. 85/2, Nagpur, Maharashtra.
Code No. APW06674/1222010
- 258.B-214. Priya College of Education (D.Ed), Priya Shikshan Sanstha, Plot No. Zone No. 3, Khasra No. 108, Karajgaon, Amravati. Maharashtra.
Code No. APW06620/1221951
- 259.B-215. Prerna Adhyapak Vidyalaya (D.Ed) Piyush Jawdand Shikshan Mandal, Plot No. 40, Khasra No. 68M, Sakkardara, Sharda Chowk, Distt. Nagpur, Maharashtra.
Code No. APW04643/1221102

- 260.B-216. Subham Adhyapak Vidyalaya D.Ed, Shubham Shikshan Sanstha, AT Post Thanegaon, Thetirara, Distt. Gondia, Maharashtra.
Code No. APW 06182/1221804
- 261.B-217 Arjun Mahila Adhyapak Vidyalaya, D.B.M Education Society, Khasra No. 221,222,223/2,303,304/2, Pangoli River Road, Gondia Khurd, Gondia-441601, Maharashtra.
Code No. APW 03998/122865
- 262.B-218. Shri Sant Gajanan Maharaj Adhyapak Vidyalaya, Shri Sant Mauli Bahuudeshiya Shikshan Sanstha, Khasra No. 21/2, Jawalgaon Road, Tq. Ner, Distt. Yavatmal, Maharashtra
Code No. APW05680/1221592
- 263.B-219. ST. Michael's English D.Ed College, Maharashtra Regional Board of Education, Plot No. 03, Sheet No. 13, Nangnibagh, Mission Compound, Dist Chandrapur, Maharashtra.
Code No. APW0 60021/1221962
- 264.B-220. Dr. Punjabrao Deshmukh Jr. College of Education, Rajmata Jijau Bahuudeshiya Shikshan Prasarak Mandal, Plot no. 144/2, Morwa, Dist- Chandrapur-Maharashtra.
Code No. APW0 6416/1221896.
- 265.B-221. Smt. Laxmibai Khiste D.Ed College, Sant Videhi Motiram Maharaj Atmapravartak Gram Vikas Mandal, Plot no. 11,12,13,14 Khasra No. 306, Yeldharkar Colony, Vasmat Road, Distt. Parbhavi, Maharashtra
Code No. APW05129/1221348
- 266.B-222. Gramin Adhyapak Vidyalaya, Vishwanitra Shikshan Prasarak, Mandal, Plot/ House no. 2105, Khasra no. 335, at and post Waluj, TalukaGangapur, Distt. Aurangabad, Maharashtra.
Code no. APW03202/122525
- 267.B-223. Rajarshee Shahaji Maharaj D.Ed College, Plot no. 115, Ward No. 2, Gokunda, Distt.-Nanded, Maharashtra.
Code No. APW 06436/1221915
- 268.B-224. Loknete Baburao Patil D.Ed College AT and Post Degaon (Waluj), Tal-Mohol, Solapur, Maharashtra.
Code No. APW04257/122943
- 269.B-225. Savitribai Phule Adhyapak Vidyalaya, Gandhi Nagar, Arni, Distt. Yawatmal, Maharashtra
Code No. – APWD 5120/1221341
- 270.B-226. Swalambi Adhyapak Vidyalaya (D.Ed) at C/o Pradeep Bonginwar, Plot No. 71-86, Ward No. 7, Near Shyam Talkies, Wani, Yawatmal, Maharashtra
Code No. APW05705/1221607

- 271.B-227. Late Balasaheb Deshmukh Parwekar College of Education, Plot no. 296, Post Ramput (Karegaon), Tq. Pandharkwada, Distt. Yavatmal, Maharashtra.
Code no. APW 03849/122790
- 272.B-228. Sant Gajanan Maharaj Adhyapak Vidyalaya (D.Ed), Plot No. 2/90 Sindhi camp Chelbardi Road, Pandharkaweda Distt. Yavatmal, Maharashtra
Code No. APW06109/1221759
- 273.B-229. Shri Sant Gajanan Maharaj Junior College of Education, Plot no. 492, Khasra No. 429/2, Post Murmadi, Th. Lakhani, Distt. Bhendara, Maharashtra.
Code No. APW 06322/1221864
- 274.B-230. Nirmal D.Ed College, Mangali Chauras, Teh. Pallvi, Distt. Bhandara.
Code No. APW06052/1221736
- 275.B-231. Bhawan Bhaskar Rao Domle D.Ed College, Plot No. 24, Gut No. 426, Tah. Sakoli, Distt. Bhandara, Maharashtra.
Code No. APW 06366/1221877
- 276.B-232. K. K. D.Ed Girls College , Yash Bahuuddeshiya Shikshan sanstha, Plot No. 8 to 17, Khasra No. 152/2, 151, AT Post and Tal. Arjuni, Distt. Gondia, Maharashtra.
Code No. APW 06446/1221922
- 277.B-233. Prabodh D.Ed College, Prabodhan Education Society, Plot no. 657, Khasra No. 15, Tidka, Sadak (Arjuni), Nagpur, Maharashtra.
Code no. APW 05084/1221311
- 278.B-234. Shri Ram Adyapak Vidyalaya Plot No. 3, Ajab Nagar, Shara Building, Aurangabad Maharashtra
Code No. APW04460/1221017
- 279.B-235. Siddhivinayaka Educational Research D.Ed College, Rashtriya Shikshan Sanstha Plot No. 24, 359/1, 359/3, Khasra No. 9, AT Tadgaon, P.O Zarpada, Tab. Arjuni Mor, Distt. Gondia, Maharashtra
Code No. APW04485/1221030
- 280.B-236. Manushyabal Vikas Va Bahuuddeshiya Sanstha, Yashwant Adhyapak Vidyalaya, Dawki, Plot No. 58, Khasra No. 25/3, Tah. Deori, Distt. Gowdia, Maharashtra
Code No. APW03960/122853
- 281.B-237. Siddharth Adhyapak Vidyalaya D.Ed College (Magaswargiya) Salekase, Amgaon Khurd Distt. Gondia.
Code No. APW05329/1221437

- 282.B-238. Poorna Adhyapak Vidyalaya, Giriraj Bahuuddeshiya Shikshan Sanstha, Khasra No. 172, Kalbitola, Khamari, Distt. Gondia, Maharashtra.
Code No. APW 06755/1222025
- 283.B-239. Dr. Yashwantrao Mohit D.Ed College, Sou. Jayee Yashwantrao Mohite Shikshan Prasarak Mandal, Rethare budruk, tal- Karad, Distt. Satara, Maharashtra.
Code no. APW06126/1221768
- 284.B-240. Ashleshe D.Ed College, Yeoh Bahuuddeshiya Sikshan Sanstha, C/o Shamrao Panduranga Meghara at P.O. Bamani, Teh. Pawani Distt. Bhandara.
Code No. APW/04921/1221225
- 285.B-241. Chatrapati Sahu D.Ed College, Jiwan Vikas Gramin Mahila Mandal, Plot No. A 69/21/F of Natural Sugar Office, Kalam Road, LATUR
Code No. APW04020/122876
- 286.B-242. Savitri Bai Phule Mahila Adhyapak Vidyalaya P.O. PANGAON, Tq. RENAPUR, Distt. Latur, Maharashtra
Code No. APW05445/1221515
- 287.B-243. Late Smitadevi Pendhacker D.Ed College, Khasra No. 39, at Gonhi Seem, Near octroi Naka, Umrer Road, Nagpur.
Code No. APW06496/122621(addl)
- 288.B-244. Pillai's Comprehensive College of Education and Research, Mahatma Education Society, Plot No. 1, Khanda Colony, Sector-8, New Panvel – 410206
Code No. 122453/107
- 289.B-245. Dr. Pillai's HOC Educational Complex, Rasayani, Distt. Raigarh, Maharashtra
Code No. APW06427/1221907
- 290.B-246. Mahatama Jyotiba Phule D.Ed College Khasra no. (1) 747 (2) (1), II 745 Khedmakta, Dist. Chandrapur,
Maharashtra.
Code no. APW0/5097/1221324
- 291.B-247. Rajiv Gandhi College of Education (D.Ed) Shri Prabhu Rajaramji Shaikshnik and Sanskritak Sanstha, Survey no. 350, Shankarpur Dist Chandrapur-Maharashtra.
Code no. APW0 6127/1221769
- 292.B-248. Veer Sawarkar Shikshan Prasarak Mandal's Adhyapak Vidhyalaya, Gut No. 577/2, Tal Dharangaon, Distt. Jalgaon, Maharashtra.
Code No. APW06788/1222047

293.B-249. Mahatma Basveshwar Adhyapak Vidyalaya, Plot No. 1/2/144, Khasra No. 144 at Post, Basav Nagar, Mandrup Tal. N. Sholapur, Maharashtra.
Code No. APW03865/122800

(C) The recognition earlier granted to the following teacher education institutions for conducting the D.Ed. programme be withdrawn and the institutions be allowed to close down.

294.C-1. Cordoba Jr. College of Education, (Amiable Charitable Trust) Gut No. 140/Part, Satara, Aurangabad.

Code No. APW06604/1221969

295.C-2. Shri Bashwayshwar Bahuuddeshiya Vikas Sanstha, Limbagaon, Tq. Paithan, Distt. Aurangabad, Maharashtra.

Code No. A PW03975/122861

296.C-3. Yashodeep Shikshan Prasarak Mandal D.Ed College, Sawangi, Tq. Phulambri, Distt. Aurangabad, Maharashtra.

Code No. APW 04253/122942

297.C-4. Akbar Khan Patel, Junior College of Education, Vidya Abhiyan Shikhshan Sansthan, Gut No. 68, Krishnapur, Aurangabad, Maharashtra.

Code no. APW06603/1221967

298.C-5. Saba Adhlyapak Vidyalaya D.Ed Urdu Medium, Bibi Saheb Minority Education and Social Welfare Bahuuddeshiya Society, AT Azad Colony, behind ST colony, Gandhi Nagar, P.O. AT Akola, Distt. Akola, Maharashtra.

Code no. APW06130/1221772

299.C-6. Annasaheb Wankhede Adyapak D.T.Ed Vidyalaya, Ajanti Road, Distt. Yavatmal, Maharashtra.

Code No. APW 05693/1221600

300.C-7. Maulana Azad Shikshan Prasarak and Krida Mandal, DTED College, Rangaripura (Pathanpura), Tq. Darwha, Distt. Yawatmal, Maharashtra.

Code No. APW 05675/1221587

Chapter 7

Summary of Recommendations

The foregoing Chapters of the Report deal with quality of pre-service teacher education, quality of in-service teacher education, teacher performance and teacher audit, strengthening regulatory functions of the NCTE, and the outcome of the review of 291 D.Ed. institutions of Maharashtra. A number of issues have been deliberated in each of the above areas. A summary of recommendations made by the Commission is enumerated below.

Quality of Pre-service Teacher Education

1. Around 90% of pre-service teacher education institutions are in the non-Government sector, and most of the States of the Eastern and North-Eastern Region of the country are facing acute shortage of institutional capacity of teacher preparation in relation to the demand. The Commission recommends that the Government should increase its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in the deficit States.
2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programmes, keeping in view the variation in local conditions.
3. Teacher education should be a part of the higher education system. The duration of programme of teacher education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue.
4. It is desirable that new teacher education institutions are located in multi- and inter-disciplinary academic environment. This will have significant implications for the redesigning of norms and standards of various teacher education courses specified by the NCTE. This will also have implications for employment and career progression of prospective teachers. Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.
5. Current teacher education programmes may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009) and other relevant material.
6. In keeping with the recommendations of the Education Commission (1966), every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

7. There is a need to establish a national level academic body for continual reflection and analysis of teacher education programmes, their norms and standards, development of reading material and faculty development of teacher educators.

8. As a matter of policy, the first professional degree/diploma in teacher education should be offered only in face-to-face mode. Distance Learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.

9. The institutional capacity should be increased for preparation of teacher educators. There is a need to make the Masters in Education programme of 2 -year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.

10. The NCTE would need to develop broad-based norms for qualification of teacher educators to enable induction of persons with post graduation degrees in education science, social sciences, languages and mathematics, along with a professional degree in teacher education or a research degree in education, as teacher educators.

11. The idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty, may be explored. Similarly, teacher educators could be considered as visiting faculty in schools.

12. Faculty development programmes for teacher educators should be institutionalized.

13. There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the universities; creation of an Inter-University Centre in Teacher Education could play a significant role in this regard.

Quality of In-service Teacher Education

14. The Government is required to appoint an Expert Group to develop a policy framework for in-service teacher education in consultation with national and State level institutions, including institutions of higher education, representatives of the State Governments and teacher organizations, while taking into account the principles suggested in this Report, and also develop a National Action Plan for implementation of the policy and guidelines for formulation of Station Action Plans.

15. All existing teacher training institutions imparting in-service teacher education need to be strengthened. In particular, the decentralized structures of BRCs and CRCs be strengthened with provisions for human and physical resources to enable them to perform effectively. Similarly, the DIETs and SCERTs also require strengthening.

16. There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutional arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs. Besides, some post-graduate colleges and Department of Universities may also function as training centres, especially for secondary school teachers, as well as for educational planners and administrators.

Teacher Performance and Teacher Audit

17. The Central Government, in consultation with the State Governments and other stakeholders, may develop a framework for assessment of teacher performance, keeping in view the guidelines suggested in this Report.

Strengthening the Regulatory functions of the NCTE

18. The NCTE needs to review the existing norms and standards for the various teacher education programmes and create a Standing Committee for periodic review of curriculum and the norms and standards of the programmes.

19. The NCTE should develop comprehensive guidelines for innovative teacher education programme for grant of recognition.

20. The NCTE should develop a new framework for undertaking inspection of the recognized institutions, with enhanced focus on process parameters, to ascertain the quality of the institutions, and take appropriate action to improve the overall quality of the teacher education system.

21. The NCTE should formulate appropriate regulations for implementing section 17, of the NCTE Act, 1993 taking into consideration the guidelines incorporated in this Report.

22. The NCTE should set up a Teacher Education Assessment and Accreditation Centre (NEAAC), and constitute a Committee to prepare a comprehensive framework of accreditation, as suggested in this Report.

23. The NCTE should set up an institutional platform in close coordination and collaboration with State Governments, Universities, UGC, Distance Education Council (DEC), etc. and take decisions on standards , procedures and quality parameters, concerning teacher education.

24. The NCTE should notify Regulations to govern inspections of teacher education institutions. These should include eligibility conditions for empanelment as inspection team members, composition of an inspection team, time required for conducting inspection, format for obtaining the required information from the concerned institution and submission of the inspection report.

25. In order to ensure accountability, it is essential to establish a Vigilance Cell in the NCTE, on priority, which would investigate into any act of misbehaviour and misconduct on part of the various functionaries associated with the NCTE.

26. The tenure of the office of the Chairperson and the Vice-Chairperson of the NCTE should be raised from 4 years to 5 years and the upper age limit should be raised from 60 years to 65 years.

27.. The Central Government should develop guidelines regarding the manner of appointment of members of the Council. Further, members of the Regional Committee should be appointed by the Council.

28. The Commission examined the implications of the ruling of the Supreme Court in the case of NCTE vs Vaishnav Institute of Technology and Management, dated 12th April, 2012 and the consequent difficulties in causing inspection under section 17 of the NCTE Act. The Commission proposes that section 17 of the NCTE Act be suitably amended to enable inspection of institutions, unless the Supreme Court reconsiders its decision.

29. Appropriate amendments be made in the Act to provide for the following:

- (i) Empower the Council to issue directions to the Regional Committees on matters of policy and for effective implementation of the Act, which shall be binding on the Regional Committees;
- (ii) Empower the Regional Committee to review its order to rectify a mistake apparent from record; and
- (iii) Enable the Council to revise an order passed by the Regional Committee under sections 14 and 15 of the Act, either on its own motion or on the basis of information made available, where the Council is satisfied, for reasons to be recorded in writing that the Regional Committee has granted recognition/permission in contravention of the provisions of the Act, or the Rules and Regulations made thereunder, and pass appropriate orders, after affording reasonable opportunity to the institution.

30. The NCTE should appoint a Task Force to undertake organizational restructuring of the NCTE, and to work out its human resource requirement, as suggested in this Report.

31.. Recommendations in respect of the 291 institutions offering D.Ed programme are listed separately in Volume 2 of this Report.

General Recommendations

The above recommendations indicate the trajectory of reform that needs to be taken to reform the existing system of teacher education. The Commission, therefore, recommends the constitution of a Committee to enable the setting up of structural mechanism and processes for instituting each of the recommendations outlined in this Report.