

# **THE JUSTICE VERMA COMMISSION RECOMMENDATIONS**

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## **Action Taken Report**

**Think Tank - TE  
2015**

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## **THE CONTEXT**

The JVC Recommendations pertain to:

- Quality of Pre-service Teacher Education
- Quality of In-service Teacher Education
- Teacher Performance and Teacher Audit
- Strengthening Regulatory Functions of NCTE
- Outcome of the Review of 291 D.Ed Institutions of Maharashtra State

# ACTION TAKEN REPORT

## I. Quality of Pre-service Teacher Education

Recommendations	Action Taken
<p>1. In view of acute shortage of institutional capacity of teacher preparation in relation to the demand in the Eastern and North-Eastern region, the Government should :</p> <ul style="list-style-type: none"> <li>• increase its investment for establishing teacher education institutions (TEIs),</li> <li>• increase the institutional capacity of teacher preparation</li> </ul>	<ul style="list-style-type: none"> <li>• No. of existing institutions with increased intake.</li> <li>• Elementary Teacher Education Institutions:               <ul style="list-style-type: none"> <li>○ DIETs / DRCs &amp; STSs : 63 (3300 to 6600)</li> </ul> </li> <li>• Secondary Teacher Education Institutions – B.Ed. Course :               <ul style="list-style-type: none"> <li>○ Training Colleges, CTEs &amp; IASEs : 14 ( .....to 1628)</li> <li>○ M.Ed. Course – IASEs : 02</li> <li>○ M.Phil Course – IASEs : 02, CTE-01</li> </ul> </li> <li>• A new B.Ed College : Government Teacher Training College, Phulbani has been established in the year .....</li> </ul>

<p>1. In view of acute shortage of institutional capacity of teacher preparation in relation to the demand in the Eastern and North-Eastern region, the Government should :</p> <ul style="list-style-type: none"> <li>• increase its investment for establishing teacher education institutions (TEIs),</li> <li>• increase the institutional capacity of teacher preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Elementary Teacher Education Institutions under :               <ul style="list-style-type: none"> <li>○ S &amp; ME Department : 63</li> <li>○ SC and ST Development Department : 02 (with intake of 50 each)</li> </ul> <p>Total No. : 65 Total Intake : 6700</p> </li> <li>• Number of Secondary Teacher Education Colleges under :               <ul style="list-style-type: none"> <li>○ S &amp; ME Department : 14</li> <li>○ SC and ST Development Department : 01</li> </ul> <p>Total intake (B.Ed.) : 1728</p> </li> </ul>
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**Note :**

- On the request of S & ME Department, the Eastern Regional Committee of NCTE, the regulatory body for Teacher Education, increased intake for D.El.Ed and B.Ed. course in consideration of the availability of instructional space and facilities.
- As per new NCTE Regulations (2014), DIETs having adequate infrastructural facilities and instructional staff can be allowed to offer B.Ed course, in addition to their D.El.Ed course. In view of this, the Department is currently mapping such eligible institutions. With this provision, intake for B.Ed course could be further increased.

<p>2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programme.</p>	<ul style="list-style-type: none"> <li>• With the approval of the Department, the Directorate of TE and SCERT introduced the system of Entrance Test for admission to courses : <ul style="list-style-type: none"> <li>○ D.El.Ed</li> <li>○ B.Ed.</li> <li>○ B.H.Ed</li> <li>○ M.Ed.</li> <li>○ M.Phil</li> </ul> </li> </ul> <p>from the academic session 2014-15</p> <ul style="list-style-type: none"> <li>• The procedure and the practice of the newly introduced Entrance Test are being revisited at the DTE and SCERT level for effecting further improvement in the system.</li> <li>• National level Guidelines for Pre-entry Test are still awaited from MHRD/ NCTE (Government of India).</li> </ul>
<p>3. (i) Teacher education should be a part of the higher education system</p>	<ul style="list-style-type: none"> <li>• The issue is being examined in joint consultations by UGC, NCTE, NUEPA and affiliating universities at the central level.</li> <li>• NCTE's Regulations (2014) envisage offering of teacher education courses in multi-disciplinary set-up.</li> <li>• S &amp; ME Department and Department of Higher Education shall have discussion on the matter.</li> </ul>
<p>(ii) The duration of teacher education programme needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long over due.</p>	<ul style="list-style-type: none"> <li>• In a high level meeting on 10.02.2014, taken by the Development Commissioner, it was decided to increase the duration of B.Ed course from one year to two years, keeping the duration of D.El.Ed course unchanged.</li> <li>• The NCTE new Regulations (2014) also provide for a two-year B.Ed course and also a two-year M.Ed course.</li> <li>• The enhanced duration of Teacher Education courses is intended to add professionalism and rigour to the existing courses.</li> <li>• The new courses shall be introduced from the coming academic session i.e. 2015-16.</li> <li>• Steps are being taken to re-design the curriculum for two-year B.Ed. and M.Ed courses in conformity with NCTE Regulations (2014)</li> </ul>
<p>4. It is desirable that new teacher education institutions are located in multi and interdisciplinary environment.</p>	<ul style="list-style-type: none"> <li>• The issue is proposed to be taken up in consultation with the Department of Higher Education, and to the Development Commissioner.</li> <li>• Guidelines from Government of India are awaited, which would facilitate policy formulation in this regard.</li> </ul>
<p>5. Current teacher education</p>	<ul style="list-style-type: none"> <li>• Curricula for D.El.Ed, B.Ed, M.Ed and M.Phil</li> </ul>

<p>programmes may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE-2009) and other relevant materials.</p>	<p>courses have been re-examined and revised in consonance with the recommendations of NCF 2005, NCFTE 2009 and RTE 2009 from the academic session 2013-14.</p> <ul style="list-style-type: none"> <li>• With new NCTE Regulations in force, the curricula for all teacher education courses shall be re-designed.</li> </ul>
<p>6. In keeping with the recommendations of the Education Commission (1986), every pre-service teacher education institution may have a dedicated school attach 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.</p>	<ul style="list-style-type: none"> <li>• All Elementary Teacher Education Institutions (STSS and DIETs) have practicing schools (PSs) attached to them for the purpose.</li> <li>• PSs, earlier attached to the CTEs and IASEs, were withdrawn in the year 2001. The PSs are being placed back with the CTEs and IASEs.</li> <li>• In order to focus more on academic improvement and innovative practices, it has been decided to dissociate the teacher education institutions from administration of PSs.</li> <li>• SCERT has been asked to develop though roles and responsibilities of teacher education institutions towards the PSs. This will provide role clarity and space for academic excellence.</li> </ul>
<p>7. There is a need to establish a national level academic body for continual reflection an analysis of teacher education programmes....</p>	<ul style="list-style-type: none"> <li>• This recommendation does not apply to the states.</li> </ul>
<p>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 to be used for continuing professional development of teachers.</p>	<ul style="list-style-type: none"> <li>• The pre-service teacher education programmes (D.El.Ed, B.Ed. and B.H.Ed) in the state are being offered only in face-to-face mode.</li> <li>• Distance Education Programme (DEP) for untrained elementary school teachers is being offered through distance learning mode by SCERT.</li> </ul>
<p>9. (i) The institutional capacity should be increased for preparation of teacher educators. (ii) There is a need to make the Masters in Education (M.Ed) programme of two year duration with provision for specialisation.</p>	<ul style="list-style-type: none"> <li>• At present 05 secondary teacher education institutions (03 CTEs and 02 IASEs) offer M.Ed course with a total intake of ..... per year</li> </ul>

	The M.Ed Curriculum needs to be revised in the light of NCTE Regulations 2014
10 . The NCTE would need to develop broad-based norms qualification of teacher educators....	This recommendation pertains to action to be taken by NCTE, not by the State.
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 school.	Guidelines for two-way flow of faculty between teacher education institutions and schools have been formulated by an Expert Group at the national level. On the basis of this, mechanism to be in place for realizing the objective.
12. Faculty development programme for teacher educators should be institutionalized.	<ul style="list-style-type: none"> <li>• SCERT has developed a Framework for Continuing Professional Development of Teacher Educators.</li> <li>• SCERT in the process of preparing a list of state and national level institutions for providing programmes on professional development of teacher educators.</li> </ul>
	<ul style="list-style-type: none"> <li>• SCERT has already organised, in collaboration with Unicef, four Capacity Building Programme for Teacher Educators during June - November, 2014.</li> </ul>
13. (i) There is need for enhanced investment in promotion of research in education in general, and teacher education in particular in the universities and creation of an Inter- University Centre in Teacher Education.	<ul style="list-style-type: none"> <li>• Funds for research in education and teacher education are being sought for from MHRD, GoI through submission of Annual Work Plan and Budget.</li> <li>• SCERT identifies relevant areas for both small scale and large scale research studies in education.</li> <li>• Faculties of TEIs apply to UGC, ICSSR and other funding agencies for individual and institutional research studies.</li> <li>• SCERT is in the process of developing a Framework of Action for strengthening research at the M.Ed, M. Phil and Ph.D level.</li> </ul>

## II. Quality of In-service Teacher Education

Recommendations	Action Taken
<p>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.</p>	<ul style="list-style-type: none"> <li>• SCERT has developed Guidelines for in-service teacher education for professional development of : (i) teacher educators, (ii) elementary school teachers, and (iii) secondary school teachers.</li> <li>• TEIs have been conducting in-service training programmes on : (i) content up-gradation, (ii) pedagogy, (iii) learner evaluation, (iii) school leadership, etc.</li> <li>• The programme of in-service teacher education is being assessed by SCERT in order to make them more effective.</li> </ul>
<p>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 provision for human and physical resources. Similarly, DIETs and SCERTs also require strengthening</p>	<ul style="list-style-type: none"> <li>• The existing linkage between SCERT-DIETs-BRCs-CRCs-Elementary Schools is being strengthened in the light of recommendations of Vision Document on Teacher Education.</li> <li>• In order to make SCERT a robust and vibrant state level centre of excellence, a restructuring proposal has been submitted by S &amp; ME Department to Government, which is under its active consideration.</li> </ul>
<p>16. There is an urgent need to develop a comprehensive programme 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.</p>	<ul style="list-style-type: none"> <li>• At present, a system of professional development of secondary school teachers through CTEs and IASEs is in existence.</li> <li>• On the basis of a critical review and feedback received, the system is being revised to make it more effective.</li> <li>• With restructured SCERT, it is possible to strengthen CTEs and IASEs to take up the new challenges of professional development of secondary school teachers in collaboration with RMSA.</li> </ul>

## III. Teacher Performance and Audit

Recommendations	Action Taken
<p>17. The Central Government, in consultation with the State Government and other stakeholders, may develop a framework for assessment of teacher performance....</p>	<ul style="list-style-type: none"> <li>• S &amp; ME Department through SCERT and OPEPA has developed Performance Indicators for elementary school teachers, encompassing their extended roles.</li> <li>• SCERT is now developing Performance Standards for Teacher Educators.</li> </ul>