

ACTION PLAN FOR REVIEW AND SUPERVISION OF THE IMPLEMENTATION OF THE RECOMMENDATIONS OF JUSTICE J.S. VERMA COMMISSION (JVC) ON TEACHER EDUCATION

Review and Supervision of the implementation of JVC Recommendations as recorded in the Action Plan below will be undertaken by the Sub Group on a monthly basis. Designated implementing agencies will provide information on the steps taken according to the timeframe specified on a regular basis.

Recommendation	Action	Timeline	Agency responsible
A. Quality of Pre-service Teacher Education			
<p>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 (TEIs) and increase the institutional capacity of teacher preparation, especially in the deficit States.</p>	<p>States/UTs consulted for assessment of the demand and supply of teachers, including subject teachers for all stages of school education, and the requirement of TEIs mapped.</p>	<p>District-wise assessment by the 15th October 2013</p>	<p>Gol</p>
	<p>Investment in establishing additional TEIs, both at elementary and secondary stages, assessed and funds allocated, especially to the deficit states, by the Government under the centrally sponsored schemes of teacher education.</p>	<p>End-August 2013</p>	<p>Gol</p>
	<p>Applications for establishing new TEIs forwarded to NCTE, proposals reviewed by NCTE, and approval granted to institutions which satisfy the norms and standards laid down by it.</p>	<p>End-August 2013</p>	<p>Gol</p>
	<p>Funds released to the deficit states for setting-up additional TEIs from the academic session 2014-15.</p>	<p>End-August 2013</p>	<p>Gol</p>
	<p>Based on the proposals from State Governments using the mapping exercise, approval granted by the NCTE for enhancement of enrolment in elementary and secondary TEIs operative from the academic session 2014-15.</p>	<p>December 2013</p>	<p>NCTE</p>
<p>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.</p>	<p>Information on conduct of pre-entry tests of candidates for admission to teacher education programmes obtained, analysed and report prepared. (For D.Ed programmes by September 2013, and for B.Ed programmes by October 2013;</p>	<p>September-October 2013</p>	<p>NCTE</p>
	<p>National level guidelines for introducing compulsory conduct of pre-entry tests, based on a standardised framework for admission to pre-service teacher education programmes formulated by a Committee constituted by the Government of</p>	<p>December 2013</p>	<p>Gol</p>

	India.		
	Consultations held with the State Governments on compulsory pre-entry testing of candidates introduced from academic session 2014-15	Academic session 2014-15	Gol
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.	A Discussion Paper outlining a Roadmap for making teacher education in its entirety to be part of the higher education system prepared.	December 2013	UGC and NCTE
	Joint consultations held by the NCTE and the UGC with State Governments, Universities, other affiliating and examining bodies, as well as all stakeholders to discuss and implement the provisions outlined in the Discussion Paper with a view to making teacher education programmes part of the higher education system.	December 2013 – February 2014	UGC and NCTE
	Action plans prepared for making all teacher education programmes part of the higher education system.	March 2014	UGC and NCTE
	Actions initiated for making teacher education programmes part of the higher education system.	Academic session 2015-16	UGC and NCTE
	Work initiated by Academic bodies of Universities to introduce four-year integrated teacher education programmes after high school and two-year teacher education programmes after graduation; and to prepare curriculum and other resources that are in line with the recommendations of the NCFTE, 2009.	June-July 2014	UGC and NCTE
	Four-year integrated teacher education programmes and two-year teacher education programmes introduced by some universities from the academic session 2015-16 onwards.	Academic session 2015-16	UGC and NCTE
4. It is desirable that new teacher education institutions are located in multi and inter-disciplinary 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	Draft regulations prepared keeping in view this recommendation	September 2013	NCTE
	Profile of the existing TEIs and programmes mapped to ascertain the present situation in regard to their location.	March 2014	NCTE
	Guidelines formulated by a Committee for establishing new teacher education programmes in colleges with inter- and multi-disciplinary departments and courses.	March 2014	NCTE
	Regulations of the NCTE notified to ensure that	December 2014	NCTE

attaining academic parity with the new institutions.	new teacher education institutions/programmes are located as part of colleges/institutions with inter- and multi-disciplinary departments and courses.		
	Actions initiated to ensure that the existing teacher education institutions attain academic parity with the new TEIs which are located as part of colleges/institutions with inter- and multi-disciplinary departments and courses.	By March 2016	NCTE
5. Current teacher education programmes (TEPs) may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009-10) and other relevant material.	The process of revising the 2-year D.Ed curriculum in terms of the principles laid down in the NCFTE, 2009 reviewed with State Education Secretaries	January 2013	NCTE and State Govt.
	Guidelines issued by the NCTE to the SCERTs and the Universities to undertake revision of the curricula for TEPs within their respective jurisdiction, based on the NCFTE, 2009 and to upload the progress of the revision on their website.	November 2013	NCTE
	Revised curricula implemented from the academic session 2014-15 onwards.	Academic session 2014-15	NCTE, State Govt and UGC
	Periodic consultations held with the agencies concerned to ascertain the extent of adoption of the NCFTE curriculum framework by the Universities/ Affiliating bodies.	Academic session 2014-15 onwards	NCTE, State Govt and UGC
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.	Profile of existing TEIs mapped with respect to schools in their vicinity for their possible attachment to the TEIs.	March 2014	NCTE
	NCTE regulations amended to facilitate attachment of a dedicated school to every pre-service teacher education institution to provide opportunities to student teachers to experiment with new ideas and hone their capacities and skills to become reflective practitioners.	March 2014	NCTE
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	A Blue Print of a national level academic body consisting of the mandate, functions, organizational structure, and the resources required worked out by a Committee.	December 2013	Gol

reading material and faculty development of teacher educators.	Notification for establishing the proposed Academic Body issued.	January 2014	Gol
	A national-level academic body established with a view to enabling continual reflection and analysis of teacher education programmes, their norms and standards, development of reading material and faculty development of teacher educators.	June 2015	Gol
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.	The scope and modalities for implementation of this recommendation examined by a Joint committee of NCTE, UGC and Gol.	October 2013	Gol and NCTE
	In-depth deliberations with stakeholders in view of the multiplicity of views on matters relating to open and distance learning programmes for training of teachers.	December 2013	Gol and NCTE
	Prepare State level Action plans for implementing the policy of first professional degree/diploma in teacher education only through face-to-face mode		Gol and State Governments
	Modalities formulated to promote the development and use of ODL programmes and blended learning materials for continuing professional development of school teachers and teacher educators.	December 2013	Gol and NCTE
	An institutional framework established to promote the development and use of Open and Distance Learning programmes and blended learning materials for continuing professional development of school teachers and teacher educators.	March 2014	Gol and NCTE
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.	Committee set up to examine the implications of increase in duration of the M.Ed. programmes and of the increase in intake capacity of the Departments of Education through consultations with stakeholders	November 2013	NCTE
	A Concept Paper outlining a Roadmap or introducing two-year M.Ed. programme in a phased manner prepared.	February 2014	NCTE
	Preparation of curriculum framework for 2-year M.Ed.	March-April 2014	NCTE
	Action plans prepared for University Departments of Education to introduce two-year M.Ed. programmes in consultation with UGC and State	March 2014	Gol and NCTE

	Governments		
	Regulations related to M.Ed. are amended	March 2014	NCTE
	UGC notifies enhanced duration of M.Ed programme and Work initiated by the University Departments of Education to introduce two-year M.Ed. programmes and curriculum and other resources prepared.	June-July 2014	Gol, State Govt and UGC
	Two-year M.Ed. programmes introduced from the academic session 2015-16 onwards.	Academic session 2015-16	Gol, State Govt. and UGC
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.	Norms for minimum qualifications of teacher educators revised to make them broad-based.	March 2014	NCTE
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.	Guidelines for two-way flow of faculty between TEIs and schools formulated by an expert group and a mechanism formulated for achieving the objective.	August 2014	NCTE
	Guidelines for utilising teaching practitioners to teach in teacher education institutions as visiting faculty circulated to the teacher education institutions and the states as well as concerned stakeholders in the school system.	October 2014	NCTE
12. Faculty development programmes for teacher educators should be institutionalized.	Guidelines for the organisation of exclusive programmes for teacher educators by Academic Staff Colleges prepared and issued by the UGC.	December 2013	State Govt. and UGC
	Guidelines formulated for career promotion of teacher educators.	January 2014	State Govt. and UGC
	A network of institutions identified to engage in offering a basket of faculty development programmes for teacher educators.	March 2014	State Govt and UGC

<p>13. There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the universities and creation of an Inter-University Centre in Teacher Education could play a significant role in this regard.</p>	<p>An Expert Group including representation from Gol (School Education (SE) and Higher Education (HE) Departments of MHRD), NCTE and UGC to be constituted to formulate guidelines (objectives, institutional and organisational design, human resource, financial requirements, etc.)for setting up an Inter-University Centre in Education (IUCE) and processing of proposals.</p>	<p>September-October 2013</p>	<p>UGC and Gol (Departments of School Education and Higher Education)</p>
	<p>Expert Group to formulate and submit guidelines</p>	<p>November-December 2013</p>	
	<p>Expert Group to facilitate proposal development; evaluate proposals for IUCE based on approved Guidelines.</p>	<p>January-February 2014</p>	
	<p>IUCE funded and set up by UGC for promotion of research in education in general, and in teacher education in particular</p>	<p>Academic Session 2014-15</p>	<p>UGC</p>
	<p>An Expert Group including representatives from UGC, ICSSR, NCERT and other research bodies to be constituted to develop an Action Plan for enhanced investment in the promotion of research in education and teacher education.</p>	<p>October 2013</p> <p>December 2013</p>	<p>Gol</p>
<p>B. Quality of in-service teacher education</p>			
<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, 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 State Action Plans.</p>	<p>An expert group appointed by the Government to develop the policy framework and a National Action Plan for in-service teacher education notified along with the Terms of Reference taking into consideration the Report prepared by NCERT on the subject.</p>	<p>September 2013</p>	<p>Gol</p>
	<p>A National Action Plan for in-service teacher education adopted.</p>	<p>2014-15</p>	<p>Gol</p>
<p>15. All existing teacher training institutions imparting in-service teacher education need to be strengthened. In particular, the</p>	<p>Actions to be linked to the National Action Plan to be drawn with respect to recommendation 14.</p>		<p>Gol</p>

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 institutions 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.	Actions to be linked to the National Action Plan to be drawn with respect to recommendation 14.		Gol
C. Teacher performance and 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.	Expert group set up to hold consultations with State Governments and other stakeholders and develop a framework of teacher performance based on the Guidelines contained in the Report taking into consideration the Report on the subject prepared by NCERT	September 2013	Gol
D. Strengthening the regulatory functions of the NCTE			
18. The NCTE needs to review the existing norms and standards for the various teacher education programmes (TEPs) and create a Standing Committee for periodic review of curriculum and the norms and standards of the programmes.	The existing norms and standards for the various teacher education programmes (TEPs) revised.	March 2014	NCTE
	A Standing Committee for periodic review of curriculum and norms and standards for various teacher education programmes for various TEPs constituted by the NCTE.	October 2013	NCTE
	A plan of action for periodic review of curriculum	April 2014	NCTE

	and norms and standards of various teacher education programmes by the Standing Committee prepared.		
19. The NCTE should develop comprehensive guidelines for innovative teacher education programmes for grant of recognition.	Guidelines for innovative TEPs formulated by an Expert Group constituted by the NCTE.	March 2014	NCTE
	NCTE Regulations for grant of recognition amended on the basis of recommendations of the Expert Group.	September 2014	NCTE
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.	The revised framework for inspection of TEIs under various sections of the NCTE Act finalized.	September 2014	NCTE
	Annual schedule of phased inspection of TEIs prepared and notified by the NCTE and inspections initiated as per the schedule.	October 2013	
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.	Appropriate regulation for implementing Section 17 of the NCTE Act, 1993 formulated taking into consideration the guidelines incorporated in the Report of the Justice Verma Commission.	September 2014	NCTE
22. The NCTE should set up a Teacher Education Assessment and Accreditation Centre (TEAAC), and constitute a Committee to prepare a comprehensive framework of accreditation, as suggested in this Report.	A blue print of TEAAC consisting of the mandate, organisational structure, functions and the resources required worked out by a Committee	December 2013	NCTE
	Actions initiated for the establishment of TEAAC by June 2015	June 2015	NCTE
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.	Nature of the institutional platform to be created and the collaborators and areas of coordination specified.	December 2013	NCTE
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	Detailed parameters for inspection of Teacher Education Institutions prepared and finalised.	January 2014	NCTE
	Regulations framed and notified to carry out inspections of teacher education institutions under Sections 13, 14 and 15 of the NCTE Act, 1993.	September 2014	NCTE

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.	Vigilance Cell established as a part of the activities relating to the restructuring of the NCTE.	March 2014	Gol and 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.	A Cabinet Note containing the proposed amendments prepared.	February 2013	Gol
	Cabinet Note vetted by legal expert.	May 2013	Gol
	Proposed amendments to be approved by the Union Cabinet.		Gol
	Amendment Bill to be placed for consideration of the Parliament.		Gol
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	Guidelines regarding the manner of appointment of members of the Council developed		Gol
	A proposal for changing the present Regulations, thereby enabling nomination of members of the Regional Committees by the NCTE prepared and placed before the Council.	June 2013	Gol and NCTE
	Guidelines for the appointment of members of the NCTE as well as Regional Committees finalized and approved.	November 2013	Gol and NCTE
28. The Commission examined the implications of the ruling of the Supreme Court in the case of NCTE vs Vaishnav Institute of Technology			Gol

and Management, dated 12 th 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.	Subsumed in Recommendation No.21		
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 there under, and pass appropriate orders, after affording reasonable opportunity to the institution.	A Cabinet Note containing the proposed amendments prepared.	Done	Gol
	Cabinet Note vetted by legal expert.	Done	Gol
	Proposed amendments to be approved by the Union Cabinet.		Gol
	Amendment Bill to be placed for consideration of the Parliament.		Gol
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.	Suitable experts identified by the NCTE and a Task Force constituted in to undertake organizational restructuring of the NCTE, and to work out its human resource, organisational and other relevant requirements.	July 2013	NCTE
	Report of the Task Force	May – June 2014	
E. General Recommendations			
The above recommendations indicate the trajectory of reform that needs to be taken to			

<p>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.</p>			
<p>F. Recommendations in respect of the 300 institutions inspected by the Justice Verma Commission in Maharashtra</p>			
<p>The recommendations in respect of the 300 institutions inspected by the Justice Verma Commission in Maharashtra to be implemented in accordance with the directions of the Hon'ble Supreme Court.</p>			