

1. Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Perspectives, Issues and Research in Teacher Education
Module Name/Title	Education in search of identity
Module Id	e-PG EDN 10.07
Pre-requisites	Basic understanding of education
Objectives	<p>After going through this module the learners will be in a position to</p> <ul style="list-style-type: none"> • Describe the strength of prevailing education system in India. • Discuss the crises being faced by education in India. • Detail the information regarding the achievement in education so far. • Discuss the challenges and realities faced by education system in India. • Develop understanding about human resource development.
Keywords	<ul style="list-style-type: none"> • Know about the crises prevailing in Indian education system. • Understand the strength of Indian education system. • Understand the achievement of Indian education system. • Know about the challenges and realities of teacher education in India. • Know about the quality concerns of manpower, planning and teacher education. • Understand the action plan for quality teacher education.

2. Development Team

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1. Introduction

Education which is unconditional greatest Service in Society has not been recognized by the Service Sector in India. UPSC in India has failed to include Education as a discipline. *There is a false notion that Education has only a little core, but, more of periphery. Education suffers from the missing elements of unique discipline which are non replicable in other disciplines.* It seems that such thinking has failed to appreciate that Education is the core of every discipline. Education is interdisciplinary. All the disciplines emerge from Education and merge into Education. Education does have a unique body of knowledge, a repertoire of unique skills and attitudes and a code of conduct.

The code of conduct of doctors is- *serving the humanity without considering comfort or discomfort*, whereas, the code of conduct of Teachers is- *Eternal Learning & Teaching*.

The soul of a gardener resides in the seeds, the soul of philosopher resides in the mind, the soul of piper resides in the pipe, the soul of a singer resides in the voice, the soul of a dancer resides in each and every body cell, the soul of a poet wanders in the nature, the soul of a sculpturist resides in the stone, the soul of a Governor resides with the public, the soul of the creator resides with the universe, the soul of a teacher wanders with the learners.

Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, immersing verses, speaking sculptures, and enlightened learners are the wonderful springs of nature. Education is a most comprehensive interdisciplinary discipline which educates the universe on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and full life.

Can we estimate the energy, purity and strength of the Soul of Education? Warriors may conquer at times physically, geographically, materially, it is only Education which through knowledge can bewitch the minds and liberate the souls. We always feel proud of the teachers who taught us and who are teaching us. Their text is its own testimony. They do not require testimonials. The globe strives to emulate Indian Teachers & Learners. The following poem tries to depict Indian Teachers.

2. Education: Identity Crisis

Since ages the universe has been concern of education. All were having access to education for sharing their states. Teachers and Educationists were universally respected. Now the scenario is changing. Why education is losing its identity? All of us have largely failed in realizing identity of education. Rather than others seeking guidance from education, Education is being invited to receive dictations from state and judiciary. Arbitrary policies and judicial over activism are likely to

damage education. There is evident identity crisis of education. It is high time for education to realize its identity. The question is why the identity crisis?

There is crisis of character. Soul of education is being killed through ruthless expansion and privatization leading to marketization of education. Market is being perceived as the arbiter of the morality. Blind ultra-modernization has resulted into the corrosion of eastern values. We have lost our sensitivity to the basic values.

The soul provides energy, whereas, the Sanskaras provide modus operandi, but, the unbridled marketization of education has reduced education to a commodity to be brought & sold mechanistically in the market. Expression without essence and laughter without resonance are worthless. Convocation without invocation is useless. Graduates and Post-Graduates, degrees of a degree are of little value.

Degree, is one of the elements. What use is the humanity degree which does not develop decency, decorum and discipline and fails to process us as human beings? What use is the science degree which does not reconstruct in us open minded scientific outlook? What use are the law degrees if there is lawlessness. What use are the political science degrees if we fail to develop statesmen?

What use is that art which fails to manifest thematic creative expression? Mathematical formulas are empty and mechanistic if these fail to represent the reality. Social Science degrees which fail to produce social & civic personalities and citizens are gross wastage.

What use is a Doctor of Philosophy Degree if we fail to philosophize the field? What use are the elections if we fail to find and elect Rajrishis?

Let us recall integral humanism of Sri Aurobindo and Wholistic man of Vedic Period where the emphasis has been on wholistic education for man making- physical, mental, social, spiritual, environmental, and finally universal being. Here we recall the efforts of Prof. T.N. Kapoor Former Vice Chancellor, Punjab University, Chandigarh, who insisted that principles and philosophies of Education be taught even to the Commerce students. The altruistic purpose of teacher education has been significantly lost. There is a need to strengthen teacher education at all levels.

3. Observations from NCFTE (2009-PREFACE)

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

- b. The Education Commission (1964-66) professed, “The destiny of India is now being shaped in her classrooms.
- c. The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers.
- d. The teachers personality, in being humane to the learners, is the core foundational issue on which this framework is based.
- e. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the framework.
- f. The curriculum of teacher education is broadly dealing with under foundations of education, curriculum and pedagogy and school internship.
- g. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies.
- h. The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools.
- i. In a departure from the existing approaches, the rationale of each major area along with curricular provisions, both in theory and practicum have been indicated leaving scope for individual reflection on the part of the institutions offering teacher education and the academics associated with them.
- j. Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice. The focus on process-based teacher education has been attempted as models for practicing teachers to adopt/adapt. The suggestion to establish Teaching Learning Centers to act as laboratories for the theory and practice of teacher training has been emphasized.
- k. An appropriate focus on continuous and comprehensive evaluation of developing teachers has been drawn up through an evaluation protocol and suggestions given for designing instruments for assessment and evaluation.
- l. The conventional models of teacher education may continue though the framework does provide directions towards change in the structural aspects of teacher education at elementary, secondary and post-graduate levels.
- m. One reform that could achieve a breakthrough to vitalize teacher education and through it the process of learning and teaching is to break the isolation of teacher education institutions from the university life, from the schools and from one another.

4. NCFTE (2009) & NCF (2005): Achievement So Far

- a. There is added focus on Multiple Intelligence & Life Skills.
- b. Rarely attempts have been made to motivate children from marginalized sections of society for expression of their knowledge and skills related to work and to have cumulative human experience along with children from other sections.
- c. The private school students may have higher academic achievement, but, they may have ethos related limitations. Very often a non-native language is barrier in constructing knowledge.
- d. Even now the children are deprived of the learning opportunities that occur in classroom with children from diverse socio-economic and cultural backgrounds.
- e. A large number of public schools still suffer from shortage of facility of infrastructure. It affects adversely not only academic learning but also overall health of the children.
- f. There are rare teachers who have both teaching competencies and teaching attitude. Humane and Professional teachers, both, in one are rarely found.
- g. There is a need to redesign Teacher Education Curricula and modes of transaction, as well as, approaches to inculcate universal values, namely, truthfulness, compassion and forbearance.
- h. Our school education has to be strong enough to appreciate the preamble of Constitution of India which demands determination and action to constitute, sustain and strengthen India into a Sovereign, Socialistic, Secular, Democratic, Republic State.

5. Challenges & Reality

- a. Manpower Planning is relatively absent in Teacher Education. There is remarkable increase in the number of Teacher Education Institutions.
- b. There are mismatches between the teaching degrees and levels taught.
- c. Some of the States filled new vacancies with Para-Teachers, while trained teachers remained unemployed.
- d. There are problems of Education right from pre-natal stage to old age.
- e. Children are losing their beauties of childhood.
- f. Children are interested in fast and junk food than homemade food.
- g. Children are going far away from nature because we have failed in sustaining the beauties of nature.
- h. The eastern ethos and sensitivity to the basic values are fading.
- i. The entire School Education- History, Civics, Language, Mathematics, Science are losing their essence.

- j. There are problems of cell phones and face books.
- k. Adolescents are bewildered. It seems the sociologists, psychologists and counselors have largely gone defunct.
- l. There is little convergence amongst state, society, and education & judiciary.
- m. More than solutions, there are problems of all sorts of Education-School Education, Teacher Education, Medical Education, Engineering Education, Law Education, Art Education, and Science Education.
- n. Education, Research and Development are the least priority as is evident through the investment by the State.
- o. Health Education and Environmental Education are the most neglected areas.
- p. Public at large is indifferent towards education.
- q. Corporate Social Responsibility finds rare expression.
- r. Rather than wholistic, what we have is fragmented education.
- s. The identity of education as highest interdisciplinary is rarely recognized and respected.
- t. Teacher Education on Life Skills, such as, lateral and critical thinking, innovativeness, problem solving needs to be strengthened.
- u. We need thorough preparation for Teacher Education at all levels, from Pre-Primary through Higher.

6. Teacher Education: Quality Concerns

- a. **Manpower Planning** : Total number of recognized Teacher Education Institutes in India as on 31.03.2013 is Total 13504.

Total Teacher Education Courses Recognized and Intake Approved

S.No	Teacher Education Course	Number Recognized 31.03.2013	Intake Approved 31.03.2011	Intake Approved 31.03.2012	Intake Approved 31.03.2013	Additional Intake Approved during 2012-13
1	Pre-Primary	253	12438	12388	12538	150
2	Elementary	7191	337817	336527	394028	57501
3	B. El. Ed.	17	627	627	627	000
4	D. El. Ed. (Distance Mode)	1	-----	----	500	500
5	B.Ed. (F2F)	6660	650901	657541	682086	24545
6	B.Ed. (Distance Mode)	37	20450	20450	20850	400

7	M. Ed. (F2F)	928	22805	23255	23680	425
8	M. Ed. (Distance mode)	10	1605	1605	1645	040
9	M.Ed. (Part Time)	7	175	175	175	000
10	C. P. Ed.	145	7347	7297	7287	-010
11	B.P. Ed.	528	29969	29869	30819	950
12	M. P. Ed.	139	3937	4237	4457	220
13	Others	254	18489	18489	18639	150
	Total	16170	1106560	1112460	1197271	84811

b. Multi-Mode Teacher Education

- It is highly desirable that the first Professional Degrees/Diploma in Teacher Education be offered only in Face to Face (F2F) mode. But, F2F mode of Teacher Education is not that credible as it used to be.
- Even in the F2F mode, it is publicly evident that there are Teacher Education Degrees, such as, D.El.Ed., B.Ed. , particularly, in the Private Sector with and without attendance.
- A large number of Teacher Education Institutions are understaffed. Infrastructural facilities are inadequate. There are innumerable problems.
- Further, Open and Distance Learning (ODL) mode can also provide very good platform. Many a web Tools, Social Networking Sites, like, Edu blogs, Blackboard, Twitter, Groups in Facebook, Skype, WhatsApp are very good, where, teachers can interact in synchronous as well as asynchronous mode.
- There are many Open Education Resources for Teacher Educators, Teachers and Learners, namely, GeoGebra , Google Earth, Hot Potato, C-map , R-campus, Mahara, Moodle and Wikispaces, Visual Field Trip, In-Service Training Program, Academic Association, Collaboration & Forum, Journals and other Resources, Statistical Tools, and Web Conferencing.
- There are many a mass media, such as, Educational radio, ETV, along with Satellites.

c. Dedicated Teacher Education Programs

- Dedicated Teacher Education Programs ought to be tried at the laboratory level, such as, B.A./B.Sc./B.Tech./B.Com. B.Ed. (10+2+4)
- M.A./M.Sc./M.Tech./M.Com. M.Ed. (10+2+7), M.A./M.Sc./M.Tech./M.Com. Ph.D. (10+2+7+3). These Programs be offered as Innovative Programs.

- There is a notion that the duration of Teacher education Programs be increased. Will increase in Time Duration of Teacher Education Programs assure and Ensure Quality Teacher Education? There ought to be added focus on In-Service Professional Development of the Teachers. Rather than issuing life Long Teaching Licenses, these could be renewed periodically.

d. B.Ed. integrated or B.Ed. Sequential

The nation has decided to offer B.A. Ed. in all the Central Universities of India. Though it is an arbitrary National policy decision, but, it does not mean that B.A. Ed. Integrated has supremacy over B.A. B.Ed. Sequential Both have their due place in the realm of Teacher Education. The face validity of both the programs reveals that both these ought to have separate norms.

e. Innovative Teacher education

Innovative Teacher Education, such as, Personalized Teacher Education, Holistic Teacher Education, Technology Integrated Teacher education, Bachelor of Computer in Education (B.C.Ed.), Master of Computer in Education (M.C.Ed.), Integrated Teacher Education, e-Teacher Education ought to be promoted.

f. Specialized Teacher Education

Teacher Education ought to specialize in many areas, such as, Art Education, Health Education, CSR and Education, ICT in Education, Yoga Education, Value Education, Inclusive education, Social Networking, Taxonomy of Educational Skills, Taxonomy of Educational Research. There is a need to offer programs, such as, Bachelor of Elementary Education (B. El. Ed.), Master of Elementary Education (M. El. Ed.), B.C.Ed., M.C.Ed., Bachelor of Management Education (B. M. Ed.), and Master of Management Education (M. M. Ed).

g. Quality Indicators

- Curriculum Design
- Curriculum transaction & Evaluation
- Research, development & Extension
- Infrastructure & Learning resource
- Student support & Progression
- Organization & Management

How to observe quality ought to be spelt very analytically and comprehensively. There should be Teacher Education Quality Assurance.

h. Jawaharlal Nehru Technological University (JNTU), Indira Gandhi National Open University (IGNOU) and Faculty Development Programs for Teacher Educators

- It is a welcome movement that the Nation is thinking of Professional Development of Teacher Educators through the JNTU and IGNOU.
- It is a happy moment to learn that IGNOU which is ensuring the Compatible and Quality Teacher Education is expected to offer Faculty Development Programs.
- The JNTU being an established Technology University is also expected to intervene in Teacher Education.

The roles expected of these two Universities with respect to Professional Development of Teacher Educators and Teachers need to be delineated scientifically.

i. Capacity Building Courses in Teacher Education

- ICT in Education
- Social Networking
- Info-Savvy Skills
- Techno-Pedagogic Skills
- Teacher in the Digital age
- Open Education Resources
- Taxonomy of Educational Skills
- Taxonomy of Educational Research
- Educational Research Thrust in India
- Collective Wisdom of India
- Researching Pioneer Competency
- Teacher Competency: Mapping and Management
- Researcher Competency: Mapping and Management
- Health Education in India
- Corporate Social Responsibility and Education
- Vocational and Occupational Skills
- Management Skills
- Life Skills and Attitude
- Management Skills
- Adjustment Skills

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- Special Education Skills
 - Human Development Skills
 - Accountability and Adaptability
 - Communication Skills
 - Self Direction Skills
 - Social Responsibility Skills
 - Human Relations Skills
 - Emotional Skills
 - Spiritual Intelligence Skills
 - Innovation, Creation and Construction Skills
 - Holistic Development of Tools and Techniques for Educational Research
 - Shifting Paradigms of Teacher Education
 - Quality Indicators of Teacher Education
 - Ensuring quality of Teacher Education
 - Education Skills
 - Interdisciplinary Skills
 - Value Integrated Education
 - Yoga Education Skills
 - Qualitative Research in Education
 - Employing Mixed Research Methodology
 - Identity of Education
 - Cultural, Moral & Religious Heritage of India
 - Developmental Challenges and Educational Determinism
 - Status of Educational Predicaments and Constitutional Right To Education
 - Status of Human Development Index in India
 - Universal Happiness Index
 - Status of Teacher Education in India
 - Establishing Equivalence of Teacher Education Modes
 - Formulating Teacher Education Policy
 - Establishing Norms for Teacher Education Parameters
 - Education for the Disadvantaged Groups
 - Inclusive Education
 - Continuous Professional development of Teachers

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- Career Advancement in Teacher Education
 - Re-visiting Teacher Education Curricula
 - Re-Visiting Act, Norms and Regulations of Teacher education
 - Establishment of Inter-University Consortiums in Teacher education
 - Exploring the Possible Roles of State, Society, Education and Judiciary in Teacher Education
 - Research Agenda for Teacher Education
 - Developing Competencies of Teacher Educators for Enhancing Creative Writing Abilities of the Learners
 - ICT Aided Constructivist Approach for Professional Development of Teachers
 - Reflections on the Academic Performance Indicators
 - Indian Consortium of Research in Education and Strengthening Educational Research
 - Action Research as “ My Research”
 - Research Synthesis and Meta Analysis
 - Educational Philosophy of India
 - Quality of Indian Teacher Education
 - Manpower Planning in Teacher Education
 - Digital Lesson Designing and Implementation
 - Developing Professional and Humane Teachers
 - School Curriculum Framework and Teacher Education Curriculum Framework
 - Teacher Education: Public and Private
 - Multiple Intelligence
 - Policies and Programs
 - Assessment through Rubrics
 - Portfolio Assessment
 - Working With Community
 - Symbiosis
 - Participatory Approach of Problem Solving
 - Cooperative Learning
 - E-Learning Packages on various Methods
 - Specialized Teacher Education Programs
 - Pedagogy: Critical, Reflective and Constructive
 - Teacher Education for Disadvantaged and Differently Able Groups
 - Physical Education

- Education for Skill Development
- Education for Parenting
- Development of Skills for Food Processing
- Psychology of Infant, Child, Adolescent, Young, Adult and Ripe
- Education of Eastern and Western Values

j. Human Resource Development and Capacity Building Centres (HRDCBC)

Four types of programs are proposed to be launched for the Faculty:

- Orientation Programs focused on conceptual understanding of allied subjects to promote cross discipline education and research
- Subject specific or group of allied subject specific courses at advanced level
- Advanced level Workshops/Summer schools for emerging trends and areas of research
- Besides the above, need based capacity building programs for non-academic staff are also proposed to be launched mainly by Advanced Centres.

k. Unique ID of every Teacher Educator and Teacher Education Institution

Time and Again there is a suggestion that the NCTE should provide unique ID to every Teacher Educator and Teacher Education Institution. How can NCTE provide unique identity? If unique identity is a number, certainly a centrally established agency can provide it. But in reality the unique ID is acquired through peer review and evaluation over a period of time. Unique Identity is earned through dedication, innovation, continuous struggle and identification with Education & Teacher Education. Therefore we need to clear which shade of identity we are referring to as a goal.

l. Career Advancement of Teacher Educators

Let the Professionals have Career in Teacher Education. Do not upgrade us or downgrade us through the questionable scales. Career Advancement in Higher Education has become more of a matter of Whims and Fancies of, so called, Expert Committees.

m. Teacher Educators for D. El. Ed are not Qualified

Most of the Teacher Educator at the D. El. Ed. are not qualified for the Elementary Level. Most of them have M.Ed. or Masters Degree in any School Teaching Subject and Diploma in Education. M.Ed. (Elementary) or degree and Diploma in Elementary is highly desirable, but, rarely available. A foundation course in Elementary Education ought to be mandatory for their confirmation as Teacher Educators at the D. El. Ed. Level.

7. Summary of Recommendations of Justice Verma Commission

a. Quality of Pre-service Teacher Education

- 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 institutional capacity of teacher preparation, especially in the deficit States.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 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.
- 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.
- 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.
- Faculty development programmes for teacher educators should be institutionalized.
- 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.

b. Quality of In-service Teacher Education

- 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.
- 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.
- 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.

c. Teacher Performance and Teacher Audit

- 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.

d. Strengthening the Regulatory functions of the NCTE

- 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.
- The NCTE should develop comprehensive guidelines for innovative teacher education programme for grant of recognition.
- 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 NCTE should formulate appropriate regulations for implementing section 17, of the NCTE Act, 1993 taking into consideration the guidelines incorporated in this Report.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- Appropriate amendments be made in the Act to provide for the following:
 - 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;
 - Empower the Regional Committee to review its order to rectify a mistake apparent from Record; and
 - 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.
- 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.

Action Plan for Quality Teacher Education

- The Teacher Educators at any level of Teacher Education should be essentially have Master Degree in Education.
- Teacher Education should be mandatory for Teaching at Higher Education level also in all the disciplines. Education for Teaching at Higher Education is gaining momentum globally.
- The Constitution of the present Council (General Body) of the NCTE needs to be examined.
- The thinking that Integrated Teacher Education is more effective than the Consecutive Teacher Education needs to be reexamined. There is little evidence of its efficiency and cost effectiveness.
- Instead of increasing the duration of Teacher Education Programs, the emphasis should be on multi-modes of learning. The nation cannot afford to offer Teacher Education degrees to millions through Face to Face mode only. All the modes of Teacher Education should be strengthened. In-Service Modes of Teacher Education ought to be strengthened.
- Teacher Education should be offered under the Faculty of Education. All those universities in India which are offering Teacher Education Degrees under the Faculty of Arts should be directed to establish the Faculty of Education.

- Integrated Teacher Education Programs, such as, B.A.Ed., B. Sc. Ed., B. Com. Ed. (10+2+4), M.A.Ed., M. Sc. Ed., M. Com. Ed. (10+2+5), Ph.D. in Education (10+2+5+minimum 3), be offered in Education.
- Programs, such as, Bachelor of Educational Management, Master of Educational Management, Bachelor of Computer in Education, Master of Computer in Education, Bachelor of Elementary Education and Master of Elementary Education ought to be introduced.
- There should be added focus on practicum in all the teaching modalities. There is a wide scope for integration of numerous skills. More complex skills in a variety of learning situations is a need of the hour. Taxonomy of Educational Skills be introduced at the National level.
- Decision to change the size of an intake Unit at any level of Teacher Education should be taken on scientific bases.
- ASCs and DIETs should offer dedicated in-service programs for the Professional Development of Teacher Educators and Teachers.
- Blanket YES or Blanket NO with respect to a Teacher Education Program by any State should not be acceptable by the NCTE. The State Governments be advised to provide NOC application-wise. Also, applications be invited by the State Governments to establish Teacher Education Institutions as per requirement, area-wise and level-wise.
- Teacher Education should be open to all the disciplines, such as, Arts, Commerce, Science, Technology, and Inter-disciplinary.
- Teacher Education should offer areas, such as, Health Education, Corporate Social Responsibility and Education, Constructivism and Connectionism.
- There has been added focus on Teacher Education at Secondary School level, whereas, Elementary Education has been relatively neglected. We have not yet ventured into Teacher Education at Higher Education level.
- It is high time for India to revive the NCTE, with full respect, to regulate the Teacher Education.
- A Central University of Technology Integrated Teacher Education (TITE) ought to be established with satellite campuses in all the regions.
- All the emerging paradigms of Teacher Education ought to observe their ethos, such as, Open and Distance Teacher Education, Integrated Teacher Education, e-Teacher Education, and of course, the F2F Teacher Education.
- Content-Pedagogy-Technology integrated modes of Teacher Education need to be strengthened.
- Innovative Programs offered by some of the Universities ought to be further deployed.

- Indian Consortium of Research in Education (ICORE) has been launched at CASE, Vadodara, and Gujarat, India. It should be further strengthened to share Educational Research all over globe (www.icorecase.org).
- Programmatic research should be encouraged.
- Taxonomy of Educational Research ought to be arrived at. There ought to be due focus on positivism and logical positivism, Interpretative & hermeneutic, as well as, critical reality paradigms.
- The course work made mandatory by the UGC for Ph.D. in various disciplines, including Education has resulted into mechanization of Research in India. Attempts should be made to de-mechanize research leading to innovative, creative and constructive research.
- There should be dedicated composite PG programs in Education, say, M.Ed. after +2 or dedicated Ph.D. in Education (B.Ed. M.Ed. & Ph.D.).
- The apex agencies & institutions, such as, Centre for Advanced Study in Education (CASE), Central Institute of Indian Languages (CIIL), Homi Bhabha Centre for Science Education (HBCSE), Indian Council of Social Science Research (ICSSR), NCERT, NCTE, NUEPA, and UGC should decide the Research Agenda for the Nation.
- The NCERT should sustain its Research Heritage of Educational Surveys. The Nation is expecting the next Educational Survey. It is high time that the NCERT brings out the Educational Survey in e-form, also.
- There should be a countrywide debate on Teacher Education Policy. We ought to have Teacher Education Policy.

8. SUMMARY

Educationists must think of Education in a holistic manner and not from the perspective of narrow specialization which obliterates the big picture. Too much of respect for compartmentalized domains of Education defeats the basic goal of developing integrated personality. Perhaps the biggest error of Kothari Commission on Education is to consider the Education in compartmentalized fashion. There is a need of doing thorough functional analysis for realizing the identity of Education & Teacher Education.