

SIGNIFICANT RECOMMENDATIONS OF JUSTICE VERMA COMMISSION IN ITS POSSIBLE IMPACT WITH REFERENCE TO MAHARASHTRA

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Background

Education is one of the basic needs of human being. To provide quality education should be the priority of every nation. Quality of education is depends upon the quality of teacher and quality of teachers is being shaped in teacher education programme. Teacher education program is the back bone of education system of a nation.

In India many steps are taken to improve the quality of teacher education. One the recent step is to establishment of Justice Verma Commission.

In 2008 NCTE gave recognition to 291 D.Ed. colleges in Maharashtra in spite of explicit recommendation of Government of Maharashtra, that state did not require any more D.Ed. colleges. Finally matter reached to Supreme Court of India. The Supreme Court of India made observation that, '*The NCTE the statutory body has not been able to control proliferation of substandard teacher education due to its inability to enforce the prescribed norms.*'

During the hearing of this case, Supreme Court appointed a high power commission to examine the entire gamut of the issues which has bearing on improving the quality of teacher education as well as regulatory functions of NCTE. Union Ministry of HRD accepted and constituted the commission under the chairmanship of Honorable *Justice J.S.Verma*, former Chief Justice of India in **2011**. The report was submitted on **2012**. The plan of Action was prepared in **Sept. 2013**, in which **30 recommendations** are planned for execution. In this paper **10 recommendations** are considered.

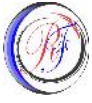
Recommendations of JVC and its possible impact

1. Government should increase its investment for establishing teacher education institutions (TEIs) and increase the institutional capacity of teacher preparation:

This recommendation is set back to the Govt. of Maharashtra, which has implementing the policy of privatization of higher education including teacher education. Hence all new teacher education colleges are unaided. Even government misinterpreted the NCTE guideline of making 7 teachers for 100 students. They haven't increased intake of granted colleges from 80 to 100 but they wish to reduce number of teachers from every college and says we are following the ratio of 14: 1. Actually they should make a division of 100 students and then should think about appointing minimum 7 teachers.

In this scenario govt. should increase the intake of granted colleges or may start new aided college where it is required or they may give grant to non-aided colleges as per requirement of the region. In this case, many of non-aided college would be closed because of teacher education will become cheaper in aided colleges. More students from economically and socially backward classes will have the opportunity to be a teacher in minimum fees.

2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidate to the pre-service teacher education programme, keeping in view the variation in local conditions-



Somewhere it is the indication of national level CET for teacher education course. At present, in Maharashtra, there are two CET for B.Ed. and M.Ed. One is conducted by Govt. itself the other is conducted by Association of Private Colleges. For University Departments and minority colleges separate CETs are conducted by their own.

Since education is in the concurrent list of constitution, both state and union govt. are making decision in this field; by which already a chaos. The same will happen if national level entrance test is planned. Ample of variety exist in school and university education state by state. At the same time it should be able to cope with different boards and university curriculum. And medium may be another dilemma.

3. Duration of Programme of Teacher Education needs to be enhanced –

At present B.Ed. and M.Ed. are one year course and D.T.Ed. is of two years and integrated B.Ed. is of four course programme. All institutions have made their setup as per present scenario. When duration will be increased, physical and human resources need be enhanced.

This is quite contrast recommendation is reference to at least Maharashtra state; all teacher education courses are running under admission, enhancement in duration may become one of the reason unpopularity of these courses. If duration of B.Ed. & M.Ed. courses is enhanced for two years; the intake of each division to be reduced up to 50%, then the courses may be run with same resources. Enhancement in duration will causes to incensement in fees. Students will have to pay double fee, which may devastatingly drop the rate of admission for teacher education courses.

4. The first professional degree/diploma should be offered in face to face mode only –

NCTE is already implementing this recommendation. Only in service teacher training courses of open universities are allowed to run the courses in vacation; those are in face to face mode. No distance teacher education course is approved by NCTE.

The recommendation is very important for quality teacher training. It is commonly accepted fact that for training direct interaction is essential in training. Once basics are strong one may get enhancement by e-learning mode. This recommendation may disturb the e-learning/online mode. Recently worldwide online free courses are started known as **MOOC** (Massive Open Online Courses) which affiliated to world's reputed Universities like Howard, Stanford etc. These courses are not in face to face mode and would be preferred by international schools. This issue should be sorted out sensibly.

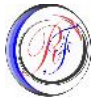
5. Need to develop broad based norms for qualification of teacher educators –

At present teachers educator's qualification is M.Ed. and Master's Degree with NET/SET. Now it may be revised. Whatever qualifications will be decided by this recommendation, it should be practicable. The implementation is rather more important than the decision. It is experienced in many govt.'s decision that they create chaos rather than a system. of NET / SET, API, M. Phil. / Ph.D. increments, 100:7 ratio etc. let's hope these qualifications will be decided sensibly and implemented wisely.

6. Creating opportunities for teaching practitioners to teach in teacher education institutions as

a visiting faculty

This recommendation is very important in reference to get field experience shared with student trainees. Implementation of this recommendation will make teacher training more



practical. According to the B.Ed. curriculum of University of Pune, school teachers' contribution is expected in internship programme. One of the practical is to interview of experienced teacher. Some colleges call school teachers as a resource person.

Teaching practitioners can contribute a lot in methodology, lesson guidance, psychology, and use of ICT etc. where *practical and theory will go hand in hand*. Teachers from various boards, various medium, and various levels can share and enlighten teacher trainees.

7. Need to enhance investment in promotion of research in education and creation of inter-university centre in Teacher Education

The recommendation is very useful to motivate researcher to contribute. This will definitely increase the number of research studies. These researches shouldn't be related with any kind of promotion or appointment. It should be in the form of fund for the sake of research. The funds can be reserved for *in-service teacher* education i.e. school teachers. It should be reserved for teacher educators or teacher in higher education. This will expand the boundaries of research. Even some funds should be reserved for *citizens for research* in education. Otherwise UGC and BCUD are providing funds for research for college teachers along with teacher education.

8. An urgent need to develop comprehensive programme for continuing professional development of secondary school teachers

Yes, this is very important. Since secondary education is the subject of state govt. and it is related to **Ministry of School Education** and teacher education is related to **Ministry of Higher and Technical Education**; these two are separate ministries and they don't have linear relation. Actually pre service and in service teacher training is programme should co related and monitored by same authority. If in service training programme will developed by the guidelines of NCTE it would be by universities and implemented by B.Ed. colleges it would be more useful. The interaction between school teachers and teacher educators will be helpful to make teacher education more practical oriented and up dated.

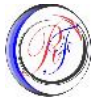
9. Set up a Teacher Education assessment and Accreditation Centre (TEAAC)

Presently, NAAC assesses teacher education institution. It has prepared separate report format for teacher education institution. Even peer team members are also appointed from teacher education field. To have separate apex body when present body is already assessing it properly, this recommendation make no sense. If this is done, new report formats and assessment process need to be decided and assimilated in teacher education colleges.

On the other hand many unaided colleges haven't done accreditation from NAAC and how much they would be interested in accreditation by TEAAC. Basically fewer teacher education colleges think long term basis. Since many are facing less admission problem, they may not think on long term and it may reduce their interest in process of assessment and accreditation.

10. Every teacher education institute may have a dedicated school attached to it as a laboratory

The recommendation will leave deep impact on teacher education. Teacher education is expected to be most flexible, developing, advanced, research oriented and innovative; because the quality of teacher training will going to affect the quality of school education which the future of higher education.



Definitely experimental school is one of the most want of teacher education programme. Many innovative and creative methods are suggested but hard to try in practicing school. dedicated experimental schools are available many approaches, methods and modes can be tested and developed by pre service and in service teachers. Presently, something can be tested on peer only in simulated situation. For PG level courses such laboratory schools will be most useful to research.

Conclusion

'A Call for Teachers!' a slogan for this year's **World Teacher Day** on 5th of October 2013 by UNESCO. It is also said that a total of 5.24 million teachers needed by 2015 worldwide. India will be also lacking behind number of teachers per students. On one hand lots of qualified candidates waiting for jobs and other hand classes are crowded. Maharashtra Govt. has stopped to fund new schools and giving chance to flourish to private schools. Private schools don't emphasis on valid teacher education degree. International boards also don't believe in valid teacher education degree, they give their own training to newly appointed teachers. Over all the quality of teacher education programme need to be enhanced and copped with current situation drastically; we hope **JVC**'s recommendation will do this job in better way.

Quantity is also one of major threat in teacher education courses. Many institutions are not able to fulfill as per their intake capacity. It is showing that teacher education course really missed out its attraction in graduate students. Maximum meritorious students diverts towards engineering and medical courses. Few left meritorious students complete graduation; then apply for teacher education courses. Indirectly, few meritorious students come for teacher education courses and teacher educators need to draw out the best out of them, to maintain the quality of teaching-learning.

On this background **JVC** has recommended many things, those are helpful to improve the quality and quantity of teacher education in India. Along with it, governments should change its financial policy about over all education. Government should make teaching profession enough motivational for meritorious students and parents. Parents want best teacher for their wards, but still they don't want their ward to be a mere teacher. The situation may only change with collaborative efforts by teacher education institutions, teacher educators, researchers, apex bodies and government.

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