



TEACHER EDUCATION IN INDIA TODAY AND RECOMMENDATIONS OF JUSTICE VERMA COMMISSION WITH SPECIAL REFERENCE TO QUALITY OF PRE-SERVICE TEACHER EDUCATION

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Background

Quality and Excellence have become the watchwords of the New millennium everywhere, and in India, at the center as also at the state levels, high priority is being given to in-service education of all personnel through agencies such as NCERT, UGC, SCERT etc. Teacher Education as a continuous process needs prioritization to implement alternative paradigm for quality teacher education. The school, the community and the teacher training institutions have to move towards building a shared commitment for paradigm shift in teacher education.

To improve the quality in teacher education as well regulatory functions of NCTE, Supreme Court appointed a high power commission. In 2011, Union Ministry of HRD constituted the commission under the chairmanship of Honorable Justice J. S. Verma, former Chief Justice of India. The report was submitted in 2012. The plan of Action was prepared in Sept. 2013, in which 30 recommendations are planned for execution.

Justice Verma committee has recommended the improvement in the following areas -

- A. Quality of Pre-service Teacher Education**
- B. Quality of in-service teacher education**
- C. Teacher performance and audit**
- D. Strengthening the regulatory functions of the NCTE**
- E. General Recommendations**

Here in this paper, the recommendations related to Quality of Pre-service Teacher Education are only discussed.

A. 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 (TEIs) and increase the institutional capacity of teacher preparation, especially in the deficit States.**

It is really observed fact that in Maharashtra without taking into consideration the needs of the particular geographical area NCTE has given permission for the pre-service teacher education institutions. Instead of permitting these institutes, there should be some criterion to permit the institutions in a particular geographical area. In Maharashtra, in many places there are 5 to 6 colleges of teachers training in a limited area of 10 kilometers, which affects

their admission capacity. This year there are many colleges which are not able to get full admissions. So, government should take a proper decision to start new institutions if required in a particular region and at the same time should stop if they have made a crowd at a single place.

Similarly the old non-aided teacher training institutes (at least sustaining for last 10 years and have gone through accreditation process) should be given grants as early as possible.

- 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.**

This recommendation is taken care of by many states. E.g. in Maharashtra CET is conducted by Govt. of Maharashtra. If possible the central Govt. should start a common CET for all states like SET/ NET.

- 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.**

It can be done by reducing the existing intake capacity of the colleges to the half. i.e. if there are 100 student teachers in the college, then for first year 50 students can be admitted and for second year 50 can be admitted. That's why there will be no need of additional infrastructure as well the staff.

- 4. It is desirable that new teacher education institutions are located in multi and interdisciplinary 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.**

Today, we are preparing teachers for traditional subjects. Taking into consideration, the needs of the society and the new trends in education, new teaching methodologies can be researched and implemented accordingly.

- 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.**

Constructivism is still to be implemented in our teacher education curriculum which can be implemented with other relevant material. Similarly the new evaluation approaches (e.g. CCE) are still to be implemented in the pre-service teacher education programmes.

- 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.**



Still today, in few colleges, this system exists. E.g Annasaheb Kalyani Vidyalaya, Satara permits the new trends in education to be experimented by the student teachers of this college. The colleges can manage this facility by themselves.

- 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.**

Now days, faculty development of teacher educators is looked after by the UDC Academic staff Colleges. There is no need to change this facility, because the teacher educators are quite happy with these programmes. Only thing left is reflection and analysis of teacher education programmes. For this , definitely a national body of experts can be formed and for every five years the norms and standards of the teacher education programmes can be reviewed.

- 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.**

Recently, a new term has come into existence i. e. external B. Ed. which is very dangerous. Because few of the institutes allow student teachers to complete their course without attending the college. This practice is observed in many colleges as they do not get sufficient admissions. To check this fact a special team can be formed and such institutions should be closed as early as possible.

Distance learning programmes should also be checked as far as their completion of practical work is concerned. Similarly the staff (teacher educators), their experience, their work culture should also be looked after. In some of the institutions, there is only one teacher educator who looks after the course the whole day. Similarly, in some institutes the less qualified teachers are appointed for conducting these courses.

- 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.**

One of the B. Ed. passed student told that he was farming as well completing his Masters from one of the teachers training institutes in this university area. So, it shows the quality of the courses now a days. So, what can be done in these cases should be decided by the state governments as well by NCTE.

- 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.**



Already this recommendation is followed by most of the institutions in India. The norms should be strictly followed; otherwise the Institutions which are ignoring these qualification factors should be closed down.

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.

This is practiced in most of the teacher training institutions. In NAAC extension is of the TTIs is taken care of. This may not be in practice the TTIs who have not completed their accreditation process.

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

Now a days, in private TTIs, there is problem of admissions. So, faculty takes less care of development programmes. Otherwise, in grant in aid and the government colleges the situation is quite different.

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.

In Pune University, the teacher educators are motivated to take research projects . Other universities should take lead in this endeavor. Similarly, few teacher educators are taking projects from UGC grants. Others (other than 2F- 12 B) should go for grants from ICSSR, NCTE and NCERT.

Conclusion

The Verma committee has taken efforts to find out the pit holes in Teacher Education in all aspects. Now, it is Government's duty to look after the recommendations of the same. The Teacher Training Institutes should study this report deeply and bring in changes which are possible by themselves at their level. If Government and NCTE take these recommendations positively, definitely the quality of teacher education is going to improve in coming years.

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