



PRECIS OF VERMA COMMISSION REPORT

Dr.Shubhangi Suryakant Kurhade
Adhyapak Mahavidyalaya, Aranyeshwar
Pune-411009
Mobile No – 9850804088
Email – kurhade.shubhangi76@gmail.com

Introduction

The supreme court of India appointed the Justice J.S.Verma Commission to prepare a report on teacher Education in June 2011. There were seven other members on the commission. The aims of the commission were –

- a) To review the teacher education courses in the context of free and compulsory education for children.
- b) To suggest reforms in teacher education training and in service training.
- c) To review the Regulations of NCTE (National Commission for Teacher Education)
- d) To review norms for teacher audit and performance.
- e) To review criteria to assess and derecognize sub-standard educational institutions.
- F) To determine teacher methodology.
- G) To assess the 291D.Ed.Training Institutions in the Western region.

Chapter 2- The commission dwelt on the quality of the prevailing pre-service teacher education and on the need to change the present roadmap. The lack of connectivity of teacher education with Universities was realized. The presently acceptable lower academic qualification for elementary stages in school education has been pointed out by the commission and the requirement of more qualified and mature teachers has been emphasized. Pre-entry tests to recruit a candidate for teacher education program has been highlighted.

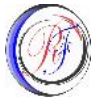
Quality of the basic core subjects in the curriculum has to be raised to digest new developments in specific discipline by teachers. More reading, writing and arithmetic, the 3 'R's are to be inevitably stressed instead of rhetoric of lesson plans.

Teacher education must equip every school teacher with the Capacity to imbibe commitment to Fundamental duties among children.

Chapter-3- Deals with the quality of in-service teacher education. The present in service teacher education is devoid of usage of modern technology by and large. The duration of training is short. These lacuna need to be removed. Orientation programs of 2-3 days is needed. Departmental promotion should be awarded on successful completion of training modules by teachers.

Cluster Resource centers (CRC) should function as a resource of academic materials to student-teachers, should visit schools regularly and implant special training programs. The training faculty should be bilateral- core faculty and guest faculty.

Chapter 4 - deals with teacher performance and audit .The current appraisal system needs to be revamped. Teacher work under different qualities of management and in diverse rural/



urban backgrounds. Hence they are heterogeneous entity. Personal traits of teachers need to be considered before appraisal.

Chapter 5- deals with the issue of strengthening the regulatory functions of NCTE. Uncontrolled commercialization often teacher education like B. Ed and M.Ed. courses through distant learning programs has to be curbed because such programs lack quality. NCTE should lay down norms to educate quality teachers. The following structural arrangement for strengthening the organization of NCTE is recommended.

- 1) Academic cell
- 2) Assessment cell & Accreditation cell
- 3) Inspection cell
- 4) Legal cell
- 5) Vigilance cell
- 6) Accounts cell

All these will be coordinated by a Coordination cell.

Chapter 6 - Review of 291 D. Ed. Colleges in Maharashtra has been taken.

Chapter 7 – Summary

- 1) 90% pre-service teacher education institutions are in the non- government sector. East and North-East India faces acute shortage of teachers. The commission recommends that Govt. should be investing more in deficit areas.
- 2) New Institutions should be multi-disciplinary in academic environment.
- 2) Current teacher programs should be re-designed.
- 3) Analysis of teachers should be done by a national level body.
- 4) Teachers with post graduate degrees should be inducted preferentially.
- 5) Regulatory function of the NCTE should be strengthened.
- 6) The NCTE should set up an accreditation center.
- 7) A vigilance cell within the NCTE should be formed to check the behavior of functionaries.
- 8) A Task force should be appointed to undertake organizational restructuring of NCTE in India in order to ascertain its human resource requirement.
- 9) The NCTE should develop comprehensive guidelines for innovative teacher education programs for grant of recognition

Total 31 recommendations are indicated in this report.

The other Members of the Commission were –

- 1) Prof. Anand Krishnan
- 2) Prof. Govinda
- 3) Prof. Miri
- 4) Prof. Sharma
- 5) Prof. Batra
- 6) Prof. Sathyam
- 7) Prof. Sahay (Secretary)

The report was submitted in August 2012.

Reference

- Govt. of India, (August 2012), Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India Vol.1.