

VERMA COMMISSION WORK PLAN AND RECOMMENDATIONS FOR TEACHER EDUCATION INSTITUTIONS AND STRENGTHENING NCTE

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Abstract

This paper presents detailed information of Former Chief Justice of India Hon'ble Justice J.S. Verma Committee report for Teacher Education institution. The Commission members, reason for formation of commission, Terms of Reference perused by Commission and Work Procedure of Former Chief Justice of India Hon'ble Justice J.S. Verma Commission.

This paper discusses about the Former Chief Justice of India Hon'ble Justice J.S. Verma Commission recommendations of Quality Pre- Service teacher education institutions and quality of Teachers. I mention the district wise analysis of qualify and non-qualify institutions recommended by Verma Commission.

This article describes the recommended by Former Chief Justice of India Hon'ble Justice J.S. Verma Commission in view of pre service teacher education institution and strengthening the regulatory functions of the NCTE.

Key Words: Teacher Education, Teacher Education Institution, Quality Assurance, Teacher Educators, Diploma in Education, National Council for Teacher Education, National Council of Educational Research and Training, National Curriculum Framework for Teacher Education, Terms of Reference, Western Regional Committee, Central Adversary Board on Education.

Introduction

The National Council for Teacher Education (NCTE) was established by an Act of Parliament “with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matter connected therewith”. As per the stipulation of the NCTE Act, 1993, the NCTE has established four Regional Committees under section 20* for the discharge of its functions relating to grant of recognition. The Western Regional Committee (WRC) of the NCTE, located at Bhopal (Madhya Pradesh), is statutorily responsible for granting recognition to courses and institutions for teacher education in the states of Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli, Daman and Diu.



The Composition of the Commission:

Chairperson

1. Hon'ble Justice J.S. Verma, Former Chief Justice of India

Members

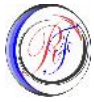
2. Prof. Goverdhan Mehta, Former Director, Indian Institution of Science Bengaluru
3. Prof. M. Anankrishnan, Chairman, Board of Governors, Indian institute of Technology, Kanpur
4. Prof. R. Govinda, Vice-chancellor, National University of Educational Planning and Administration (NUEPA), New Delhi
5. Prof. Mrinal Miri , Former Vice-Chancellor, North-Eastern Hill University (NEHU), Shillong
6. Prof. A.K. Sharma, Former Director, National Council of Educational Research and Training (NCERT), New Delhi
7. Prof. Poonam Batra, Central Institution of Education, Faculty of Education, University of Delhi, Delhi
8. Shri S. Sathyam, Former Secretary to the Government of India

Why Verma Committee Formed?

During its 104th to 109th meetings held in 2008, the WRC gave recognition to 291 colleges of Maharashtra for starting Diploma in Education (D.T.Ed.) programme in spite of the explicit recommendations of the Government of Maharashtra that the State did not require more D.T.Ed. Institutions due to limited employment opportunities for the graduate of this programme.

When the matter came before the Hon'ble Bombay High Court (Nagpur Bench) in a Public Interest Litigation (PIL), after looking into the facts and circumstances of the cases, it quashed the order of the WRC granting recognition to the 291 colleges, vide its order dated 7th January, 2009 on the ground that the recognition had been granted in breach of the directions issued by the Central Government under section 29** of the NCTE Act.

The Ministry of Human Resource Development, Government of India, had issued directions under section 29 of the NCTE Act, 1993 to the NCTE which inter alia provided that in respect of cases before the WRC where there was a difference of opinion between the views of the State Government and that of the WRC, such cases should be referred to the NCTE Headquarters. The Hon'ble High Court held that the grant of recognition by the WRC to the 291 colleges was in breach of the Ministry's direction since the Government of Maharashtra had given a categorical general statement that no new teacher education institution offering the D.T.Ed. Programme should be opened in Maharashtra. This was the reason that the supply of trained elementary teachers was already far in excess of the demand for such teachers in the State. These institutions challenged the decision of the Hon'ble High Court and failed Special Leave Petition (SLPs) (c) Nos. 4247 and 4248/2011 before the Hon'ble Supreme Court of India.



Terms of Reference perused by Commission

- a) “Whether in the context of the Right of Children to Free and Compulsory Education Act, 2009 the Regulations on Recognition Norms and Procedure that lay down the norms and procedure for various teacher education courses which are adopted by NCTE are adequate or need review”.
- b) “Whether further reforms are necessary to improve quality of teacher training and in-service training”.
- c) “To review whether the Regulation on Recognition Norms and procedure, currently in force as laid down by the NCTE are being properly enforced. If not, how to evolve a fair and transparent manner in which these norms and standards may be enforced.”
- d) “To review the existing practice of appointment of members to the NCTE and the regional committees of NCTE and recommend measures to ensure that a transparent process in which the appointments to the NCTE discharges its crucial role in providing vision and direction in the functioning of the NCTE.”
- e) “To evolve standards and norms for evaluating teacher performance and audit of teachers.”
- f) “To review whether the present provisions empowering withdrawal of recognition of institutions are adequate.”
- g) “To determine what the methodology should be to examine / enforce quality in teacher training institution.”
- h) “To review whether the 291 institutions in the western region quality to be recognized as teacher training institutions.”

Work Procedure of Verma Committee

The Commission perused the ToRs into the following three categories.

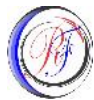
Category A: ToR (b) pertaining to improving the quality of teacher education and ToR (e) pertaining to the need to evolve standards and norms for evaluating teacher performance and audit of teachers.

Category B: ToRs (a), (b), (f), and (g), pertaining to improving the regulatory function of the NCTE.

Category C: ToR (h) pertaining to recognition granted to 291 D.Ed. teacher education institutions of Maharashtra by the WRC of the NCTE.

Format of Verma Commission Report

The report is in three volumes: volume 1 contains the main report divided into seven chapters as described therein, along with the final conclusions and recommendations: volume 2 contains all the discussion and material related to the aforesaid 291 institutions: and volume 3 contains all the Annexure.

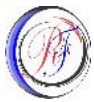


Statistical analysis of 291 D.Ed. Institutions

Sr. No.	Particulars	No. of Institutions
01	Total No. of D.Ed. institutions inspected	301
02	No. of institutions which Qualify for recognition for conducting the D.Ed. programme	44
03	No. of institutions which do not Qualify for recognition for conducting the D.Ed. programme	249
04	No. of institutions which have decided to apply for closure of the D.Ed. programme	07

District wise Statistic analysis of 291 D.Ed. Institutions

Sr. No.	District Name	No. of Institutions	Sr. No.	District Name	No. of Institutions
No. of institutions which do not Qualify for recognition for conducting the D.Ed. programme					
01	Thane	06	18	Sindudurg	01
02	Mumbai	04	19	Akola	05
03	Aurangabad	29	20	Ratnagiri	03
04	Gadchiroli	07	21	Beed	09
05	Pune	09	22	Nanded	09
06	Panwel	02	23	Buldhana	10
07	Nasik	04	24	Parbhani	09
08	Latur	12	25	Hingoli	02
09	Dhule	02	26	Ahemadnagar	10
10	Jalana	03	27	Gangakhed	01
11	Nagpur	15	28	Jalgao	07
12	Raigad	03	29	Osmanabad	01
13	Satara	06	30	Washim	04
14	Wardha	05	31	Yavatmal	12
15	Sangli	07	32	Chandrapur	07
16	Kolhapur	07	33	Gondia	08
17	Solapur	19	34	Amaravati	02
			35	Bhandara	05
TOTAL					249

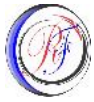


Sr. No.	District Name	No. of Institutions	Sr. No.	District Name	No. of Institutions
No. of institutions which Qualify for recognition for conducting the D.Ed. programme					
01	Mumbai	01	11	Nanded	01
02	Pune	03	12	Buldhana	02
03	Nasik	02	13	Parbhani	01
04	Latur	03	14	Ahemadnagar	03
05	Nagpur	03	15	Jalgao	02
06	Satara	03	16	Osmanabad	01
07	Sangli	02	17	Chandrapur	01
08	Kolhapur	03	18	Gondia	02
09	Solapur	01	19	Amaravati	03
10	Sindhudurg	01	20	Bhandara	01
	Wardha, Beed, Ratnagiri, Akola, Jalana, Thane, Washim, Yavatmal,	00		Dhule, Gangakhed, Hingoli, Panwel, Raigad, Gadchiroli, Aurangabad	00
TOTAL					44

Major Recommendations of Verma Commission

The Verma Commission recommended total 30 recommendations for Teacher Education Institutions and Strengthening NCTE. The Major Recommendations are as follows:

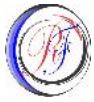
1. The Commission recommends that the Government should increase its investment for establishing teacher education institutions (TEIs) and increase the institutional capacity of teacher preparation, especially in the deficit States.
2. Government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher education programmes, keeping in view the variation in local conditions.
3. Teacher education should be a part of the higher education system. The duration of programme of teacher education needs to be enhanced.
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.



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.
6. 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.
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.
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.
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.
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.
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.
12. Faculty development programmes for teacher educators should be institutionalized.
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.

Strengthening the regulatory functions of the NCTE

1. 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.
2. The NCTE should develop comprehensive guidelines for innovative teacher education programmes for grant of recognition.
3. 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.

4. 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.

5. 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.

6. 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.

7. 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 misbehavior and misconduct on part of the various functionaries associated with the NCTE.

8. 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.

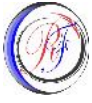
9. The Central Government should develop guidelines regarding the manner of appointment of members of the Council. Further, members of the Regional Committee should be appointed by the Council

10. 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.

Conclusion

Teacher education was largely in the public sector and teacher education institutions were regularly monitored for maintaining quality, with privatization and liberalization in the field of education, the share of self- financing teacher education institutions in the sector of teacher education institution has become disproportionately large, Currently, about 85% of teacher education institutions are in the private sector while more than 80% of elementary school children are educated in the state schools. This necessitates the need for an appropriate regulatory framework to ensure quality standards in teacher education.

The NCTE, even as a statutory body, has not been able to control the proliferation of sub-standard teacher education institutions due to its inability to enforce the prescribed norms and also inability to continuously supervise the institutions recognised by it. This has led to commercialization of teacher education in the country, thereby adversely affecting the quality of teacher education.



Former Chief Justice of India Hon'ble Justice J.S. Verma Commission recommended only 14.62% teacher education institutions (D.Ed.) are qualified for recognition. It was the deprived performance of teacher education institutions of Maharashtra State. But the approach of commission was positive towards quality improvement of teacher education institutions and NCTE functions which reflects in their recommendations.

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