



REVAMPING TEACHER EDUCATION: JUSTICE VERMA COMMITTEE RECOMMENDATIONS

Dr. SARALA RAJAN MENON
Mahavir Mahavidyalaya,
Kolhapur.

Dr. MALGONDA ADUGONDA
MAiGONDA
Mahavir Mahavidyalaya,
Kolhapur

The quality of school education is directly proportional of the standards of teacher education. The up gradation of standards of teachers to prepare global learners is a matter of controversy in India right now. The National council for Teacher Education (Parliament Act no. 731993) is responsible for the proper maintenance of norms and standards of the teacher education system in India.

During its 104th and 109th meetings in 2008 The western Regional committee (WRC) of NCTE gave recognition to 291 colleges of Maharashtra for starting DED programme in spite of the recommendation of Govt. of Maharashtra that state did not require more DED institution due to limited employment opportunities for its graduates.

Honorable Supreme Court appointed a high – powered commission to examine the entire gamut of issues which have a hearing on improving the quality of Teacher Education as well as improving the regulatory functions of NCTE. The composition of the commission and its Terms of Reference (TORS) as suggested by the solicitor general, in consultation with the union Ministry of Human Resource Development, were accepted by the Honorable Supreme court and the Terms of Reference were accepted by Human Resource Development (Department of School Education & literacy) in 2012). The committee recommended a conceptual and operational change in road map for transforming the quality of teacher education. The institutional standards of pre-service teacher Education in India are also responsible for their position in system of higher education.

Delinks in Teacher Education

Elementary Teacher Education Institutes, including DIET'S offering DEd are not linked to universities. The secondary teacher education institutes offering BEd degree programmes are in large number and located outside university campuses. There is a lack of research participation due to closed atmosphere of these institutions cause the sub- standards. There is an intellectual isolation of the school teacher and more engaged to pedagogy leads to lack of subject knowledge of trainees and teachers.

Quality of Entrants in Teacher Education

Though higher secondary is prescribed as the eligibility qualification for undertaking a pre- primary or primary teacher training programme and under graduate degree in science or arts is the minimum qualification for joining a secondary teacher education programme, the decision to conduct TET proves that the pre – service teacher education programmes reflects poor quality.



Quality of Curriculum

The committee made various recommendations regarding content of the curriculum offered in teacher education programmes.

It is revealed that current dominant teacher education programmes offer ritualistic exposure to fragmented knowledge which is neither linked to the large aims of education and disciplinary knowledge nor to the ground realities of classroom practice and not integrated in meaningful way. Sound pedagogy is about in integrating the knowledge about learners and the knowledge of the subject with knowledge about the socio – cultural context and philosophical basis of education and learning.

Quality in Mode of Teacher Preparation

Educational studies on Teacher Education programmes indicate the poor quality of training through the distance mode. Current Teacher Education institutions are isolated from universities and the system of higher education. This is the direct consequences of NCTE norms that stipulate the requirement of separate the requirement of separate independent campuses for Teacher Education institution even within universities.

The special significance of pre – service elementary Teacher Education in view of elementary education being a fundamental right is over looked and its concerns are subsumed.

The NCFTE 2009 provides a radically new perspective and approach which for the first time has been translated into model syllabi for elementary teacher education. There is an urgent need to upgrade pre – service elementary teacher education by enhancing duration of training making equivalent to an integrated degree programme and locating the management and control of elementary teacher education within universities. The elementary teacher should possess a degree and more pedagogic knowledge to handle the psycho social needs of the learner. The teacher education programme should provide teaching programme up to five to six weeks. The committee suggests a course which long for four years at the Bachelor's degree level or a two year Bachelor's degree model after graduation.

Preparation of Teacher Educators

The MEd programmes are generalist in nature and do not prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages etc. Currently there is also a paucity of talented faculty with disciplinary specializations in social science education, language education and mathematics education.

Quality of Teacher Assessment

Apart from conceptual and pedagogical aspects, a pre- service teacher education programme needs to develop and further enhance creation attitudes, dispositions, habits and discerning capacities in developing teacher.



Role of a Teacher

There is shift in thinking about teacher's task, other than imparting knowledge, towards constructivism.

Augmenting State Institutional Capacity for pre- service teacher education

The institutions which train teachers to adjust to a system in which education is seen as transmission of information and take the school curriculum and textbooks as given to train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lesson.

Restructuring Institutions of pre – service teacher education

Appropriate measures will need to be evolved to ensure that existing teacher education institutes develop structural linkages with system of higher education.

Redesigning Teacher education programme

Redesigning Teacher education programme to mould proper teachers is the need of the hour.

Teacher performance and teacher Audit

In India context the need to evolve and effective system of teacher appraisal to improve teacher performance has been expressed.

Organizational Restructuring

Enhancement in fragments donot improve the quality of teacher education .The whole organizational set should be modulated in order to bring out desirable changes in school education.

Recommendation

- 1) 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.
- 2) As a matter of policy, the first professional degrees / 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.
- 3) 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.
- 4) 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 educators.
- 5) 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.
 - 6) Faculty development programmes for teacher educators should be institutionalized.
 - 7) 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.

Quality of In-service Teacher Education

- 1) 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 their Report, and also develop a national Action Plan for implementation of the policy and guidelines for formulation of Station Action Plans.
- 2) All existing teacher training institutions imparting in-service teacher education need to be strengthened. In particular, the decentralized structures of BRCs and CRCs are strengthened with provisions for human and physical resources to enable them to perform effectively. Similarly, the DIETs and SCERTs also require strengthening.
- 3) 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.

Teacher Performance and Teacher Audit

- 1) 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.

Strengthening the Regulatory functions of the NCTE

- 1) 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.
- 2) The NCTE should develop comprehensive guidelines for innovative teacher education programme 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 formulate appropriate regulation for implementing section 17 of the NCTE Act, 1993 taking into consideration the guidelines incorporated in this Report.
- 5) The NCTE should set up a Teacher Education Assessment and Accreditation center (NEAAC), and constitute a Committee to prepare a comprehensive framework of accreditation, as suggested in this Report.
- 6) The NCTE should set up an institutional platform in close coordination and collaboration with State Governments, Universities, UGC, Distance Education Council concerning teacher education
- 7) The NCTE should notify Regulations to govern inspections of teacher education institutions. These should include eligibility conditions for empanelment as inspection team members, compositions of and inspection team, time required for conducting inspection, format for obtaining the required information from the concerned institution and submission of the inspection report.
- 8) 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.
- 9) The tenure of the office of the Chairperson and the Vice-Chairperson of the NCTE should be raised from 4 years to 5 years the upper age limit should be raised from 60 years to 65 years.
- 10) 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.
- 11) 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

- 1) 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;
- 2) Empower the Regional Committee to review its order to rectify a mistake apparent from record; and
- 3) Enable the Council to revise and 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 there under, and pass appropriate orders, after affording reasonable opportunity to the institution.

General Recommendations

The above recommendations indicate the trajectory of reform that needs to be taken to reform the existing system of teacher education. The Commission, therefore, recommends the constitution of a Committee to enable the setting up of structural mechanism and processes for instituting each of the recommendations outlined in this Report.

Conclusion

Justice Verma commission has suggested many measures to improve teacher education programmes in India. But unlike any other commission's report this commission recommendation will come to action in real sense, let us hope for the best.

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