



## NCTE as an apex body in Teacher Education

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### ABSTRACT

The government of India established NCTE (National Council of Teacher Education) in May, 1973 which has been set up by Act of Parliament to provide the guidance for the development of teacher education and to regulate and maintain norms and standards in the system of teacher education. Teacher Education is concerned with the qualitative as well as quantitative aspects of teacher education including both present and prospective teachers in the form of training and education to fulfill the desired needs of the hour. The statutory implications for an affiliating or examining body are that the affiliation will be granted to only those institutes which have been recognized by the NCTE. It is mandatory for teacher education institutions to fulfill certain minimum norms and standards prescribed by NCTE. Quality improvement, innovations and coordinated development in teacher education are the assigned working areas of NCTE. It plays a significant prominent role in the present status of teacher education. In the recent past many reformist approaches initiated by the NCTE have proved as milestones or landmarks in teacher education system. This paper deals with objectives, various functions performed by NCTE, the present status of teacher education system and NCTE's role by various norms and standards prescribed time to time.

**Keywords:** Teacher Education, Objectives, Functions, Structure and Role of NCTE.

### I. INTRODUCTION

The teacher play crucial role in the development of society as well as nation. It is the dying need of hour that well qualified teachers having not only academic & professional competencies of extreme high level but also having the responsibility to raise the standard of student learning, to make students more autonomous citizens who have highly committed towards the development of society & country in real sense. It is rightly said by NPE (1986) that, "The status of the teacher reflects the socio-cultural ethos of society; it is said that no people can rise above the level of their status." [1]

The professional growth and development of teacher directly interrelated with teacher education system which further connected directly with regulating bodies and organization to provide quality in the field of teacher education. NCTE as an apex regulating body lay downs various norms and standards, guidelines to achieve planned and co-ordinate development of the teacher education-system throughout the country and the regulation and proper maintenance of norms and standard in for the up gradation of quality aspect in the prevailing conditions in teacher education system.



## II. TEACHER EDUCATION

Teacher Education is a programme which is concerned with the development of teacher proficiencies and competencies of present and future teachers that would enable and empower the teacher to meet the requirements of the teaching profession and face the challenges therein. Teacher Education is concerned with the qualitative as well as quantitative aspects of teacher education including both present and prospective teachers in the form of training and education to fulfill the desired needs of the hour. Goods Dictionary of Education defines Teacher education as —*all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.*

It is a continuous, dynamic, ever evolving, dynamic and comprehensive process and its pre-service and in-service components are complimentary to each other. In today's scenario, **Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.** For making every teacher more competent and responsible and also for the professional growth and development of teachers it is very essential to bring quality in teacher education field. The qualitative aspect of teacher education is directly or highly associated with the proper maintenance of norms and standards laid by regulating authorities or bodies and also for the planned & coordinated development of teacher education throughout the country. NCTE is as an apex body is responsible for the proper maintenance and regulations in teacher education by the implementations of various norms and standards by it time to time.[2]

## III. STRUCTURE AND OBJECTIVES OF NCTE

Commercialization of teacher education is the resultant due to the negative fallout of correspondence teacher education by some universities at that prevailing time. To avoid and demolish this type of situation and to proper maintenance of norms & standards, **NCTE-National Council for Teacher Education** as a non-statutory advisory body was established by Government of India in May, 1973 to the government at the Center and the State, covering the matters related to teacher education.

Due to the inadequate status of existing NCTE and the recommendation of National Policy of Education in the year 1986 by the government of India paved the way of set up of NCTE as a statutory body. National Policy on Education (NPE) laid down stress on the need to set up a statutory body which is responsible for look after the teacher's education in the country, as a first step to produce good teaching professionals in the country. In pursuance of this recommendation, NCTE was setup under the Act of Parliament in the year 1993 and on 17th August 1995 it started its functioning as statutory body. It sets up norms and standards for teacher's education including right from pre-school to post graduate level teacher education and also plans, coordinates and implements innovative ways to in order to educate teachers.[3]

NCTE has main objective is to achieve planned and coordinated development of the teacher education system throughout the country and to regulate and proper maintenance of norms and standards in the teacher education system. The mandate given to the NCTE is very wide and covers the entire scope of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary,



secondary and senior secondary stages in schools covering all type of education - formal, non-formal, part-time, adult and distance education.[4] It was set up to achieve the planned and coordinated development as well as to ensure the maintenance of standards and norms in the field of teacher education throughout the country. Quality improvement, innovations and coordinated development in teacher education are the assigned working areas of NCTE. Four regional committees with headquarters at Delhi, carry out the work of NCTE having authority to recognize institutions offering courses of training in teacher education covering southern, eastern, western and northern regions.

#### IV. FUNCTIONS OF NCTE

Various initiatives have been taken by NCTE for the professional development of teachers and have been concerned with the challenges of making teacher education relevant to the changing context of education as well as societal needs. The main functions of NCTE are as follows:[5]

- ❖ Effective monitoring and coordinating teacher education and its development throughout the country.
- ❖ Examine and reviewing periodically concerning with the implementation of the norms, standards and guidelines laid down by the council.
- ❖ Reviewing the existing curriculum, evaluation techniques, and instructional processes, identifying innovations and disseminating or publishing their results.
- ❖ Undertaking and supporting the researches and studies concerning with the manpower planning, effectiveness of various models and status of physical and infrastructure facilities in teacher education and publishing their correspondence results.
- ❖ Suitably advising the recognized institutions.
- ❖ Taking all the necessary steps or measures in order to prevent commercialization of teacher education.
- ❖ Promoting and conducting research & innovation in recognized institutions and then disseminating their results.
- ❖ Making recommendations for the state as well as central governments universities, University Grants Commission (UGC), and other recognized institutions for the preparation of suitable plans and programmes regarding the teacher education.

#### V. ROLE OF NCTE IN TEACHER EDUCATION

- ✓ NCTE Lay down the **norms and standards** for any specified courses in teacher education which covers minimum eligibility criteria for admission, selections methods of candidates, duration and content of course and mode of certification. It is mandatory for teacher education institutions to fulfill certain minimum norms and standards prescribed by NCTE regarding admission criterion, minimum qualifications of teachers and infrastructural facilities etc. [6]
- ✓ The **statutory implications** for an affiliating or examining body are that the affiliation will be granted to only those institutes which have been recognized by the NCTE. The norms and standards specify the



detail related to conditions required regarding recognition, permission and additions intake of seats etc.[7]

- ✓ ‘**Teacher education curriculum – A Framework**’ is a document with the involvement of UGC panel on teacher education having unique features:[8]
  - Making of teacher education task oriented and less theoretical;
  - The apportionment of instructional time to various tasks;

Pedagogical theory including teacher and education in emerging Indian society, educational psychology, special courses according to the needs and available facilities	20%
Content cum methodology and practice teaching including related practical work	60%
Working with community: Health/ physical education made an integral component of teacher education curriculum	20%

- For further teacher education degrees and diplomas continuous provisions for credits;
- Interaction of NCTE with university system to revamp university curricula in tune with the framework.

- ✓ **NCTE Regulations 2014** - On November 28, 2014, under the Government of India Gazette Notification No.346 (F.No. 51-1/2014/NCTE/N&S), NCTE completed and notified the revised Regulations 2014. It also includes the Norms and Standards for 15 programmes by following the recommendations of the Justice Verma Commission (JVC). The JVC appointed by the Government at the instance of the Hon’ble Supreme Court of India which suggested wide range reforms in Teacher Education. The new Regulations are a result of wider consultations with all the concerned stakeholders undertaken by NCTE. The important highlights of Regulations 2014 are as follows:[9]

- a. A portfolio of 15 programmes is on offer, which recognized firstly time three new programmes – 4-year B.A/B.Sc.B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- b. With more professional rigor and best international standards the time period of three programmes including B.Ed., B.P.Ed., and M.Ed. has been increased to two years.
- c. Multi-disciplinary or multi-teacher education programmes came in to existence in place of stand-alone institutes.
- d. Every programme curriculum introduces with three components named as theory, practicum, internship; and also at least 25% of the programme is developed to school-based activities and internship.
- e. Every programme curriculum covers ICT, Yoga Education, Gender and Disability/Inclusive Education as an integral part and more integrated teacher education programmes are encouraged.
- f. The M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
- g. Open and Distance Learning (ODL) has become more rigorous with built-in quality assurance mechanisms than and as well as in-service teachers have more option to acquire higher teacher education qualifications.
- h. It is mandatory to have NOC from affiliating university/body while making an application.



- i. It is compulsory for every teacher education institute to get accreditation in every 5 years from an accrediting agency recognized by NCTE.

## V. CONCLUSION

The purpose of Government of India by establishing NCTE is to achieve planned and co-ordinate development of the teacher education-system throughout the country and the regulation and proper maintenance of norms and standard in for the up gradation of quality aspect in the prevailing conditions in teacher education system. NCTE plays a vital and crucial role to ensure quality in teacher education in the form of various standards and norms prescribed by it as per the requirement of the prevailing conditions throughout the country in the field of teacher education. Various norms such as regarding the mandatory recognition, essential qualifications of teachers of all stages, NOC and admission criterion etc. paved the way of quality enhancement. Along with this various reformist approaches of NCTE proved as landmarks and milestones in the way of teacher education.

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