



STRENGTHENING OF TEACHER EDUCATION: ROLE OF NCTE

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ABSTRACT

Teachers are the pillars of whole educational system and those teachers come from Teacher Education Institutions (TEIs). It is also true that “no country can rise above the level of its teachers” as has been commented in National Policy on Education (NPE) 1986. So Teacher Education is an important aspect of any nation. Teacher education is an important and integral component of the educational system. Various commissions and committees appointed by the central and the state governments in recent decades which have shown great concerns to improve the quality of teacher education. Quality education is the only solution for building up the quality nation. During the last six decades, after independence, certain efforts have been made to improve the quality of teacher education. Teacher education programmes have also facing the challenges and try to improve the quality of programmes with a changing scenario.

The present paper discusses various issues regarding working of TEIs, structure of teacher education programmes, steps taken by MHRD on Verma commission report, RUSA and its impact on teacher education, monitoring in teacher education. Present study tried to explore the challenges and remedies in strengthening of teacher education and throws light on the role of NCTE.

Key words: Teacher Education, NCTE, NPE, NCFTE, RUSA, Statutory Body.

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INTRODUCTION

The UNESCO World Conference on Higher Education in 1998 declared “education is a fundamental pillar of human rights, democracy, sustainable development and peace”. Development of any society or nation can be achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the nation builder. Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. The teachers are prepared and trained by teacher education institutions. So the quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. The National Policy on Education (NPE 1986) has rightly remarked that “teacher education is a continuous process and its pre-service and in-service components are inseparable”. The above said facts express the dire need of teacher education.

Historical Perspective / Establishment of NCTE:

The University Education Commission (1948-49), the Kothari Commission (1952) and the Education Commission (1964-66) recognized the importance and significance of teacher education. The Education Commission (1964-66) expressed the need of establishing National Council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted

the said proposal which was supported by fifth National plan. Keeping in view Government of India through a resolution, set up National Council for Teacher Education (NCTE) in the year 1973 to advise the Central and State Governments on all matters relating to teacher education. Secretarial support to the non-statutory NCTE so set up in 1973 was provided by NCERT.

Based on the recommendations of National Commission on Teachers (1985) and was later promised in the National Policy on Education (NPE-1986) and the Programme of Action (POA-1992), National Council for Teacher Education was upgraded as an autonomous statutory body to regulate institutions of teacher education and to provide guidance to them. Accordingly, National Council for Teacher Education (NCTE) Act was passed in the year 1993 and NCTE as an autonomous body with a statutory status came into existence with effect from 17th August 1995.

Main objectives of NCTE:

- Planned and coordinated development of Teacher Education system in the country.
- Regulation and proper maintenance of norms and standards in Teacher Education system and matters concern.
- Improve the standards and functioning of teacher educators.

Activities and Functions of NCTE:

- To give approval to Teacher Education institutions.
- Recognition of various teacher training courses based on application submitted by the institutions.
- Lay down norms for maintaining standards of teacher education.
- Preparing a guideline and specified requirements for starting new courses and programmes in teacher education.
- Making recommendations to the central and state governments and universities in the preparation of plans and programmes in the field of teacher education.
- Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher educator in teacher education institutions.
- Take necessary steps to prevent commercialization of teacher education.
- Promoting innovations and research studies and organize them periodically.
- Preparing guidelines and norms to start new teacher education institutions in the country.
- Surveys and studies relating to teacher education.

Regional councils of NCTE:

NCTE has its headquarter in New Delhi, apart from regional representations in many other cities. Four official Regional Committees (RC) of NCTE operate from Jaipur, Bangalore, Bhubaneswar and Bhopal handling the Northern, Southern, Eastern and Western regions respectively. The councils are responsible for recognizing teacher education institutions.

Achievements of NCTE

As reported by the MHRD, Government of India (Annual report, 1999-200, p.8) "One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self learning modules for teacher educators and teachers during 1998-1999. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education". To be specific, NCTE has brought out 66 publications and 6 CD ROMs by 2000-2001.

The NCTE has achieved some success in its regulatory functions also, by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of teacher education has been controlled to a great extent. A Curriculum frame work for Quality Teacher Education was placed by NCTE before the nation in 1998. In order to concretize the imperatives of NCF-2005 and also to fulfill the concerns of RTE Act 2009. The NCTE brought out the latest National Curriculum Framework for Teacher Education (NCFTE) in 2010 and in 2014.



HRD likely to implement J S Verma commission recommendations to improve quality in Teacher Education:

Justice Verma commission (2013) suggestions:

- Pre-entry testing for candidates for admission to teacher education programmes.
- Increasing investment in establishing teacher education institutions in government sector.
- Increase the duration of various teacher education courses like D.Ed (4years), B.Ed (2years), M.Ed. (2 years).
- Must be a school in association with every teacher education institution.
- Strengthen various bodies like NCTE, DIETs, to improve quality.

Recently Ministry of Human Resource Development (MHRD) called a meeting of the Education Departments of states and the affiliation bodies like NCTE to discuss deteriorating teachers' quality in the country. The ministry is keen to implement justice Verma Commission on teacher education.

RUSA – National Higher Education Mission:

Rashtriya Uchcharat Shiksha Abhiyan (RUSA) is a central sponsored scheme proposed by the Ministry of Human Resource Development (MHRD) to ensure holistic planning at the state level and enhancement of funds allocation for the state institutions, which will spread over the two plan periods (12 and 13) and it will focus on state higher education institutions. A sum of Rs 5, 00, 00,000 has been earmarked for the implementation of RUSA in India during the said two plan periods.

Highlights:

- RUSA is a boon for state higher education.
- RUSA will have a completely new approach towards funding higher education in state universities and colleges.
- It is based on key principles of performance-based funding.
- It will aim to provide greater autonomy to universities and improvement in teaching learning quality.
- "Faculty Planning" is one of its strategic focus of RUSA.
- Not more than 15% of the faculty positions can remain vacant at any time in the state.
- The state government must commit 4% of its GSDP for the state higher education sector.
- Accreditation will be carried out by a recognized agency like NAAC.

Impact of RUSA on Teacher Education:

RUSA definitely improves the present conditions of Teacher Education in various aspects like faculty, economic support, teaching learning quality, performance based funding and strengthening different bodies concerned.

Challenges/ Problems:

- Lack of vision and planned initiatives towards teacher education.
- Many of teacher education institutions thereby lacking in uniformity.
- Financial conditions of the colleges of education are very poor.
- Attitude of managements towards quality enhancement in colleges is negative.
- Huge gap between demand and supply for efficient teacher educators.
- Durations of teacher education programmes are not sufficient.
- Lack of dedication and commitment of Governments towards development of teacher education in the country.
- Norms stipulated by NCTE was not following accurately.
- Supervision and monitoring programs are not satisfactory by concern authorities.
- Unemployment of trained candidates.
- Talented and skilled candidates are not interested to join in teacher education programmes because of lack of opportunities.



- Teaching Practice, which we may call the SOUL of Teacher Training Program, is the most neglected part of Teacher Education.
- Corruption is big challenges in permitting new institutions which are not meet the norms.
- Teacher education was not enriched with new innovations and technologies.

Remedies / Suggestions:

- Uniformity among teacher education institutions must be maintained in all aspects in the country.
- Need to meet the demand for well qualified teacher educators.
- Institutions with low standards should be reformed or closed.
- Commercialization of teacher education must be controlled.
- Need to use technology or ICT in monitoring the functionalities of teacher education institutions.
- Duration of teacher education courses should be increased.
- Governments need to focus on quality enhancement and monitoring in teacher education.
- Teacher pupil ratio should be ideally 1:8.
- NCTE should be strengthening with more powers to control and ensure quality in teacher education.
- Teacher education must reform and enrich to meet the aspirations of society and nation.
- Regular and rigorous inspection by NCTE should be done in regular intervals.
- Conditions and norms for affiliation should be made strict.
- Transparency should be there in the appointment of bodies of teacher education.
- Need to maintain coordination between NCTE and Universities which affiliates the TEIs.
- Need to implement Verma commission report immediately.
- Every State should have a separate Directorate of Teacher Education.
- Colleges of teacher education should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.

CONCLUSION

It can be concluded that Teacher Education is significant, why because it provides the teachers to Nation, really who builds the Nation. There is an immediate need to strengthen Teacher Education in all aspects by implementing Justice Verma commission report. Central and State governments must show promptness and commitment to meet the goals. NCTE should be strengthen, reform, reorganize for effective monitoring on Teacher Education Institutions. Efforts should be focused on implementation of acts, Policies, Recommendations of comities and commissions in this regard. In order to meet the challenges and surmount the hurdles that stand in the way of strengthening Teacher Education, it is needful to concentrate all efforts with full dedication.

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