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Reforms in Teacher Education Role of N.C.T.E

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Abstract: ***It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. NCTE generally related to improvements in quality of teacher education programme. The general interest of any commission or committee is to produce teachers of dynamic personality. Indian Education Ministry established NCTE on 21st May 1973. The headquarters of NCTE is in Delhi. NCTE has four regional centres namely Jaipur, Bangalore, Bhubaneswar & Bhopal. The main activities of NCTE are Research - Extension services, Development Programmes, Training, & Evaluations. The fundamental objectives of NCTE are to achieve planned and coordinated development of teacher education system throughout the country & proper maintenance of Norms and Standards in the teacher education system. The NCTE in recent years emphasized the need for duration of courses by strengthening pedagogy and practice in taking programme with the incorporation of internship. The proposed period was two years. 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 early 2010. Finally, the dream of a learning society can become reality only when the dream teachers are well equipped with moral, professional intellectual, practical and communication skills to convince the students through their efficient teaching.***

Key Terms: Dynamic Personality, Extension service, National Curriculum Framework, Norms and Standards, Pedagogy.

I. INTRODUCTION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from preprimary to higher education level. Teachers are the most important force to boost the quality of education. Any amount of other inputs may become redundant if the teachers lack the necessary ability coupled with positive attitude and competence to use those inputs efficiently and, effectively. According to Rishi Aurobindo "the first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and guide." Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Indian institutions of teacher education are far behind their counterparts, in developed countries. We need to make the system of education more innovative for futuristic, in order to respond to the changing, demands of the society. To maintain the standards and to update the qualities, we require commitment, complete involvement of all the personnel, friendly management, free market environment and training of people concerned. Up gradation and development in all these spheres is possible only through empowering teachers through different aspects. Such training needs are satisfied by different agencies at different levels. NCTE generally related to improvements in quality of teacher education programme. For In-service education of teachers NCTE organizes workshops, seminars, conferences and study group.

II. OBJECTIVES OF THE STUDY

The primary objective of this paper is to summarize the knowledge about NCTE.
To uphold the objectives & structure of NCTE.
To understand the role of NCTE for maintaining quality in teacher education.
To highlight the role NCTE in teacher education.

III. SIGNIFICANCE OF THE STUDY

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

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As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, ―The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation‘s school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Modern living has brought in the demand for quality in all the spheres of life. Quality of any group or for that matter a nation is assessed by the quality of people living there. The quality of people is measured by quality of education, provided to them. The quality of education depends more upon the quality of the teachers. Quality of teachers in turn depends upon the Quality of teacher education. Hence, the one and the only one way to produce quality teachers could be through the teacher education where quality is of paramount importance and every effort is made positively. The general interest of any commission or committee is to produce teachers of dynamic personality. They have also opined that without quality teachers, even the best system of education is bound to fail, but with good teachers even an average system can become effective largely. We can understand that teacher's performance is the most crucial input in education.

IV. METHODOLOGY OF THE STUDY

Documentary Analysis has been used in this study. Specifically Secondary data has been used for this study. Data are collected from various Books, Articles, Journals, Web sites, etc.

V. DEVELOPMENT OF NCTE

Qualitative improvement of Indian education as a whole is an issue that gained ground mostly due to the emergence of national movement in education. But effective positive steps towards improvement are mostly independent endeavour. First in the line was our higher education system. Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore it 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. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993. The first meeting of NCTE was held in Delhi on Dec21, 1973 with Prof. Nurul Hasan as the chairperson.

VI. AGENCIES OF TEACHER EDUCATION

Agencies of Teacher Education at the State Level – State Institute of Education (SIE), SCERT (State Council Educational Research & Training),State Board of Teacher Education (SBTE), University Departments of Education.

Agencies of Teacher Education at the National Level – UGC, NUEPA (National University of Educational Planning & Administration), NCTE, NCERT (National Council of Educational Research & Training).

Agencies of Teacher Education at the International Level – UNESCO.

VII. STRUCTURE OF NCTE

The headquarters of NCTE is in Delhi. NCTE has four regional centers –

Jaipur.

Bangalore.

Bhubaneswar.

Bhopal.

VIII. STANDING COMMITTEES OF NCTE

Pre-Primary, Primary Teachers' Education Committee.

Secondary College - Teacher Education Committee.

Special Education - Teacher Education Committee.

In-Service - Teacher - Education Committee.

IX. ACTIVITIES OF NCTE

Research - Extension services.

Development Programmes.

Training.

Evaluations.

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X. OBJECTIVES OF NCTE

1) To achieve planned and coordinated development of teacher education system throughout the country.
2) Proper maintenance of Norms and Standards in the teacher education system.
3) Covers the whole gamut 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, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

XI. ROLE OF NCTE FOR QUALITY ASSURANCE IN TEACHER EDUCATION

The quality of teacher education determines the quality of teachers. NCTE has taken a number of steps for raising the quality of teacher education system. The National Council for Teacher Education (NCTE) started recognizing teacher education programmes at different levels, Primary, secondary and higher secondary. In 2000, the council has formulated norms and standards for twelve teacher education courses. Secondary teacher education is one of them. The secondary teacher education in the country has long established its uniformity on curriculum. The NCTE has suggested 1:10 ratio of teachers to students at B.Ed level. Pre-service teacher education has essentially remained a one year programme throughout the country for more than five decades. Now the existing system of one year B.Ed. run by various universities shrinks to about nine months due to holidays etc.

The NCTE in recent years emphasized the need for duration of courses by strengthening pedagogy and practice in taking programme with the incorporation of internship. The proposed period was two years. The four regional institutes of education placed at Mysore, Ajmer, Bhopal and Bhubaneswar introduced two year B.Ed. programme with required changes in the curriculum in the curriculum from the year 1999. The UGC and NCTE have tried to strengthen the teaching profession by constantly examining the required ratio of teachers to students, staff qualifications, programme requirements etc. The UGC has started preparing a database of teachers profile in higher education and is trying to provide it on the internet for wider dissemination of strength and proper utilization of the expertise in various areas at state and national levels.

The NCTE Act confers upon the Council to make every effort for improving the quality of teacher preparation in the country and also to ensure planned and coordinated development of teacher education. The quality of teacher education not only depends on professionally sound and relevant curriculum, but also on the way the curriculum is implemented in Teacher Education Institutions. This, in turn, depends on the proficiency of the faculty and its quality and the infrastructural and instructional facilities provided in the Institutions. It brought out its first curriculum framework in 1978. A Curriculum Framework for Quality Teacher Education was placed by the statutory body NCTE before the nation in 1998, which was a gradual execution of revised and reviewed version of Curriculum Framework presented by the NCERT in 1988. An independent endeavor in evolving a teacher education curriculum framework by the NCERT was brought out in 2005 and a joint Curriculum Framework came out by NCTE in coordination with NCERT in 2006. 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 early 2010.

XII. FUNCTIONS OF COUNCIL (ACCORDING TO ACT 1993)

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may:

1) Undertake survey and studies relating to various aspects of teacher-education and publish the results.
2) Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programmme's in the field of teacher education.
3) Coordinating and monitoring teacher education and its development in the country.
4) Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.
5) Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
6) Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
7) Developing a guideline for general teacher-education programme.
8) To advise central government on matters like teacher - education (in building pre-service / in-service training), evaluation of the curricula for teacher education and periodical review with respect to revision of curricula.
9) To advise state governments on any matter of their concern.

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10) To review the progress of plan of teacher- education, submitted by central / state governments.
11) To advise the government on ensuring adequate standards in teacher - education.
12) To give approval to teacher - education institutions.
13) To lay down norms for maintaining standards of teachers - education.
14) Promoting innovations and research studies and organize them periodically or annually.
15) Supervising the teacher education programmes and providing financial assistance.
16) Enforcing accountability of teacher development programmes in the country.
17) Preparing a programme for in-service teacher education for orienting teachers for latest development.

XIII. CONCLUSION

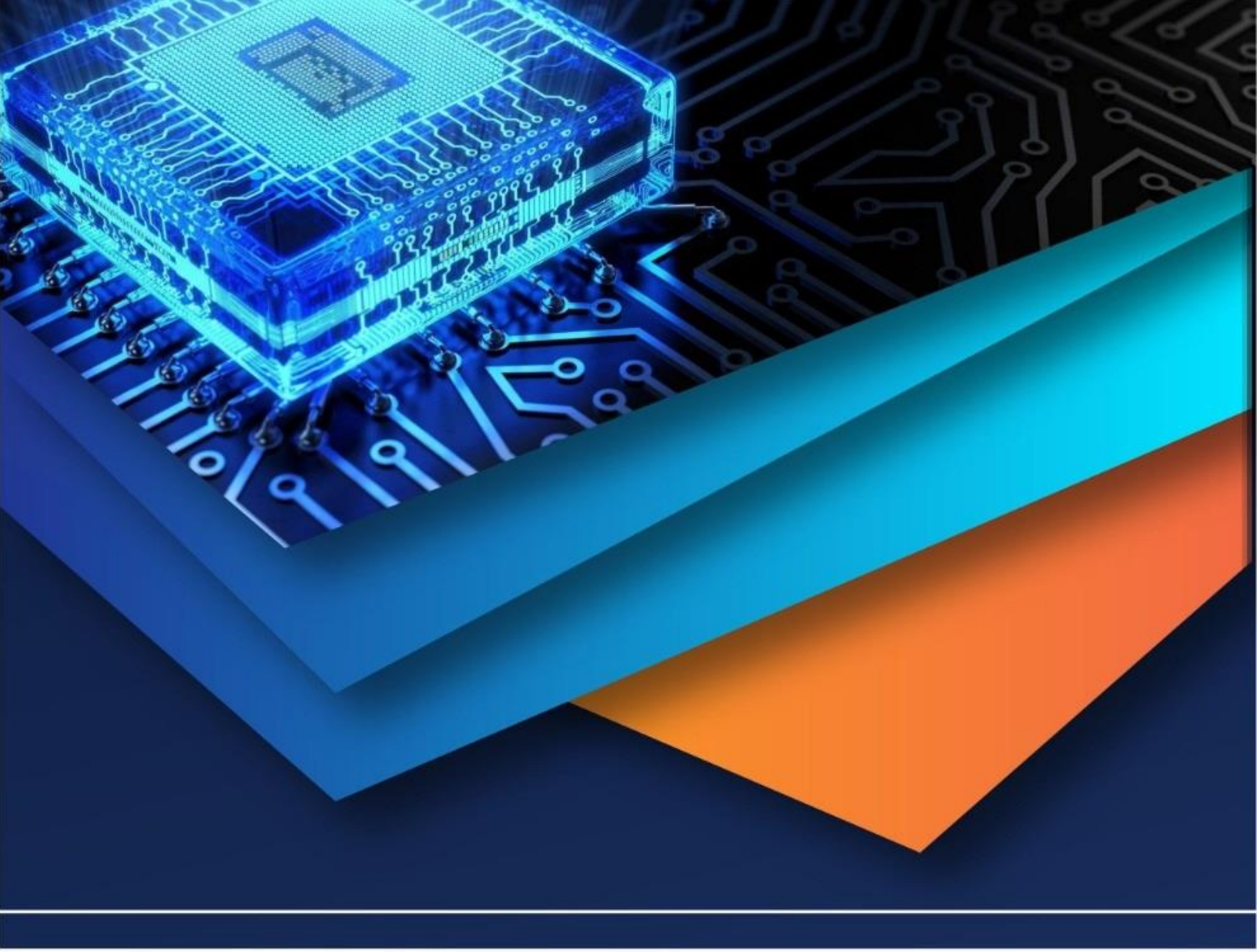
India has made considerable progress in school and college education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. But quality of education in a nation not only depends on literacy, infrastructure and universal access and enrolment in schools but also depends upon the competence, dedication and quality of school teacher. The success of any educational programme largely depends on the teachers, their competencies and skills. These competencies and skills could not be developed automatically, for developing these competencies the teacher educators and teacher education system are responsible. By Govt. of India efforts have been initiated over the past few years to gradually develop a network of institutions like NCTE, DIETS, IASE and CTE with the moderate of providing in-services and pre-service education to primary and secondary school teachers respectively. So far 555 DIETS, 104 CTE and 31 IASE and 30 SCERT (MHRD, 2012) have been set up as teacher education resource institutions in the country and yet more efforts and tweaks to be needed.

In sum, the dream of a learning society can become reality only when the dream teachers are well equipped with moral, professional intellectual, practical and communication skills to convince the students through their efficient teaching. We can also conclude with the quote- “To be a good teacher, you have to have heart for the kids, integrity to push for excellence and a lot of creativity. And it takes stamina like you would not believe.”

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