CHAPTER 1

INTRODUCTION

Education is a fundamental right of each human being. In the constitution of the Republic of India it was envisaged that the State would provide, within 10 years from its commencement, free and compulsory education to all children up to the age of 14 years. Recently, by an act of constitutional amendment the Parliament has made universal elementary education compulsory. Many countries of the world have gone a step beyond and made ten years of general education compulsory. In our country there are 300 million children in the school age group. The challenge now is to provide educational access for universal elementary education to 200 million children and to follow it by universal secondary education.

Children of different age groups learn differently. Therefore, role of teachers for taking care of teaching-learning at different stages of education vary correspondingly. For teaching pre-schoolers competencies required in a teacher are different from those that are required by an elementary school teacher, which are different from those required by a secondary school teacher, which are different from those required by a senior secondary school teacher and which are different from those required for teaching at the tertiary stage. For each stage of education specialized teachers are required for teaching different school subjects such as languages, mathematics, science, social science, humanities, physical education, fine arts etc.
A person who does not possess the skills and competencies required for the tasks expected for the teacher cannot be called a teacher. Therefore, in the present context of schooling it would be counterproductive to the objective of education to reject that teaching is a profession and teacher is a professional.

It would be considered atrocious to accept that persons are born as medical doctors or to allow persons who have not undergone medical education to practice medicine. But there is a divided opinion on whether persons are born teachers. It is not questioned when persons are entrusted with the responsibility of imparting education to children, without insisting on pre-service teacher education. In the academic qualifications laid down by the University Grants Commission for appointment of Teachers for teaching students of higher education there is no requirement of professional skills for teaching. When qualified medical practitioners are not available even for meeting exigencies unqualified persons are not appointed for performing tasks of a qualified medical professional. Diagnosis of patients and prescribing medication to them by an unauthorized person is a legally punishable offence. But it is not considered unreasonable to entrust the responsibility of teaching innocent children to persons without insisting on their possessing the required academic background and / or relevant pre-service teacher education.

A teacher educator is perceived as a facilitator, effective communicator, counselor, improviser and manager of learning, in addition to this, he / she has to be sensitized to the continuous
changes taking around in all aspects which has a direct bearing on the role and functions of a teacher educator as they are important agents of change in education. Social, economic, cultural and environmental challenges are being faced globally. It is the teachers who have to understand the nature of these changes and consequently challenges’ and be able, within the context of their teaching responsibilities, to equip students to help society respond to them’. The implication for teacher development is significant. Teacher educators spend most of their time teaching pedagogy, transacting the curriculum; little or no time is spent preparing trainee teachers for their real life difficult contexts’ (UNESCO, 1998). The teacher educator has to take the lead and play a major role in societal development of the future. In short the teacher educator must have a high academic and professional background and be up-to-date in his/her discipline, must have teaching experience in schools and be aware of the educational and societal problems.

**Historical Perspective**

Teacher Education in India has a long past but a short history. Gurukul centered tradition of the Vedic period was somewhat modified and enriched under the influence of Budhistic vihara based system. This continued till the 11th century A.D. The arrival of the Muslims witnessed the rise of a paralled Maktab based tradition and the two traditions thrived side by side till the coming of the British. Both the traditions underwent some modification during this period. Historical records of the decisions taken, the finances made available and their implementation and later education became relatively more
systematically organized because of the documentation by the British.

1.1.2 Teacher Education in Independent India

The independence of India on the 15th August, 1947 marks a defining moment in the history of our nation.

India’s independence, division of the country and related disturbances took place almost simultaneously and drew the attention of national leaders. Greater attention was paid to education and teacher education. The first step in this direction was setting up of the University Education Commission (1948) which made valuable suggestions regarding pre-service and in-service education of teachers and linking the programme of teacher preparation with the university system.

Subsequently, the Secondary Education Commission (1953) appointed to examine the conditions of school education made specific suggestions about the preparation of teachers. Among its chief recommendations were: (a) two-year training programme for under graduates; (b) one year training for graduates; (c) affiliation of graduate training colleges to universities; (d) training for organizing curricular activities; (e) organisation of refresher courses; (f) providing residential facilities; (g) emphasis on research; and (h) exchange of teachers from teachers colleges to schools and vice-versa. Many of the recommendations were accepted and implemented. The Committee on Higher Education for Rural Areas,
and that on Women’s Education (1959) also made valuable suggestions for teacher education in their respective areas, but they did not attract national attention because of their limited scope.

The Review Committee on Education (1960) made major recommendations about post-graduate studies in education and research, education of administrators and qualifications of teacher educators. Most of these recommendations were accepted and implemented. Many other committees were appointed to look into teacher education from different perspectives. Only some of the suggestions were carried out because teacher education was no one’s exclusive responsibility. Teacher education was looked after by the Centre, the States, the universities, and public and private enterprise. Besides, its problems were not examined in totality. The availability of resources for teacher education was also a problem. Further, teacher education was not accorded adequate importance in the agenda of education.

The Education Commission (1964-66) submitted a comprehensive report which served as a basis for establishing a uniform national structure of education covering all stages and aspects of education. It emphasized the necessity of professional preparation of teachers for qualitative improvement of education. Recognizing teacher education as a distinct academic discipline of higher studies different from pedagogy, it suggested establishing schools of education in certain universities, starting of extension programmes, and increase in the duration of training of teachers, opening of comprehensive colleges, exchange of teacher educators,
and revision and revitalization of courses of study. It recommended that its isolation must be removed and laid stress on the importance of practice teaching and in-service education. It recommended allocation of more funds for teacher preparation, better salaries and improved service conditions for teachers and their educators to attract competent people to the profession. On the whole, it was the first comprehensive and meaningful report on education in general and teacher education in particular. It is noteworthy that the Centre and the State Governments implemented various recommendations of the Commission which resulted in considerable improvement in the professional education of teachers. The attempts to bring about qualitative changes in teacher education continued thereafter. Based on the recommendations of the Commission, the National Policy on Education (1968) was formulated. The working of National Council of Educational Research and Training (NCERT) was also reviewed. The NCERT and its Regional Colleges of education were expected to play a greater role in the education of teachers.

The non-statutory National Council for Teacher Education (NCTE) was set up in 1974 by a resolution of the Government of India and was located in the NCERT. It brought out its curriculum framework in 1978. The statutory NCTE established by an Act of Parliament in 1993 further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result of this, the course of teacher education was revised by many universities and state governments.
During this period, the National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in society. Its main recommendations were directed at enhancing the period of training, change in selection procedure of teachers, making the pedagogy of teacher education meaningful leading to enrichment of the theory courses and practical work. It suggested changes in the structure of M.Ed. programme also. On the basis of these suggestions, another curriculum framework was issued in 1988 but it could not catch national attention because the work on NPE (1986) had already started, and which opened new vistas in teacher education.

It recognized continuity and inseparability of pre-and in-service teacher education and recommended permanent educational mechanisms for this purpose. As a consequence DIETs, CTEs and IASEs were established across the country. NPE (1986) was followed by a Programme of Action (1986) which provided details about the needed transformation of policy into action. It emphasis was on the enrichment of both in-service and the pre-service teacher education programmes, computer education and new as well as alternative models of teacher preparation.

As a statutory body responsible for the coordination and maintenance of standards in teacher education, NCTE issued a Curriculum Framework for Quality Teacher Education in 1998. Before issuing it, the Council sought and ensured a national consensus in its favour. This is a comprehensive document that deals with almost all aspects of teacher education including its context,
concerns and also the social philosophy of teacher education in Indian society which contemplates a synthesis between unity and diversity, freedom and compulsion, social planning and individual initiative. Its’ salient features were:

- Increased duration and multiple models of teacher education;
- Updating of theoretical and practical components of teacher education by giving new orientation and adding new inputs to the existing programmes;
- Emphasis on developing professionalism, commitment, competencies and performance skills;
- Optimal utilization of the potentialities of community, university and information and communication technology for preparation of teachers;
- Making provisions for preparation of teachers for the neglected sections of society, and
- Suggesting alternative educational programmes for teachers of gifted children, teachers of senior secondary schools and specialized programme of education or teacher educators.

Besides, there were other suggestions too which were well received by the nation. Some of its recommendations were implemented. But all of them could not be put into practice due to various reasons.

New pressures brought about by liberalization, privatization, globalization, information and communication technology and
market forces and even maladies like HIV/AIDS had to be faced. The nature, objectives, contents and pedagogy of subjects at the school stage were also transformed. Such a situation demands appropriate changes in teacher education as well. Teachers are now expected to educate student about ‘learning to learn’, learning to do’, ‘learning to live together’, and ‘learning to be’. In additional to these, international experiments in education, in the context of teacher education, need to be absorbed in teacher education programmes in India. All these demand a fresh look at teacher education.

The agenda, before the NCTE is thus twofold: to remove the existing deficiencies of teacher education and to meet the demand of new challenges before it. To provide qualified faculty, adequate infrastructure and learning resources, including print material, off-line IT material and computers as per prevalent NCTE norms for quality transaction of its teacher education programme:

The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve 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 matters connected therewith. The Act has given to the Council statutory powers for framing regulations required for planned and coordinated development of
teacher education and issues connected with the professional role of teachers. Since inception of the NCTE, Regulations have been framed from time to time for carrying out the functions assigned to it in the Act. The regulations that have been issued broadly cover qualifications for appointment of teachers for different stages of school education, the norms and standards for professional development of teachers and teacher educators through teacher education programmes, procedure for grant of recognition to institutions by the Regional committees for conducting teacher education programmes through face-to-face and distance education modes, fixation of fees for teacher education programmes etc.

The responsibility of regulating quality of teacher education through norms and standards came to the NCTE when teacher education system had already seen its mushroom growth. Teacher education underwent expansion in different parts of the country that too in heterogeneous conditions and was even used by some institutions as a money spinner programme, as surplus of income over expenses could be ensured by running it in a diluted form. Role of NCTE was generally perceived as a threat, as it involved conflict of interests, and was opposed as it curbed unfettered freedom for exploiting teacher education for commercial purposes. It is to the credit of the NCTE that the principal stakeholders in the quality of teacher education, the state governments, the universities and the school system, have appreciated the importance of the role of the NCTE in determining the norms and standards of the teacher education programmes and putting in place a structured system for
regulating programmes of teacher education as per regulations on norms and standards. Teacher education programmes basically comprise of three components, theoretical foundations, content-cum-pedagogy and school experience (teaching practice and internship). The NCTE has laid down the norms and standards for each programme.

The professional profiles of teachers are based on the tasks to be performed by them. The curriculum of professional programme is a road map available to teacher education institutions for transforming students having the required entry qualifications into the teachers as per the profile. The norms and standards of pre-service teacher education programmes lay down the guidelines for setting up an institution with the minimum facilities required for transacting the curriculum of that programme effectively. In operational terms NCTE recognition process ensures that an institution, which wants to start a programme in teacher education, possess the essential physical and instructional infrastructure for developing skills and competencies through effective transaction of the curriculum of that programme. Broadly, the regulations lay down the admission eligibility, calendar of instructional activities to be arranged during the course, qualifications of teachers for the course and the Norms and Standards for Teacher Education.

Instructional facilities such as the classrooms, laboratories, library, hardware and software required for using online and offline learning resources etc. It may be appreciated that the NCTE norms and standards ensure that the necessary conditions required for
transaction of the programme, but whether a recognised institution is effectively transaction the programme can be best assessed by the potential employers of the products of that institution and the examining body of that course. The employers would look for the competencies and skills, which the professional programme is expected to develop and the examining body ensures through a system of assessment the level of attainment of the curricular objectives. One of the reliable indicators of the quality of pre-service teacher education imparted by any institution is that of the acceptance of its products by the school system, as it would employ only those students of that institution as teachers who meet its requirements. Thus, the quality of performance of its alumni establishes the reputation of a teacher education institution. It may be appreciated that the NCTE determines the norms and standards for a programme by consulting experts and the exiting institutions running that programme. It has evolved a system of self-appraisal by its recognised institutions. Feedback received from the institutions through their annual self-appraisal reports reveals the ground realities of implementation of the conditions of recognition and is used as input for making the norms and standards for raising the quality of the programme realistically. All the same it was felt that a system of rating recognised teacher education institutions by an independent autonomous body will bring credibility in functioning of the institutions and the quality of the programme.

Assessment and accreditation of institutions, licensing for practicing a profession have been institutionalized in other
professional programmes such as those of medicine, engineering, architecture etc. Teaching being a profession and teacher being a professional, the system of assessment and accreditation of teacher education institutions by an independent body such as NAAC is being made an effective instrument for raising of quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. For achieving these professional objectives and MOU was signed on 16th August 2002 by the National Council for Teacher Education and the National Assessment and Accreditation Council (NAAC). As follow up activities to the MOU, the NCTE and the NAAC have developed a manual for self-assessment of teacher education institutions, constituted a steering group for planning and monitoring assessment and accreditation of teacher education institutions and planned the Pune Conference on the theme ‘Self-appraisal and Accreditation of Teacher Education Institutions as a Development-oriented Process’. The sub-themes being addressed by the experts in this conference have been selected carefully for a holistic teacher education. Some of these are ‘Role of Norms and Standards for Quality Teacher Education’; ‘School Experience and Quality in Teacher Education’; ‘Curriculum Transaction for Quality Teacher Education’; Professional Development of Teacher Educators and Quality Teacher Education’; Curbing Commercialisation in Teacher Education’; ‘Consumer Perspective in Quality Teacher Education’.
The conference is expected to clarify issues that would contribute in effective implementation of the assessment and accreditation in the teacher education system.

The scheme of assessment and accreditation will help institutions to carry out their strength, weakness, opportunity and threat analysis, and in making their programmes more attractive to the students and to their potential employers. The norms and standards evolve with strengthening of the capacity of the system and commitment for raising the quality of the programme, which will be revealed by the system of assessment and accreditation. It is in this context it will be used by the NCTE as an instrument for determination of norms and standards for teacher education.

Teacher education is a vital component in the entire education system and hence due importance must be given to the process of its continuous renewal and up-gradation. Consequently teacher educators are a part and parcel of this renewal process. In the report to UNESCO of the International Commission on Education for the twenty first century ‘Learning: The Treasure Within’ 1996 it has emphasized that there should be special focus on the recruitment and upgrading of skills of teacher educators, so that they can fully play their roles in the ultimate renewal of educational practice.

1.1.3 Teacher Education: Current Status

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions,
private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. In certain areas, the supplies of teachers far exceeds the demands while in others there is an acute shortage as qualified teachers which results in the appointment of under – qualified and unqualified persons. In the situation as it obtains manpower planning becomes as imperative.

Teacher education programs are essentially institution-based. Their students need to be exposed more and more to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities need to be better planned and organized more systematically. The curriculum, pedagogy and evaluation of teacher education programmes need to be made more objective as well as comprehensive. Despite improvement of service conditions and perks, the profession is yet to attract the best talent.

For preparing teacher educators, the most popular programme is M.Ed, though a few universities provide M.A. (Education). The M.Ed. programme by and large is of general nature and does not train specialists in different areas. The same course meets the requirements of schools, teacher education institution and administration, there being little differentiation. The standards of research, whether at M.Phil., Ph.D. or Project level, deserve greater attention. It is distressing to observe that research in our universities and institutes is largely conducted for obtaining a degree and much
of it is repetitive and incapable of improving theory or practice of teacher education or general education some times they are replicas of forum researches, the recent promotional rules of University Grants Commission have tended to have a considerable adverse impact on the level of research. The present system of teacher education needs to demonstrate greater sensitivity to its educational as well as social contexts.

1.1.4 Teacher Education Curriculum at Present

During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. Some educationists and social activists call it insipid, irrelevant because they do not address the needs of contemporary Indian schools and society. They do not prepare teachers who can impart quality education in our schools. Our often hears that there is little difference between the performance of trained and that of untrained teachers because of the outdated and defective curriculum. To some extent, these charges may be somewhat; exaggerated often they seem to be correct.

Professionalism requires knowledge, authority, skills, commitment, competency, mission, ability to provide the exclusive expert service and adherence to a professional ethical code. In the present curricula, a large number of activities – theoretical and practical, have to be carried out and assiduously practiced by prospective teachers for enhancing their professional competencies and commitments. Teacher education associations need to prescribe
a professional code, the violation of which may debar a teacher from serving in school. It need not be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. Teacher education curricula have to integrate and blend them into a composite whole. The revamping of teacher education curricula has, thus, become a pressing need of the hour. The slant to be towards a visible shift from information-based to experience-based and from the traditional instruction domination to newer constructiveness orientation.

Frequently criticized as being theoretical in its nature, the curriculum of teacher education is only partially theoretical. It is information loaded which are disconnected from each other. Information like this does not promote habit of thoughts and quality of mind. For disconnected information can neither be converted into ‘theory’ nor can the form mind. Utmost they can produce inert ideas which cannot be transformed into action and wisdom. There is the burning need to integrate and synthesise them for giving a disciplinary shape and change into well connected segment of knowledge, with its own specific area of serious study with an independent methodology. The curriculum framework of 1998 pointed out this weakness to an extent but the situation could not improve for reasons known to all. There is the pressing need to integrate scattered information for giving them the shape of a discipline capable of promoting educational theory and practice.
It has to be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. Teacher Education curricula have to integrate and blend them into a composite whole like the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, because a pressing need of the hour. It has to be transformed from information based to experience based.

### 1.2 Establishment of NCTE:

Since 1973, the National Council for Teacher Education was an advisory body for the Central and State governments on all matters pertaining to teacher education, with its secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing rise of substandard teacher education institutions. The National Policy on Education (NPE) 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education.

The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for
Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The salient features of the Act are as follows:

With effect from such date as the Central Government may, be notification in the Official Gazette, appoint, there shall be established a Council to be called the National Council for Teacher Education.

- The Council shall be a body corporate by the name aforesaid, having perpetual succession and a common sell with power to contract and shall, by the said name, sue and be sued.

The head office of the Council shall be at Delhi and the Council may, with the previous approval of the Central Government, establish regional offices at other places in India.

- The Council shall consist of the following Members, namely:-

  a) A Chairperson to be appointed by the Central Government;
  b) A Vice-chairperson to be appointed by the Central Government;
  c) A Member-Secretary to be appointed by the Central Government;
  d) The Secretary to the Government of India in the Department dealing with Education, *ex-officio*;
  e) The Chairman, University Grants Commission established under section 4 of the University Grants Commission Act, 1956 (3 of 1956) or a member thereof nominated by him, *ex-officio*;
f) The Director, National Council of Educational Research and Training, *ex-officio*;
g) The Director, National Institute of Educational Planning and Administration, *ex-officio*;
h) The Adviser (Education), Planning Commission, *ex-officio*;
i) The Chairman, Central Board of Secondary Education, *ex-officio*;
j) The Financial Adviser to the Government of India in the Department dealing with Education, *ex-officio*;
k) The Member-Secretary, All-India Council for Technical Education, *ex-officio*;
l) The Chairpersons of all Regional Committees, *ex-officio*;
m) Thirteen persons possessing experience and knowledge in the field of education or teaching to be appointed by the Central Government as under, from amongst the –
   i) Deans of Faculties of Education and Professors of Education in Universities - Four;
   ii) Experts in secondary teacher education - One;
   iii) Experts in pre-primary and primary teacher education - Three;
   iv) Experts in non-formal education and adult education - Two;
   v) Experts in the field of natural sciences, social sciences, linguistics, vocational education, work experience, Educational technology and special education, by rotation, in the manner prescribed - Three.
b) Nine Members to be appointed by the Central Government to represent the States and Union Territory Administrations in the manner prescribed;

c) Three Members of Parliament of whom one shall be nominated by the Chairman of the Council of States and two by the Speaker of the House of the People;

d) Three Members to be appointed by the Central Government from amongst teachers of primary and secondary education and teachers of recognised institutions.

○ It is hereby declared that the office of the Member of the Council shall not disqualify its holder for being chosen as or for being a member of either House of Parliament.

1.2.1 Objectives of NCTE:

The main objectives of the NCTE are:-

1. To achieve planned and coordinated development of the teacher education system throughout the country,

2. The regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

3. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including:

4. Research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools,
5. And non-formal education, part-time education, adult education and distance (correspondence) education courses.

1.2.2 Organisational Structure:

NCTE has its headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, inservice programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

1.2.3 Functions of NCTE

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming, advising, and formulations of norms for different teacher education courses. In addition the NCTE is expected to undertake periodic surveys, studies, and researches for promotion of innovations in teacher education and for institutional development.
The following list gives its functions in detail.

1. To undertake surveys and studies relating to various aspects of teacher education and publish the results thereof,

2. To make recommendations to the Central and State Governments, Universities, and recognised institutions in the matter of preparation of suitable plans and programs in the field of teacher education,

3. To co-ordinate and monitor teacher education and its development in the country,

4. To lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions,

5. To lay down norms for any specified category of courses of training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum,

6. To lay down guidelines for compliance by recognised institutions, for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualifications,

7. To lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses of training,
8. To lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions,

9. To promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof,

10. To examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions,

11. To evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions,

12. To formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programs,

13. To take all necessary steps to prevent commercialization of teacher education, and perform such other functions as may be entrusted to it by the Central Government.

14. By laying down norms for different teacher education courses the NCTE has tried to regulate standards of teacher education.

15. To promote corporate institutional life based on values and ideals enshrined in the preamble of Indian Constitution for all stakeholders in the institution e.g. students, faculty, non-teaching staff etc;

16. To provide and use all necessary inputs for promoting the development of competent and committed professionals to students, faculty and other staff;
17. To create all necessary needed resource core and use these for institutional planning with mid-term appraisal for quality improvement of the TEI;

18. To function as the nodal agency for networking community and its schools with the TEI and use their resources for improving the enriching its teacher education programme(s);

19. To promote and strengthen action research and faculty research projects;

20. To organize on-campus and off-campus professional development activities and programmes for its faculty, faculty of sister TEIs and school teachers in networked schools; and

21. To make its teacher education programme(s) more and more school-based, vibrant and collaborative between schools and the TEI.

1.3. Theoretical Basis of the problem

1.3.1 Situation of Teacher Education before NCTE

Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers, as much through their personal example as through teaching learning processes. Teacher selection and training, competence, motivation and the conditions of work impinge directly on teachers' performance.

Keeping in view the desired goal of providing in-service training to all teachers at an interval of five years, the existing
scheme of teacher education will be modified and continued. While attempt will be made to provide maximum coverage through District Institutes of Education and Training, Colleges of Teacher Education, Institutes of Advanced Study in Education. Special orientation programs for teachers will also be launched and Teachers' Centers and School complexes will be tried out on pilot basis. The emphasis in training programmes will be on training in the use of Operation Blackboard materials and orienting teachers towards Minimum Levels of Learning strategy with focus on teaching of language, mathematics and environmental studies.

In the District Institutes of Education and Training, all the districts in the country will be covered by the end of the Eighth Five Year Plan: About 250 Colleges of Teacher Education/Institutes of Advanced Study in Education will be set up by that period. Efforts will also be made to provide programme support to other Secondary Teacher Education Institutes and also to develop training institutions not covered under the District Institutes of Education and Training/Colleges of Teacher Education/institutes of Advanced Study in Education scheme. State Councils of Educational Research and Training will be made independent and autonomous, overseeing the functioning of District Institutes of Education and Training, District Resource Units, etc. National Council for Teacher Education will be conferred autonomous and statutory status and State Boards of Teacher Education will be set up for effective maintaining standards of teacher training institutions and other related functions.
Establishment of National Council for Teacher Education

National Council for Teacher Education has been in existence since 1973 but it has not been able to guide the system of teacher education to meet emerging challenges. Some of the difficulties are inherent in its constitution.

Present Situation

Traditionally teachers have enjoyed a position of great respect in our country. The religious leaders and social reformers have been addressed as teachers of the people. Hundreds of thousands of teachers are still held in esteem by their pupils and the community. However, on the whole the status of teacher has diminished during the last five decades. The reasons are deterioration in work, phenomenal expansion of the educational system, lowering of standards of teacher training, a general impression that a very large number of teachers do not perform their duty properly, and changes in the value system in society etc.

The status of teachers has had a direct bearing on the quality of education, and many of the ills of the latter can be ascribed to the indifferent manner in which society has looked upon the teacher and the manner in which many teachers have performed their functions.

1.3.2 Improvement in NCTE

NCTE has decided some core values to promote different skills. It is a positive improvement of NCTE.
Different core values are under following:-

(a) Writing
(b) Literature
(c) Integrated languages arts
(d) Diversity
(e) Knowledgeable, caring teachers
(f) Advocacy
(g) Public Education

(a) Writing

NCTE is the principal professional organization supporting research and teaching in the field of writing and advocating writing as a central tool for learning, thinking, and communication. We, therefore, have a unique responsibility for helping other educators understand the value of writing across the curriculum and for understanding its appropriate uses in evaluation and assessment.

(b) Literature

NCTE is the principal professional organization supporting research and teaching in the field of literature at all levels of education, from kindergarten to university. We honor the distinctive power of literature to reawaken the imagination as well as to ensure that a multitude of voices and perspectives are heard.

(c) Integrated Language Arts

NCTE is the one professional organization that has always stood for an integrated approach to language instruction. In this regard, NCTE has a unique role in helping educators understand the
role that all the expressions of language play in learning as well as in helping them expand their definitions of literacy to include reading, writing, speaking, listening, viewing, and media study.

(d) Diversity

The English/Language Arts classroom can and should be a unique place to develop voice as well as to respect and to hear all voices. It is the place where many students learn they have a right to their own language, where multiple forms of literacy are explored, where censorship is abhorred, and where difference is valued in pursuit of an education befitting a democracy.

(e) Knowledgeable, Caring Teachers

The key to good education is having knowledgeable teachers in every classroom who understand and care about students, language, learning, teaching, and curriculum. NCTE plays a unique role in fostering, supporting, and leading the way in developing collaborative, participatory, and effective forms of professional development where teachers' voices are heard and respected.

(f) Advocacy

Teachers are professionals, and their expertise needs to be respected in decisions of instruction, curriculum, and assessment. Together and with NCTE's leadership, teachers can collectively and individually influence educational policy and legislation so that it is based upon what is known about language and learning.
(g) Public Education

All students can learn and benefit from instruction in the English/Language Arts. NCTE supports inclusive, public education run in such a way that teachers can teach and students can learn. NCTE supports teacher-based school reform efforts as well as recognizes the value of independent schools when these efforts do not undermine or otherwise devalue public education for all.

One of the positive factor goes in the favour of NCTE is that the United Nations had approached the National Human Rights Commission (NHRC) for undertaking certain activities in connection with the World Conference on Racism, Xenophobia and related intolerance, held at Durban, South Africa from 31st August to 7th September, 2001. In this connection, apart from organizing some seminars and consultations, the Commission also undertook to prepare a Teachers' Handbook to help the teachers to inculcate in their wards the ideas and the need for non-discrimination on the basis of sex, caste, religion, disability and other grounds in the Indian context, and also briefly explain racism.

The NHRC decided to assign the task of development of this Handbook to the National Council for Teacher Education (NCTE). The NCTE accepted this responsibility and carried it out successfully. The need for a Handbook, as the one developed by the NCTE, aims at sensitizing teachers on a very important concern that should best be tackled in the early years of children at school. Teachers should foster in children equality, promote and strengthen
the constitutional culture and stability. As for importance of education in imbibing amongst citizens the spirit of the Constitution, it has aptly been said in Aristotle's Politics: "The greatest of all the means for ensuring the stability of the Constitutions _ but which is now a days generally neglected _ is the education of citizens in the spirit of the Constitution."

The education system must play a positive interventionist role in the empowerment of people and removal of all kinds of biases which are basically man-made. Education leads to foster the development of new values through new design of curricula and textbooks, the training and orientation of teachers, decision makers and administrators and active involvement of educational institutions. It is against this background that the Commission accepted making its humble contribution to the cause of education in developing a Handbook for sensitizing the teachers and teacher educators on the need for non-discrimination on grounds of sex, caste, disability, religion and related concerns at the school level. It is a positive improvement that the NCTE associated eminent persons to develop an appropriate structure for this Handbook highlighting the concerns.

The NCTE has been conducting orientation programmes on education in human values for teacher educators and repackaging electronically the contributions of the experts and those of the participants. It may be appreciated that the role of the NCTE in bringing any curricular change in teacher education programme, even providing facilitation in integration of education in human values in it, at best, is that of a catalytic agent.
Accelerated Professional Development in the Integration of Technology in Teacher Education (XPDITTE) Project:

NCTE as a progressive and forward looking organization makes constant endeavors to keep the teacher educators updated with the latest developments in the teacher education sector. It has been actively involved with empowering teacher educators with the technology skills and pedagogic skills needed to train our students to become successful citizen of the knowledge economy.

NCTE is now launching a new project for integrating technology in education: the XPDITTE (X-elerated Professional Development in the Integration of Technology in Teacher Education) project in collaboration with Intel® Teach Program. The Intel Teach program is a globally acclaimed program that is being implemented in 40 countries worldwide. It aims to help classroom teachers learn how best to use technology to improve teaching and learning. This collaborative project aims to provide professional development in technology integration to all teacher educators across the country. The objectives of this project are to impart sustained professional development to all teacher educators from all recognized institutions of teacher education across the country.

The XPDITTE training sessions are imparted by Intel Teach trainers under the guidance of the resource persons nominated by NCTE. The project follows a cascade model, in order to accelerate the reach and the pace of the project; and to encourage collaborative peer learning. Two teacher educators are nominated by each college to undergo this training and become Master Trainers (MTs). These
master trainers are expected to train all the faculty members of their respective colleges within four months of the MT training. Thus, all the teacher educators would be covered under this project.

As the teacher educators are being trained, NCTE will take steps to make integration of technology in education an integral part of the Teacher Education curriculum. The training curriculum for this project has been developed by Intel Teach, at the advice of NCTE. It includes technology skills as well as pedagogic aspects associated with technology integration. The learning material focuses on the use of technology skills in teaching and learning. The learning material consists of the Curriculum manual, Companion CD and Teacher Educators’ Handbook. The manual provides the basic technology skills and the ways and means of integrating these in the classroom processes. The Companion CD shares examples of the various products that the trainees would develop; and hands-on skills. The Teacher Educators’ Handbook is designed to provide teacher educators with knowledge and skills they would need to transact this curriculum to the student teachers.

As teacher education institutions will prepare to empower individual graduates and turn them into world class professional teachers, K-12 education will get a tremendous boost. This project may well be instrumental in transforming the face of education in this country.

The XPDITTE is the Intel Teach Program is a globally acclaimed program that is being implemented in 40 countries worldwide. – An NCTE – Intel Teach Collaboration
Recent NCTE Initiatives are the positive improvement of NCTE

Chairperson, NCTE Prof. M. A. Siddiqui outlined recent initiatives in the function of Annual Day being taken by NCTE towards fulfillment of its mandated task of Planned and Coordinated development of Teacher Education. He highlighted following main issues, which are being worked upon by NCTE:

These initiatives also go in the favour of NCTE:

(i.) A review of Norms & Standards and Regulations, 2007 by an Expert Committee with a view to making these instruments more effective for the purpose of proper regulations of teacher education system.

(ii.) Preparation of curriculum framework for teacher education by an Expert Committee after taking into consideration all-important issues and concerns in teacher education.

(iii.) Assessment of Demand and Supply of Teacher Educators and Teacher Education Institutions.

(iv.) Preparation of a position paper on Teacher Education Policy for the purpose of guiding the development of teacher education in future by a high-powered Expert Committee.

(v.) Assessment of requirements of additional manpower in NCTE by an Expert Committee in the background of substantial increase in the responsibility and the workload of NCTE during the last 13 years

(vi.) Formulation of guidelines of post recognition inspection of institutions for maintenance of norms and ensuring quality in education.
1.3.3 Criticism of NCTE

Report of the NCTE meeting held on 28th Oct. 2006 at the headquarters goes against the NCTE:-

1. The NCTE had desired that Professor R.P. Singh prepare a Vision Document that may carry a status report on the working of the NCTE, problems and issues that concern the organization and eventually a kind of roadmap for the NCTE’s future functioning. Accordingly Professor Singh prepared the said Document, which contained three parts viz., the backdrop (Mismatch in expectations and the ground Reality): The Essential Measures (The regulatory functions): Realizing A Hope (Making NCTE a truly Apex Academic and Regulatory Body).

2. The main point raised by the participants was that the NCTE does not perform any of its regulatory functions and goes on blindly approving new colleges of education everyday without bothering to find out whether or not there are teachers to teach in these colleges. In fact, it does not bother to act even when it is informed that the same set of teachers are teaching at more than two and three colleges and also that B.Ed.s are teaching B.Ed.s: even so that NCTE refuses to stop granting recognition to ever newer colleges. It shows no concern for regulating the academic sessions with the result while a few students spend more than a year in a teachers’ college there are others who pass out within the same month of admission. A few students
never attend any classes or even take the examination and yet they are given first classes. The results of the practical examinations are prepared by the colleges themselves and the examiners are either bribed or threatened to sign the mark-sheets. The answer-books are outsourced to agencies without any credibility. In brief, the system is rotting to the core.

3. There is no agreement on the point as to who should be appointed an NCTE Inspector. Those that own colleges are freely appointed inspectors. This is happening in all regions of the country. In fact, it was pointed out once a teacher starts his/her institution s/he ceases to be a teacher and joins trading community. This logic is not acceptable to the NCTE. In Rajasthan there is group of teachers located indifferent cities and institutions but they are able to manipulate the Regional office thanks to two office clerks and are always able to form Inspection terms. It is the frequency of they getting appointment as Inspectors that should surprise anyone. It is widely known that these Inspectors share their earnings at the Regional office level but nothing has happened. Unfortunately, this rot is not limited to the Regional offices.

Unfortunately, a committee headed by former education secretary Sudeep Banerjee found that the NCTE had failed in its endeavour. The committee found that not only had the NCTE been derelict of its duties, the apex teacher education body had promoted commercialisation and unplanned proliferation of teacher education institutes. The report has attached in Chapter-2 Review of Literature.
A college from South, which even the NCTE Inspectors had not recommended got the approval of the Chairman on grounds other than academic. Almost all members of these regional committees have their own institutions. For the politicians opening and owning teachers colleges is tantamount to enjoying the perks of an office of profit. Owning a teacher education institution is good business. And business always means ‘more’ is ‘better’. It should not be forgotten that the Chairpersons themselves enjoy their tenure only because the politicians do not create problems for them. How does it matter if the same teachers are listed in four or more institutions simultaneously or the already employed ones on a permanent basis keep lending their names for a consideration? Or, even full-time research students of the teachers concerned are put on the muster rolls of these colleges on an honorary basis, with promises of an early award of Ph. D. degrees. It is a clear case wherein it is difficult to distinguish between a fish and a fowl. Today’s university teachers of education earn posts of money in admissions, examinations and selections of candidates for jobs. It is true that some do more than the others. For example, an ex-NCERT man who runs a teachers college in NOIDA complained that the external examiners demand money for awarding good marks in the practical examinations. And one wonders what happens elsewhere because here an ex-Director, NCERT is a teacher and also one of the managers of the college. In UP universities, especially eastern, marks can be obtained on knifepoint. The choices are not many. A few do a better job than the others.
It is more than obvious that the present day teacher education institutions that the NCTE has allowed to be run are neither fit to produce teachers for the Corporate Sector schools nor for the Navodaya schools. All these negative indicators lead us to the inevitable conclusion that the NCTE – though a statutory body, has failed in its mission and deserves to be either closed down or its functions transferred to some other system.

A higher / senior secondary school teacher teaches only one subject in which she or he has acquired PG Degree. Making such a teacher trainee study two method subjects is wastage of time and resources. In order to teach at this level, instead of a B. Ed. degree, a Diploma of duration of 36 weeks with provision for practical training of 18 weeks may be introduced.

In certain States, teaching of Education as a subject of instruction extends from higher secondary to post graduate stage. The subject also provides training in teaching in primary schools. Hence, graduates with Education subject need to be allowed to sit for B. Ed. examination privately, after undergoing training in practical teaching under an approved guide.

In earlier days, teacher educators not only had school teaching experience before entering to a teacher training institution, but also continued to take classes in schools. In order to improve quality of demonstration lessons and supervision of practice teaching lessons, the practice of school teaching at least for one unit in a year needs to be introduced. Unfortunately, to keep themselves abreast In case of
minimum qualifications of teacher educators, in certain States, a graduate spends two years (one year B.Ed. and another year M.Ed.) to become eligible to become a Lecturer in Education for teaching in B.Ed. and M.Ed. courses. This is also the UGC prescribed qualification to appear at National Eligibility Test (NET) for lecturer in Education. However, in many States, a graduate has to study for four years (one year B.Ed., one year M.Ed. and two years another PG) to become eligible for the post of lecturer in Education. UGC failed to make all the States accepts its Guidelines. While UGC norms do not differentiate between minimum qualification for a lecturer in Education to teach B.Ed. or M.Ed. course, NCTE norms have made the difference. As per NCTE, a post graduate with a B.Ed. can also be a lecturer in Education for B.Ed. courses. NCTE itself has also violated its prescribed norms and standards. For instance, NCTE has recognised a Govt. College of Teacher Education for B.Ed. course, although the principal and most of the faculty members of the institution do not have even B.Ed. degree. A decade of functioning of NCTE has not enabled creation of separate cadre for teacher educators in many States. The universities do not bother to adhere to UGC guidelines for minimum number of teaching days in an academic session. They also do not adhere to NCTE guidelines for minimum number of teaching days in a session. B. Ed. qualification is yet to be made compulsory for higher secondary school teaching in a State, where the size of a general higher secondary class is 128, which is more than the double of the maximum strength for a class prescribed in many States.
1.3.4 Corruption in NCTE:

Bona fide educationists in Indian academia with some care and concern for India’s 450 million children, despair that set up to monitor and improve teacher education standards in the country, NCTE is adding to the corruption in the system. For instance recently, when a CBI (Central Bureau of Investigation) posse raided the Jaipur home of the deputy secretary of NCTE’s regional office, valuables worth crores of rupees were unearthed. This government official was found to have promoted three B.Ed and one engineering college. Operating out of four regional offices in Bangalore, Bhopal, Bhubaneshwar and Jaipur, after mandatory inspection by a team of educationists, NCTE’s regional directors have full discretion to license new private teacher training colleges in their jurisdictions.

According to a report of the S. Sathyam Committee, constituted by the HRD ministry in 2004 to probe allegations of corruption in NCTE, regional directors routinely process applications out of turn, and inspection teams which visit applicant teacher training colleges to assess infrastructure and quality of faculty, often clear applications of promoters of questionable credibility, and in some cases have granted approval even to non-existent colleges. The committee in its report says that sums collected by way of application fees (NCTE received approximately 4,000 applications from aspirant teacher training colleges last year, with each applicant paying Rs.40,000 which translates into an income of Rs.16 crore) is kept in a current account without any plans drawn up for income management and expenditure. Most of the
funds, intended for upgrading teacher education standards and revision of curriculum, lie unused in NCTE bank accounts.

However, the councils’ officials are unperturbed by the Sathyam Committee’s report, NCTE has stipulated stringent eligibility criteria for all new teacher training colleges. Inspection teams comprising respected educationists and teacher educators visit colleges to ascertain and verify all details presented in their applications. There is no question of regional offices granting approval, which takes three-five months to sub-standard colleges. Even if some colleges offer poor quality teacher training programmes delivered by ill-qualified faculty, market forces will ensure they close shop, given the liberalisation of teacher education in the country.

Teacher training institutes have mushroomed in states such as Maharashtra, Karnataka and Tamil Nadu. The NCTE recognised much larger number of institutes in these states than required, while in states such as Orissa, Bihar and Jharkhand, the sanction was much lower though the requirement of teachers was greater. Drawing attention to this unplanned growth, Maharashtra Chief Minister Vilas Rao Deshmukh wrote to HRD Minister Arjun Singh. Mr. Deshmukh said in 2006-07 alone, 250 new institutions offering diploma in education had been sanctioned by NCTE in the state.

Over the past few years, 300-400 institutes had been set up in Karnataka. Clearly these states had reached saturation point. In its decade-plus of existence, NCTE seems to have allowed for
unplanned growth and increased commercialization of teacher education, this was not what the apex body was set up for.

The quality of teaching transaction in the country’s 151,000 secondary schools is no better. While state governments mandate the postgraduate B.Ed (bachelor of education) qualification for recruitment of high school teachers, the quality of the one-year B.Ed degree is itself suspect. It’s an open secret that the curriculum delivered in India’s estimated 5,500 B.Ed colleges is of early 20th century vintage — globalisation, liberalisation and the emergence of the internet, notwithstanding.

Thus inadequate teacher training capacity and hasty recruitment of under-qualified teachers is further muddied by a conspicuous failure to update and contemporise the syllabuses and curriculums of the country’s 8,000 teacher training colleges. For this dangerous development which threatens the country’s newly-emergent demographic advantage, most educationists tend to blame the Delhi-based National Council of Teacher Education (NCTE). Constituted by an Act of Parliament (National Council of Teacher Education Act, 1993) in 1995 "to achieve 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 matters connected therewith," this apex-level body regulates the estimated 8,000 teacher training colleges which train teachers from the pre-school to higher secondary level.
It is a telling commentary on the quality of planning and research conducted by the 28,000 strong Delhi-based Planning Commission and the Union HRD ministry that until 1995 there were a mere 633 teacher training colleges countrywide. Since then after NCTE was legislated, the number of colleges (approved by NCTE) exploded to 8,000, prompting accusations that the council has indiscriminately licensed teacher training institutions without due attention to quality of programmes, infrastructure provision and qualified faculty, resulting in a steep fall in the quality of even qualified teachers taking charge of the country’s classrooms.

NCTE itself has come in for adverse comments. Objectivity in examination results, the preparation of mark sheets of the practical examinations, affiliations to universities, NCTE’s Inspectors in short anyone and everyone has become suspect in the eyes of the lay and experts alike. It is commonly believed that for any kind of work/approval money must change hands at all levels.

Everybody knows about Rohatak, Annamalai and Meerut Universities as B.Ed. course was completed within one or two months through correspondence and parallel course.

If at one point of time had the UGC not turned a Nelson’s eye towards the goings on at Rohtak or Annamalai universities, things would not have come to this pass today. No one connected with university of Meerut or Agra is now willing either to see or even listen about what is happening in these twin universities. In fact, new heights have been achieved in both these universities.
1.4 Statement of the Problem:

“An Evaluation Of NCTE Programmes For Teacher Education In Terms Of Its Objectives, Expectations And Functions Based On Perception Of Teacher Educators”

1.5 Objectives of the Study:

The study will be designed to achieve the following objectives:

1.5.1 To appraise the aims of the NCTE.
1.5.2 To appraise the functions of the NCTE.
1.5.3 To compare appraisal of NCTE by Principals and teachers.
1.5.4 To compare appraisal of NCTE by Male-Female teachers.
1.5.5 To compare appraisal of NCTE by Teachers and Principals of Government Aided and Self Financing Institutions.

1.6 Hypothesis of the Study:

1.6.1 There is no difference between male and female teachers in the appraisal of NCTE.
1.6.2 There is no difference between principals and teachers in the appraisal of NCTE.
1.6.3 There is no difference between teachers and principals of Government Aided and Self Financing Institutions in the appraisal of NCTE.

To obtain the result of the study and to analysis and interpretation of data all the abovementioned hypothesis of the study have been sub divided according to dimension wise from A to I in the following manner:
Sub- Hypothesis of the Study:

1.6.A(i) Principals and Teachers have no difference of opinion towards the role of NCTE regarding the formulation of the norms.

1.6.A(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE regarding the formulation of the norms.

1.6.A(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE regarding the formulation of the norms.

1.6.B(i) Principals and Teachers have no difference of opinion towards the role of NCTE regarding research work in teacher education system.

1.6.B(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE regarding research work in teacher education system.

1.6.B(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE regarding research work in teacher education system.

1.6.C(i) Principals and Teachers have no difference of opinion towards the role of NCTE relating to Co-Curricular Activities in teacher education system.
1.6.C(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE relating to Co-Curricular Activities in teacher education system.

1.6.C(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE relating to Co-Curricular Activities in teacher education system.

1.6.D(i) Principals and Teachers have no difference of opinion towards the role of NCTE relating to Financial Problems of teacher educators in teacher education institutions.

1.6.D(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE relating to Financial Problems of teacher educators in teacher education institutions.

1.6.D(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE relating to Financial Problems of teacher educators in teacher education institutions.

1.6.E(i) Principals and Teachers have no difference of opinion towards the role of NCTE relating to establishment of proper libraries and laboratories in teacher education institutions.

1.6.E(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE relating to
establishment of proper libraries and laboratories in teacher education institutions.

1.6.E(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE relating to establishment of proper libraries and laboratories in teacher education institutions.

1.6.F(i) Principals and Teachers have no difference of opinion towards the role of NCTE regarding the improvement of quality of teacher education.

1.6.F(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE regarding the improvement of quality of teacher education.

1.6.F(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE regarding the improvement of quality of teacher education.

1.6.G(i) Principals and Teachers have no difference of opinion towards the role of NCTE relating to objectives, functions and expectations from NCTE.

1.6.G(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE relating to objectives, functions and expectations from NCTE.

1.6.G(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion
towards the role of NCTE relating to objectives, functions and expectations from NCTE.

1.6.H(i) Principals and Teachers have no difference of opinion towards the role of NCTE to establish a proper teacher education system in self finance institutions.

1.6.H(ii) Female and Male teacher educators have no difference of opinion towards the role of NCTE to establish a proper teacher education system in self finance institutions.

1.6.H(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role of NCTE to establish a proper teacher education system in self finance institutions.

1.6.I(i) Principals and Teachers have no difference of opinion towards the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education institutions.

1.6.I(ii) Female and Male teacher educators have no difference of opinion towards the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education institutions.

1.6.I(iii) Teacher educators of government aided institutions and self finance institutions have no difference of opinion towards the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education institutions.
1.7 Delimitations of the Study:

The present study will be delimited to:

1. Principals and teacher educators working in teacher education institutions affiliated to C.C.S. University, Meerut.
2. Aims and Functions of NCTE as a regulatory body.

1.8 Need and Importance of the Study:

As an integral part of educational system, teacher education in India has to be responsive to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last thirty years. Therefore, it is expected to engage itself in all endeavor of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfill the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals. It is true that considerable achievements have been made in all these directions. Teacher education, cannot remain indifferent to its context and major concerns.

The Indian Constitution provides a long-term perspective on our educational system including that of teacher education. The founding fathers of Indian Constitution solemnly resolved ‘to constitute India into a sovereign, socialist, secular and democratic republic and to secure to all its citizens: justice-social, economic and political; liberty of thought, expression, faith, belief and worship, equality of status and opportunity; and to promote among them all
fraternity assuring the dignity of the individual and the integrity of the nation’.

From time to time, several Education Commissions have stressed the importance of teacher education and professionalisation of teacher education programme. Teacher learning is a lifelong activity that starts from his/her school days and continues throughout the life. The techniques through which a teacher was taught during his/her school days, plays effective role in the techniques he/she uses in his/her own teaching (Schwille, Dembele and Schubert 2007, P. 27). Some individuals are born teachers and do not need much training for learning skills of teaching. Their sincerity paves the path for self-learning and some times, such self-made teachers have been found more effective than formally trained teachers. However, in case of majority, teacher learning is facilitated by training programmes delivered before entry into teaching profession and also while continuing in teaching profession. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them (Delors 1996, p.142). Teacher education has been given importance throughout the world. Training provides certain skills; but whether to utilise these skills or not depends on the professional values and the attitude of the concerned teacher. Teacher learning through participation in initial training programmes or through continuing education programmes is a complex activity. Formulating strategies for teacher training has become problematic because of lack of consensus on what
constitutes a qualified teacher. Teacher education scenario is like the Bermuda triangle (Cochran-Smith 2003). Teaching is an art as well as science, so also teacher training.

Face-to-face teacher education programmes could not always meet the growing demand of teachers. This situation at times was met by some universities in offering teacher education courses using correspondence mode. The correspondence courses for preparing teachers were viewed with concern. It was realised that as teaching is a professional activity those who only learnt it theoretically cannot effectively carry it out. Experts held the view that for becoming a good teacher face-to-face guidance from experts was essential. In the wake of such developments the Parliament of India through an Act set up in 1995 the National Council for Teacher Education (NCTE) and gave it statutory powers for framing regulations and norms for maintaining standards of teacher education in the country. As the NCTE has been given a broad mandate with legal powers for improving the quality of teacher education and preventing commercialisation its functions have had direct bearing on teacher certification

1.8.1 Educational importance of the Study

“Education has continued to evolve, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-identity and also to meet the challenges of time”. These words of the National Policy on Education (NPE) 1986 subsequently revised in
1992, give direction to Indian Education. The policy further emphasizes that “the Government of India will also review, every five years, the progress made and recommend guidelines for further development”. In the light of the aforesaid statements, the National Council for Teacher Education (NCTE), a statutory body, established by the Government of India for the maintenance of standards and improvement of the quality of teacher education in the country, came out with a Curriculum Framework for Quality Teacher Education (Curriculum Framework hereafter ) in 1998 and placed it before the nation.

Education is very important among all of us, the fact which is commonly nothing to deny among any. It’s the education which transforms a person to live a better life and more importantly in a socially well being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one’s personality. Getting educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future. Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. Education plays a vital role in the personal growth and the social development among all of us. It imparts us with all the power and necessities in making a noticeable mark in any of the field. In all in all, it is one’s education which decides what one can make out in their life.
The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve planned and co-ordinated 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 matters connected therewith. The Act has given to the Council statutory powers for framing regulations required for planned and co-ordinated development of teacher education and issues connected with the professional role of teachers. Since the inception of the NCTE, regulations have been framed from time to time for carrying out the functions assigned to it in the Act. The regulations that have been issued broadly cover qualifications for appointment of teachers for different stages of school education, the norms and standards for professional development of teachers and teacher educators through teacher education programmes, procedure for grant of recognition to institutions by the Regional Committees for conducting teacher education programmes through face-to-face and distance education modes, fixation of fees for teacher education programmes etc.

1.8.2 National importance of the Study

NCTE is a national regulatory body for teacher education. The burden of teacher education of the entire country rests on its shoulders. Therefore considering its importance, it should work in
the manner so that it can provide best teacher education all over India.

The role of teacher education as a process of nation building is universally recognised. Its objective is man-making and producing enlightened citizens. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only.

“In Indian thinking, a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism”. It hardly needs stressing that stereotyped instructional approaches are not conducive to realize this goal. “India’s political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goals of secularism, socialism and professional ethics are coming under increasing strain”. To make teachers aware of this menace, teacher education needs to devise new strategies for enabling teachers to address this task. Teachers serve education which is an effective instrument of man-making. The teachers learn this art through pre-service teacher education programme. A weak programme of teacher education cannot serve this purpose. “The status of teachers reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers”. It is with the objectives of raising the professional status of teachers, developing among them greater commitment to society, their students and their profession, increasing their professional competencies and performance skills and empowering them to face
new challenges that the National Council for Teacher Education has brought forth this document.

In fact, in the new educational policy to be soon announced by the government, a very important action programme is improvement of teacher-training. In our country today, teacher-training is the most important element for re-molding our education. Every well-trained teacher has the opportunity to influence every year, to national health and well-being, 30 to 40 students. Therefore, teacher-training is very important. Our teachers should not be those who fail in every other field and then come to educational service as a last refuge. Education must attract the best minds. Once in it, the teacher should have faith in oneself and in one's profession. The government also must do its part to take the necessary steps so as to attract the best minds to education, and give them salaries commensurate with their high national role.

Teaching is a mission. A teacher must be one who has a dedication to acquiring knowledge and its dissemination. In this way, there is a possibility of creating a grand army of teachers with the necessary educational commitment and national dedication.

The role and responsibility of our teachers in rebuilding modern India is very important. Remember that the humanity that our politics and administration handle is the end-product of a processing, beginning with the parents at home and teachers in educational institutions. The most important processing takes place under the teachers, who deliver their products to the secretariats, to
politics, to education, to the banks, to the insurance companies, and to the professions. If these products are crude, selfish and without a sense of national responsibility, it is because of the teachers, as a class who have not given healthy ideas to their students. As teachers of secondary schools, they deal with the fresh and impressionable minds of the nation. A teacher's responsibility is to impress on those minds high humanistic values and when they discharge that responsibility, their status also goes up. Instead of treating themselves as a mere employee, they should consider themselves as a citizen discharging a high national responsibility. That is a big change. Teacher ceases to be a mere employee, getting only monitory rewards for their work. They become a nation-builder, a man-making instrument. That is the significance of Vivekananda's calling for a man-making religion and a man-making education.

The more important thing is the character of the student who goes out from your schools. We don't want batches of just clever students—self-centered ambitious students, who merely want to make money for themselves, within India or abroad and lead a pleasant life — to come out of our schools. We want students who care for their nation, who care for the weaker sections of their society, including the millions of our tribals. Our children coming out of schools and colleges must be imbued with a humanistic passion.

The teacher educators have much to contribute to the development of quality amongst the teachers. It is high time that they understand their role rather than simply criticize the system in
the name of NCTE. If they do not contribute, they will move from the current marginalized status to the one of irrelevance.

The first and foremost thing is that they will have to accept the existing realities of the world. Privatization has entered educational system and they cannot deny it at any cost. A large number of men and women aspire to get degree or diplomas in teacher education to join teaching or jobs similar to teaching. The existing teacher education colleges or the University departments of education cannot accommodate all the aspirants. The nation at such a juncture will have to depend on private participation in education system of the country. Further the Mass Education does not Necessarily Mean the End of Quality. Simply harping on the tune of deterioration of standards due to the gap in demand and supply will not serve any purpose. Teacher education programme in India has never been based on demand and supply phenomenon.

Secondly, the teacher educators will have to delve on specialized skills that add quality to the professional functioning. Such skills mean having hard, technical expertise along with softer interpersonal capabilities. Skills of quality teaching and quality assessment are most desired. Quality teaching skills involve the process of making students work hard and become independent learner. For example posing a problem before the learners and helping them find solutions to these problems is a skill and such skills need to be developed in the teacher trainees.
Thirdly, teacher educators will have to design course curricula to accommodate such functions of the teachers. Specializations like Public Relationing, Parent Counseling, Behavioural Therapy, Developing e-learning material etc. will have to be included in the course curricula of teacher education. All such dimensions have to be added to the teacher education courses if these courses have to exist in the future. Otherwise there is very likelihood that these courses will lose their credibility to the global societal needs.

Fourthly, the purpose of teacher education should be development of problem solving skills rather than imparting knowledge alone. This is possible by having flexible, experience based, process oriented teacher education programme; wherein the student teachers are trained in analyzing the problem, developing hypotheses, collecting relevant data and drawing conclusions. Later the student teachers discuss these conclusions with large group to work on the solutions in simulated set up. Such a Project based teacher education programme will help in establishing credibility of teacher education programme. Let the apex institution like NCTE work with a vision to metamorphose the existing teacher education programme.

1.8.3. Social Importance of the Study

Education is a back boon of social development. Teacher is the builder of society as well as nation. Teachers play a great role in society. Our teachers are prepared in teacher education institutions and these institutions are governed by NCTE. NCTE works as a
regulatory body in terms of teacher education. Hence the role of NCTE becomes very critical and may have a great impact on social environment.

To make our schools qualitative, our teacher education should be qualitative, because through our teacher education, we prepare our teacher educator, who teaches in our schools.

If we prepare qualitative and influence teacher educators the quality of schools will be improve.

Man lives in society. He is socialized by his contact with his family, the neighbourhood, friends and relatives. His physical and psychological needs are satisfied through his contact with other people. Therefore, obviously, the social aims of education are also very important, and without them, education can even be said to be incomplete. The school is a miniature pattern of society; it exercises social control over the individual. Man is a social animal. He has risen above his immediate circumstances only by learning to adjust his own individuality to the needs of social progress. The goal of self-realization is achievable only through the medium of education, self-sacrifice and service.

The importance of the social environment as a factor in the development of human personality has been established by many sociological and psychological studies. The social environment, part of man’s total environment, is more importance than the natural environment because a child’s value and ideas evolve out of the
ethos in which he lives. The educator and the educand should be bound to each other by strong ties of love and sympathy. The educand should be trained to discharge his responsibilities, fulfil his duties and do some service to society. This he can be taught through a variety of cultural programmes, social gatherings, in fact, any positive activity involving a group.

As a social system the first function of the school is to transmit knowledge and skills to the younger generation. The technical schools transmit knowledge concerning so many traits. The agricultural institutions tell the sons of cultivators about better means of cultivation. All the schools impart knowledge of 3r’s, reading, writing and arithmetic. This is necessary in order to help every male and female to skilfully manage the household affairs and also matters concerning every day life.

Besides transmitting knowledge, the school as a social system transmits culture to the younger generation. The customs and traditions, rules of etiquettes and manners are taught both by instruction and by example. The rules of the school discipline the educands and give them training in good manners. The mechanism of rewards and punishment makes this training a success. Most of the schools transmit the culture of their area in the younger generation. Each school must train the educands in regional and national culture. However, effect must be made to maintain human culture everywhere.
The younger generation learns future roles by means of perception and identity formation both in the family and in the school. Extra-curricular activities in the school are important to develop individual differences and particular skills of the educands. Thus some of them may develop social leadership qualities, other political leadership traits and so on.

An important function of education is the development of the individuality of the student. As a social system the school is the best place to teach equality, liberty and fraternity to the younger generation. It is the best preparation around for practice of democratic traits in the wider social situation.

Each school has a particular culture. Culture is constituted of the norms, customs, traditions, rules of behaviour, attitudes, etc. All these are reflected in the social life of the school. While in the outer society culture is transmitted without much change and refinement, in the school particular attention is given to transmit refined elements of culture. This is done through various means of socialisation and the allotment of different statuses and roles to different students.

The school is an important place for achievement. Students are accorded prizes, awards, statuses and roles according to their scholarly attainment and achievements in the sports and extra-curricular activities. It teachers hierarchy and functions according to it. The behaviour of the teachers among themselves and their behaviour towards the headmaster serve as examples to the student
about behaviour among equals and the behaviour towards the seniors.

Social organisation is a network of statuses and roles, in a school our teacher educators are responsible for the smooth functioning of the school. Every class-teacher wields authority in matters concerning his class. He is helped in this process by the monitor, the prefect and other teachers. Thus the social organisation of the school should be dynamic and well adjusted. The extra-curricular activities are very important for all-round development of the school as a social organisation. The school management consists of representatives of the public who help the headmaster and the teachers to carry out various functions in the school as a part of general community. If the parents are invited to the school function, the cooperation between the school and the community as limbs of social organisation increases.

The most important task of the social organisation is socialisation. This socialisation requires acting according to allotted roles and statuses. The schools provide scope for the development of leadership qualities among the students particularly through the extra-curricular activities. Teachers, they gradually learn to carry out responsible activities. The headmaster and the teachers should allow more and more freedom to the students and it makes them more responsible. They should follow the principle of least interference in the social relationships among the students. They are responsible for the socialisation of the students towards the community. They should impart the knowledge of social customs and traditions and
develop values of society among the students. Thus the school serves as an agency of cultural transmission. It weans the child from the family and makes him more independent. As the student progresses from nursery to high school he becomes more self-reliant, more individual and a better adjusted person. The teachers should be competent, take interest in the activities of the students and provide maximum facilities. So much depends on their presenting proper examples because social learning very much depends upon role perception. The students should learn social commitment. This requires favourable examples from the teachers and the headmaster. Competence, responsibility, straightforwardness, skill and dynamism are created among the students by the social organisation of the school. As the educand learns commitment to his roles so he becomes a better member of society after leaving the institution.

The school is an important centre for promoting social mobility. It presents an example of the fulfilment of social justice. It is a place where every social custom and tradition is analysed, evaluated and even questioned before acceptance is granted to it. Therefore the school presents the forum for bringing about desirable social changes. If the new generation learns the defects of the pernicious customs and traditions, it fights for their change and replacement in the wider society. This is particularly true about the high schools.

Society is a system or organisation of mutual relations between human beings, implicit in certain communities and institutions. The school is a group and education an institution.
Evidently, the school is an important part of society. Here we mean a specific society, not the general concept of society, which is an abstract notion. The school is related to his specific society.

Explaining the intimate relationship between society and school, T.P. Nunn, the famous educationist, writes, “A nation’s schools, we might say, are an organ of its life, whose special function is to consolidate is spiritual strength, to maintain its historic continuity, to secure its past achievements, to guarantee its future. Through its schools a nation should become conscious of the abiding sources from which the best movements in its life have always drawn their inspiration, should come to share the dream of its nobler sons should constantly submit itself to self criticism, should purge its ideals, should reform and redirect its impulses”. This comment clearly indicates that the relationship between society and school is characterised by the following elements:-

1. In schools our teacher educators keep the moral power of the society secure, and also maintain the social heritage of society. This social heritage is handed on by the schools to the following generation.

2. In school our teacher educators also protect the historical continuity of society. Schools perform the function of acquainting the new generation with the ancient myths and legends, and maintaining the patterns of behaviour in the form of traditions and customs.
3. In schools our teacher educators also help to keep alive the society’s achievements in the past, and transfer it to the younger generation through the teaching of history and the social sciences.

4. In schools our teacher educators are the guardians of the society’s future, because educands are the future leaders of the nations. Schools shape the future of the country by achieving the complete development of these leaders. It is for this reason that the educator is often referred to as the architect of the nation.

5. Through the medium of the school, the members of society are acquainted with those motives and inspirations which formed the basis of all the literary achievements of the past. This is achieved through the teaching of literature.

6. In schools our teacher educators also encourage considerable discussion and exchanges of opinion on the functioning, methods of working, customs and traditions existing in various parts of society. These elements are analysed and subjected to criticism in order to decide whether they should be retained or thrown out. In this way, schools are the source of social change.

7. Through the medium of the school, leaders in various spheres such as engineering, medicine, legal profession, teaching, literature, etc. are trained. In this sense the progress of society depends upon the progress of the schools.
It is evident from the foregoing account of the intimate relationship between society and school that development and progress of schools is essential for the progress of society. Before introducing any change in society on a large scale, it can be experimented within the school and its nature and consequences observed. It can then be introduced into society.

It is evident from the intimate relationship that exists between society and school that both influence each other. They various points to be noted in the impact of society on school are the following:

1. All the individuals, educators and educands, found in schools come from society, and hence it is only natural that their thinking should influence life in the school. It is generally accepted that the kind of family an educand comes from can be judged from his conduct in the school.
2. Society is a dynamic and changeable structure. One can see the effect of various social changes on schools.
3. Social conduct, or conduct in society, also has an influence upon the conduct of educand in schools. If social conduct deteriorates, there is no way of shielding the student from this deterioration and consequently conduct in school will also reflect a fall in standard.
4. The curriculum of the school is determined according to the needs of society, because parents always send their children to school in order to prepare them for society. They are given
education so that they may become useful members of the society.

5. The life of the school is profoundly influenced by all the major institutions of society, such as family, religion and economic institutions. From this standpoint one can compare the schools in Communist Russia with the schools of democratic America.

6. All the education that the educand imbibes in school through books and lectures, actually emanates from society, because books are little more than the accumulated experiences and thoughts of the greatest figures in society.

   It is here that teachers have to play a more important role by helping the pupils develop an understanding of a wide range of social issues and focus their faculties towards intellectual and creative pursuits.