

## NEW POLICIES OF NCTE: FUTURE OF TEACHER EDUCATION IN INDIA

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### ABSTRACT

*A great teacher, who is an integral part of education, is very important for building the nation. But the question arises that how does a teacher become great? They become great with upgradation of their knowledge and professional training. Constant brush up of the knowledge and time to time training are essential for them as in other specialized profession. Teacher education or teacher training refers to those policies and procedures which essentially equip the teachers with knowledge and pedagogic skills so that the teachers may perform their tasks more effectively in the classroom, school and wider community. Keeping this spirit in mind, Government of India established NCTE (National Council for Teacher Education) under NCTE Act, 1993 to look after the development and process of teacher education. Despite its much-hyped objectives, NCTE is facing difficulties in maintaining certain standards in various fields like four years integrated course in Teacher Education, decreased quality of teacher education, threats of assessment by QCI in place of NAAC etc.*

**Keywords** - Specialized Profession, Pedagogic Skills, Wider Community

Plato has truly said, "Education is the basis of the state." Exactly same idea was expressed by Indian Education Commission (1964-66), "The destiny of India is being shaped in her classroom". The strength of the whole education system is largely based upon the quality of teachers. Quality of teachers is taken care by NCTE (National Council for Teacher Education).

National Council for Teacher Education (NCTE) is a statutory body of Indian government set up under the National Council for Teacher Education Act, 1993 (#73, 1993) in 1995 is to formally oversee standards, procedures and processes in the Indian education system. National Council for Teacher Education, since 1973, was an advisory body (not a separate institution) that looks after all matters pertaining to teacher education of Central and State Government. The National Council for Teacher Education as a statutory body came into existence in pursuance of National Council for Teacher Education Act, 1993 on 17th August 1995.

### Objectives

The main objective of 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 Council has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneshwar and Jaipur. The NCTE is headed by a Chairperson. The Regional Committee of NCTE is managed by Regional Director of the committee.

### Critical analysis of 4 Year Integrated Course in Teacher Education

Several courses were offered by NCTE and one of them was 4 Year Integrated Course in Teacher Education which will replace the current 2 years B.Ed. programme. The HRD Ministry has passed a bill to start it. ArunJaitley, Finance Minister and Minister of Corporate Affairs had made an announcement in his Education Budget 2018 speech on 1st February 2018 regarding the introduction of the revamped course model for the new integrated B.Ed. programme.

Candidates may apply for this course right after completing their class 12th whereas the minimum qualification for the current B.Ed. Programme is a bachelor's Degree in any field from any recognized University. The 4-year B.Ed. course will be offered in

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the following capacities:

1. B.A. (B.Ed.)
2. B.Sc. (B.Ed)
3. B.Com. (B.Ed.)

The main objective, as observed by HRD Ministry, behind the introduction of the said course is only serious and interested candidates shall come for this. Though this course may be very useful for the candidates because they don't need to wait for the completion of their graduation, they may opt the choice of their stream besides saving one year but the question arises is it advantageous in long term? It may reduce mastery over the subject matter.

#### **Future of B.Ed. Colleges:**

There is always a need of trained teachers. Teaching profession is one of the esteemed professions considered so far. This job secures job security, Job satisfaction and good salary package. So, the need of B.Ed.colleges shall always be there.

#### **Quality issues of teacher education in India:**

##### **1. Lack of mastery over subject:**

B.Ed. programme does not pay proper attention on the knowledge of basic subjects. Many theoretical things are written in books but practically they cannot be applied in various situations.

##### **2. Lack of appropriate facility in teacher education colleges:**

In India, the teacher education programme is given step-motherly treatment. Around 20% of the B.Ed. colleges are being run in the rented building with marginal or sometimes no facility of laboratory, library and other facilities necessary for running a good teacher education department

##### **3. Less chances for professional development:**

It has been observed that the teacher education programme has been conducted in the same manner for last several years. In addition to it, teacher educators get less chance for their own development because of their engagement in various other less important works at the workplace.

##### **4. Insufficient grant:**

In most of the states, the financial grant received from the government is very less. They are mostly run on the fees collected from the students. In this way, with less financial help,

this programme is not able to run successfully as it should be.

#### **Suggestions and recommendations:**

To improve the quality of teacher education in India, following steps may be followed:

1. For its course content, pragmatic research should be conducted to analyze the real goal of teacher education.
2. The method of teaching in teacher education department should be more innovative and based on practical knowledge. In place of only theoretical knowledge, there should be more emphasis on seminars, discussions, project making etc.
3. To improve the quality of student teachers, the admission process should be completely systematized, there should be no scope of tempering any exam.
4. Proper fund or grant should be provided to teacher education department so that appropriate laboratory, library and other facilities may be developed.
5. For overall development of teacher educators, there should be FDPs, research symposia at more frequent intervals.
6. Good quality of text books should be written and provided with sufficient reference books. The books should also be in regional languages in addition to English.
7. Duration of teacher education should be increased to two years so that there should be more emphasis on the practical part till mastery is obtained.
8. Professional development of a teacher should be an ongoing practice. Research should be encouraged in this field and there should be more orientation and refresher courses.

#### **NAAC: Critical Overview:**

NAAC Bangalore is an important organization which is looking into quality concerns in higher education institutions across India. There was a time when assessment and accreditation was not compulsory for higher education institutions in the country and was, in fact, optional. The fact of the matter is that for large period only miniscule no of institutions could make it to the national assessment and accreditation criteria. From 2018-19 assessment and accreditation has been made compulsory for

institutions of higher learning in India, which indeed is a welcome step. But, looking into the process of national assessment and accreditation council Bangalore, we can safely say that even at times, after due process of assessment and accreditation, we do find that the institute lacks quality delivery. This is probably because we are concentrating more on process of national assessment and accreditation rather than on actual delivery. Uniform scale of assessment and accreditation across the country is not a great idea at all. Seeing the diversity and variations of institutions across the country, more over infrastructural disparities across national, we cannot afford to have a same measurement scale. For example, can we compare Delhi University colleges to some rural colleges in Bihar? Probably not precisely, because there are so many variations both in terms of infrastructure and human resources, these institutions cannot be compared, then is it fair to measure the quality of these different institutions on a same scale? The main problem arises when we try to link assessment and accreditation with funding to an institute. This is but natural under this particular scale that those institutions of higher learning which have a history and have got established will definitely have an edge to those who are newly established. This way instead of bridging the gap will further lower the quality of those institutions that will be getting less funds due to low grade. As a matter of policy, we must intend to create institutions of higher learning

across country which has basic minimum standards and basic minimum infrastructure. Otherwise, we will be giving access to higher education to our students, but that access will not bear any fruits. This is a fact of the matter that majority of undergraduate colleges in the country are glorified versions of schools.

#### **Conclusion**

What we need is upgradation of these colleges both in terms of infrastructure and human resources, so that we will be able to provide level playing field to these institutions for assessment and accreditation. In the light of these arguments we are of the opinion that national assessment and accreditation needs reimagining.

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