

Role of NCTE in Execution of Teacher Education

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Abstract: Teacher Education has been given importance throughout the world as it provides training in certain skills to transform learners achievement. As the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity, teacher aptitude and their dynamic personality. NCTE related to improvements in quality of teacher and execution of teacher's education programme. Ministry of Education has established NCTE on 21st May 1973. The headquarters of NCTE is in Delhi. NCTE has four regional centres namely Jaipur, Bangaluru, Bhubaneswar & Bhopal. The main activities of NCTE are Research - Extension services, Development Programmes, Training, & Evaluations. The fundamental objectives of NCTE are to achieve planned and coordinated development of teacher education system throughout the country & proper execution of Norms and Standards in the teacher education system. The NCTE in recent years emphasized the need for duration of courses by strengthening pedagogy and practice in taking programme with the incorporation of internship. The period of pre-service training is two years. In order to concretize the imperatives of NCF - 2005 and the concerns of RTE Act 2009, the NCTE brought out the latest National Curriculum Framework for Teacher Education (NCFTE) in early 2010. The dream of a learning society can become reality only when the dream teachers are well equipped with moral, professional intellectual, practical and communication skills to convince the students through their efficient teaching.

Key Words: NCTE, Curriculum and Teacher Education.

INTRODUCTION

The profile and role of teacher educators are to be conceived primarily with reference to the philosophy and principles that govern the various aspects of school education – aims of education, curriculum, methods and materials and the socio-cultural context in which the school functions – and the role of the teacher in translating educational intents into practical action. Teachers play a crucial role in the development of the nation. As the quality and extent of learner achievement are determined primarily by teacher

competence, sensitivity, teacher aptitude and their dynamic personality. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from preprimary to higher education level. Teachers are the most important force to boost the quality of education. Any amount of other inputs may become redundant if the teachers lack the necessary ability coupled with positive attitude and competence to use those inputs efficiently and, effectively. Aurobindo has well said “the first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and guide.” Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Indian institutions of teacher education are required to execute the objectives of NCTE and to make of our system of education more innovative for futuristic, to achieve the changing demands of the society. Up gradation and development in all these spheres is possible only through empowering teachers through different aspects. Such training needs are satisfied by different agencies at different levels. NCTE is related to execution of quality teacher education programme across the country. During In-service education of teachers NCTE organizes workshops, seminars, conferences etc to develop necessary skills in the aspirants.

RECOMMENDATIONS OF NCTE AT VARIOUS LEVELS OF EDUCATIONAL INSTITUTE

Early Childhood Education

Early Childhood Education (ECE) aims at total child development in a learning environment that is joyful, child-centred, play and activity-based. Teacher education programmes in ECE should develop in the

trainee concepts, competencies, attitudes and skills related to implementation of developmentally appropriate curriculum based on child-centred and play and activity based approach: cognitive and language development, health and nutrition, social, emotional development, physical and psychomotor development, aesthetic development, creativity and play, programme planning and school organization, community mobilization and participation. These requirements call for a teacher educator who has a sound educational philosophy of ECE, besides specialized content and methodology skills pertaining to the above areas. The diversity that characterizes the ECE situation calls for development of multiple models of training of workforce with reference to age groups, nature of programme, level of staff and mode and location of training. Available institutional arrangements for pre-school teacher education are grossly inadequate considering the expected expansion of pre-school education sector in the coming years. Also there is need to evolve specially designed programmes at the degree and post-degree levels for the training of teacher educators. One possibility is to develop the M.Ed. as a teacher educator training programme with specialization in pre-school/elementary/secondary teacher education.

Primary/Elementary Education

With the establishment of DIETs, two categories of teacher educators at the elementary level have emerged – those who teach in DIETs and others who teach in other training institutes, government or private. In most states, DIETs are the main supply institutions for elementary teachers. There are 571 DIETs sanctioned, of which 529 are functional. The multi-functions expected from each DIET, namely, pre-service and in-service teacher training, non-formal and adult education workers, curriculum and materials development, educational research, extension, planning and management call for high level of competencies, knowledge and skills. Currently, DIETs find themselves under-equipped in required faculty capabilities; the faculty appointed do not possess the required academic qualifications or professional experience. Many of them do not possess basic experience in primary school teaching, insights into primary education problems and professional skills in teacher training and research. Teacher educators in non-DIET institutions share the same shortcomings.

The basic orientation of the initial training of elementary teachers should be transformed towards front-line national concerns like access, drop out, participation, achievement, gender, teaching in difficult contexts. This calls for participatory curriculum planning involving all stakeholders, modular organization of curriculum in terms of tasks integrating relevant theory, greater curriculum time for skill learning and practice, a professional approach to training strategies and development of materials and application of relevant educational technology in training processes. The system as of now severely lacks teacher educators trained in carrying out such tasks. Apart from isolated efforts of some universities and institutions such as RIEs of the NCERT and Faculty of Education, Jamia Millia Islamia which offer M.Ed. (Elementary) programmes, there exist no programmes for the professional preparation of elementary teacher educators. Neither B.Ed. nor M.Ed. programmes in their present form equip prospective teacher educators with the required capacities, sensibilities and skills.

Secondary Education

The B.Ed. programme is offered in Colleges of Education and University departments of education. The programme is also offered through centres of distance education/open universities. There has been a proliferation of private colleges offering the B.Ed. over the past number of years. Triggered by market factors, their total number, as on March 2009, is 14,428 in 11,861 institutions with an approved intake of 10,96,673 candidates. Secondary teacher education got a major boost with the elevation of selected institutions as Colleges of Teacher Education and Institutes of Advanced Studies in Education under the centrally sponsored scheme of strengthening teacher education. The CTE/IASE guidelines particularly focused on the need for recruiting persons with high academic and professional qualifications on par with those obtaining at the general arts and science colleges and universities as per university norms. It also indicated the creation of a separate cadre of teacher educators, parity in pay scales with the general colleges, financial incentives for outstanding performance and promotional avenues. In practice, the typical secondary teacher educator is a graduate with a post-graduate degree in education. The NCTE norms prescribe a Master's degree with M.Ed. having 55% marks with Ph.D./M.Phil. carrying special weightage.

Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed. (as stated earlier) and seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary. By way of summing up, we may note that at all stages, teacher education institutions are managed by faculty with little or inadequate professional training to handle the tasks of a teacher educator. The absence in the system of institutions and programmes focussed on the professional preparation of trainers/teacher educators for different stages of education accounts for the situation. With the mushrooming of teacher education institutions over the years, the situation has become critical as the supply of teacher educators has not kept up with the increasing demand for faculty and institutions have compromised faculty requirements with reference both to qualifications and number.

ROLE OF NCTE IN EXECUTION OF TEACHER EDUCATION

To ensure planned and co-ordinate development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council would-

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

service training), evaluation of the curricula for teacher education and periodical review with respect to revision of curricula.

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

CONCLUSION

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

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