

E-Content

B.Ed.

**National Council for Teacher Education
(NCTE)**

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National Council for Teacher Education (NCTE)

Structure

- **Introduction**
- **Functions of NCTE**
- **Reorganization of Programmes Through NCTE**
- **NCTE Regulation 2014: Basic Features**
- **Significant Highlights of Regulations 2014**
- **Conclusion**
- **Check your progress**
- **Suggested Online Resources**
- **Suggested Readings**

Objectives:

Dear students, after going this e-tutorial you should be able to understand

1. Purposes and functions of NCTE.
2. Momentous highlights of Regulation 2014.
3. Multiplicity of reforms in teacher education.

Introduction

The National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for both the Central and State Governments on all matters pertaining to teacher education, with its Secretariat situated in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, 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 NCTE 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 official website of NCTE is (www.ncte.gov.in). The website provides the source for the below information.

Functions of NCTE

Being an apex body for teacher education, It is the responsibility of the NCTE to take all such steps that are thought to be fit for ensuring planned and coordinated development of teacher education and for the determination and preservation of standards for teacher education. Therefore, to fulfill the purposes of performing its functions, the Council may:

- Undertake surveys and studies regarding various aspects of teacher education and publish the result thereof.
- Make recommendations to the Central and State Government, Universities, University Grants Commission (UGC) and other recognized institutions in the matter of preparation of suitable plans and programmes regarding teacher education.
- Co-ordinate and observe teacher education and its development across the country.
- Frame guidelines concerning minimum qualifications for a person to be employed as a

teacher in schools or recognized institutions.

- Lay down norms for any particular category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum.
- Lay down guidelines for compliance by recognized institutions, for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualification.
- Set up standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training.
- Set up guidelines regarding tuition fees and other fees chargeable by recognized institutions.
- Sponsor and carry out innovation and research in different areas of teacher education and propagate the results thereof.
- Study and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to correctly advise the recognized institution.
- Develop suitable performance assessment system, norms and system for enforcing accountability on recognized institutions.
- Formulate schemes for various levels of teacher education and classify recognized institutions and set up new institutions for teacher improvement programmes.
- Take all necessary steps to avoid commercialization of teacher education.
- Execute other functions as may be commended to it by the Central Government.

Reorganization of Programmes Through NCTE

NCTE notified revised Regulations and Norms and Standards on November 28, 2014 for the following Teacher Education Programmes:

- Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE).
- Elementary teacher education programme leading to Diploma in Elementary Education.
- Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.

- Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.
- Master of education programme leading to Master of Education (M.Ed.) degree.
- Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).
- Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree.
- Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree.
- Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.).
- Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.
- Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).
- Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).
- 4-year integrated programme leading to B.A. B.Ed./B.Sc .B.Ed. degree.
- Bachelor of education programme 3-year (Part Time) leading to Bachelor of Education (B.Ed) degree.
- 3-year integrated programme leading to B.Ed., M.Ed (Integrated) degree.

NCTE Regulation 2014

NCTE notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014 under Government of India Gazette Notification No.346 (F.No. 51-1/2014/NCTE/N&S) by following the recommendations of the Justice Verma Commission (JVC) appointed by the Government at the instance of the Hon'ble Supreme Court of India.

The JVC had suggested wide range reforms in Teacher Education which the new

Regulations 2014 have addressed. The new Regulations are an outcome of wider consultations with stakeholders undertaken by NCTE.

Highlights of Regulations 2014

- A wide basket with 15 programmes is on offer, recognizing for the first time three new programmes- 4 year B.A/B.Sc. B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- The duration of three programmes- B.Ed., B.P.Ed., M.Ed. has been enhanced to two years, providing more professional rigor and at par with best international standards.
- Henceforth, in place of stand-alone institutions, teacher education shall be established in composite institutions (multi-disciplinary or multi-teacher education programmes).
- Each programme curriculum comprises three components – theory, practicum, internship; and at least 25% of the programme is developed to school-based activities and internship.
- ICT, Yoga Education, Gender and Disability/Inclusive Education are integral part of each programme curriculum.
- More integrated teacher education programmes are encouraged.
- The teacher educator M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
- Open and Distance Learning (ODL) has become more rigorous with built-in quality assurance mechanisms.
- In-service teachers have more option to acquire higher TE qualifications- D.El.Ed (ODL), B.Ed. (ODL), B.Ed. (Part-Time).
- NOC from affiliating university/body is mandatory while making an application.
- Provision of application, payment of fees, visiting team reports, etc. online. Centralized computerized visiting team for transparent use by both HQs and Regional Committees for inspection/monitoring. (For this, E-Governance is in the process of finalization).

Conclusion:

NCTE is an apex body for regulating teacher education in India. Its headquarter is located in Delhi. It has many regional offices also. The NCTE is now applicable to Jammu and Kashmir also. We should visit NCTE website to learn more about NCTE.

Check You Progress

1. What are the main functions of NCTE?
2. What is the purpose of NCTE?
3. Which reforms were taken in teacher education under the regulation 2014?

➤ Suggested Online Resources

<https://ncte.gov.in/Website/about.aspx>

<https://www.indiaeducation.net/apexbodies/ncte>

<https://ncte.gov.in/Website/regulation.aspx>

Suggested Readings

Kumar, K. (2017). *Routledge handbook of education in India: Debates, practices, and policies*. New Delhi: Routledge.

Kumar, R., Chander, S., & Kaushik, B. (Eds.) (2018). *Teacher education in the 21st century*. New Delhi: Sage.

Mangla, S. (2010). *Teacher education trends and strategies*. New Delhi: Radha Publications.

Sharma, S. P. (2018). *Teacher education: Principles, theories and practices*. New Delhi: Kanishka Publishers.