

1. Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Perspectives, Issues and Research in Teacher Education
Module Name/Title	NCTE: Structure and Function
Module Id	e-PG EDN 10.22
Pre-requisites	Basic understanding of Structure and Function
Objectives	<ul style="list-style-type: none"> • To describe the history related to the establishment of NCTE and trace its growth. • To discuss the changing scope of NCTE. • To describe the organizational structure of NCTE. • To discuss the objectives and varied functions of the Council with special relevance to its academic activities.
Keywords	NCTE, Teacher Education Act, Justice Verma Commission, Teacher Education Programmes

2. Development Team

Role	Name	Affiliation
Principal Investigator	Prof. (Dr.) P.K. Sahoo	Department of Education, University of Allahabad, U.P.
Paper Coordinator	Prof. (Dr.) Rajaram S. Sharma	Central Institute of Educational Technology, NCERT, New Delhi
Content Writer/Author (CW)	Ms. Meghavi H. Bhatia	CASE, M.S. University, Vadodara
Content Reviewer (CR)	Dr. Sukhneet Suri	Vivekananda College, University of Delhi, Delhi
Language Editor (LE)	Dr. Sukhneet Suri	Vivekananda College, University of Delhi, Delhi

1. Introduction

National Council for Teacher Education (NCTE) was set up in 1973 as an advisory body to advise Government of India, State Governments and Universities regarding all matters concerning teacher education. In August 1995 it attained the status of a statutory and independent body and was given the power of accreditation/non-accreditation of the colleges and the departments of education. Today, it takes policy decisions and develops new curriculum framework to improve the existing courses and structures of diploma, bachelors, Masters in education and other courses related to teacher education as well as implement and regulate the teacher education system of India. The NCTE works in accordance with the NCTE Act and its rules and regulations.

2. Establishment of the NCTE

The year 1973 was a landmark in the annals of teacher education in India when NCTE was established with the help of University Grants Commission (UGC), National Council for Education Research and Training (NCERT) and the Ministry of Human Resource Development (Ministry of Education at that time). Since the quality of education depends on the ability and professional commitment of teachers, the NCTE opened a new era in teacher education and provided opportunities for the systematic development of teacher education. The first meeting of the NCTE was held in Delhi on December 21, 1973 with Prof. Nurul Hasan as the Chairperson. The first Council was set up with the following groups which involved eminent teacher educators:

- i. A working group to report on the present status of teacher educators in the country.
- ii. Standing committees on:
 - a. elementary teacher education, secondary education, higher education and pre-school teacher education.
 - b. Technical, vocational and work experience education
 - c. In-service education
 - d. Standards in teacher education
- iii. Steering committee to coordinate the work of all standing committees and to highlight the problems which needed the attention of NCTE.

3. Changing Norms and Scope of the NCTE

Although NCTE was established, and a framework of teacher education curriculum (1978) was also given but it was not able to guide the system of teacher education to meet the emerging challenges. Some of the difficulties were inherent in its constitution. The working group considered at length various aspects of teacher education relating to its modernization and revitalization, particularly with reference to implications of the new school curriculum, educational values, education of the handicapped, educational technologies and computer education with minimum norms for the staff. Some salient recommendations given by the first group of experts were:

- Details related to physical facilities and methods of organising the academic programmes in each teacher training/education institution need to be outlined.
- Additional financial inputs to fifty selected teacher training institutions with higher level courses for pre-service and in-service trainees made available through central assistance. This is to enable them to offer courses of study in the areas like special education, educational technology and computer education with full facilities for practical training in the institutions.
- A national accrediting agency for teacher education with statutory powers to be established to maintain the standards of teacher education.
- All the teacher education courses must include a specified period of internship.
- The numbers of teachers to be trained should be fixed by the State Government on the basis of actual subject-wise and level-wise recruitment for the state.
- Admission to teacher training/education institution in a state should be made on the basis of the entrance test given by a state level agency.
- The pace-setting teacher education institutions may be developed, as comprehensive colleges of education to provide teacher education at all levels, namely, pre-school, elementary, secondary and higher education: in the due courses these may be further developed as autonomous colleges of education.
- Every teacher is to be oriented in educational values theoretically by a course on teacher and education in the Emerging Indian Society and practically by organising suitable activities in the teacher education programme.
- All organised educational institutions will be expected to employ teachers holding degrees which are accredited by the NCTE or by the universities which will offer teacher education courses in conformity with the guidelines provided by the NCTE.

- Relevance of the curriculum to the personal and social needs of children, school and also relevant to Indian conditions.
- Interdisciplinary and integrated approaches to teacher education.
- Teacher education to be task-oriented and performance-based.
- Provisions and scope for further experiments, innovations and research for the development of teacher education.

These early recommendations highlighted the importance of evolving traditional and non-traditional methodologies for the training of teachers. The teacher education curriculum 1988 framed in the light of new education policy with the objective that if the teacher has to perform a key role as the change agent, there is a need to orient the existing educational administration. The process of discipline, decentralisation, participation, functional autonomy, accountability, and vision of the future were identified to be of utmost importance. After many discussions, meetings and decisions, NCTE as a statutory body come into existence based on NCTE Act, 1993 on August 1995.

After NCTE started functioning as a statutory body in 1995, the various aspects of pre-service and in-service teacher education programmes were examined and the following recommendations were made:

- Pre-service teacher education for the first degree/diploma should be undertaken only through the face-to-face institutional courses of teacher education of a minimum of one academic year duration.
- No further admission should be made to courses of teacher education other than regular face-to-face programme of one academic year duration from the academic session 1995-96 onwards.
- The NCTE may consider part-time face-to-face institutionalized programmes of teacher education only if the programmes are equivalent to the face-to-face full-time institutional programmes in their total duration of instruction including practical teaching and their practical work with required academic staff and infrastructure as per the NCTE norms.
- The Correspondence/distance education mode can be used effectively for in-service education of teachers at all levels who have already obtained their first degree/diploma in teacher education.

- A teacher education programme institution will be considered to be indulging in commercialisation if the recurring expenditure of that year/programme by more than 10 percent.

The latest developments made in the NCTE regulations (2014) have been in response to the recommendations made by the Justice Verma Commission (2012). The salient outcomes include:

- The NCTE recognizes 15 programmes in teacher education (Diploma, Degree and Masters level),
- Three new programmes have been introduced viz., four-year B.A/B.Sc. B.Ed., three year B.Ed (part-time) and three year B.Ed-M.Ed.,
- The duration of B.Ed, B.P.Ed and M.Ed. has been increased to two years,
- The Master's level programmes would now be offered with specializations in elementary, secondary and senior secondary education, and
- The teacher education programmes shall now be established in composite multi-disciplinary institutions and not in standalone teacher education institutes.

4. Objectives of NCTE

The NCTE has been set up with the primary goal of regulating the teacher education system of our country. It works to accomplish the following objectives:

- To facilitate planned and coordinated development of the teacher education system,
- To develop norms, standards and regulations related to the teacher education system and ensure their effective implementation,
- To provide academic and administrative support to various teacher education programmes, and
- To facilitate research and training of professionals associated with the teacher education system.

To fulfill the above mentioned objectives the NCTE has a wide spread network across India with its nodal office at Delhi. Let us briefly have a look at the organizational structure of the council.

5. Organizational Structure of NCTE

The headquarters of the NCTE is located in New Delhi. There are four Regional Committees, at Jaipur, Bengaluru, Bhubaneswar and Bhopal. The NCTE is headed by the Chairperson. He is assisted by a Vice-Chairperson and a Member Secretary at the headquarters to look after academic, regulatory and administrative matters. Each Regional Centre has one Regional Director and an Under Secretary. The flow chart given in figure 1 explains the organizational features of NCTE.

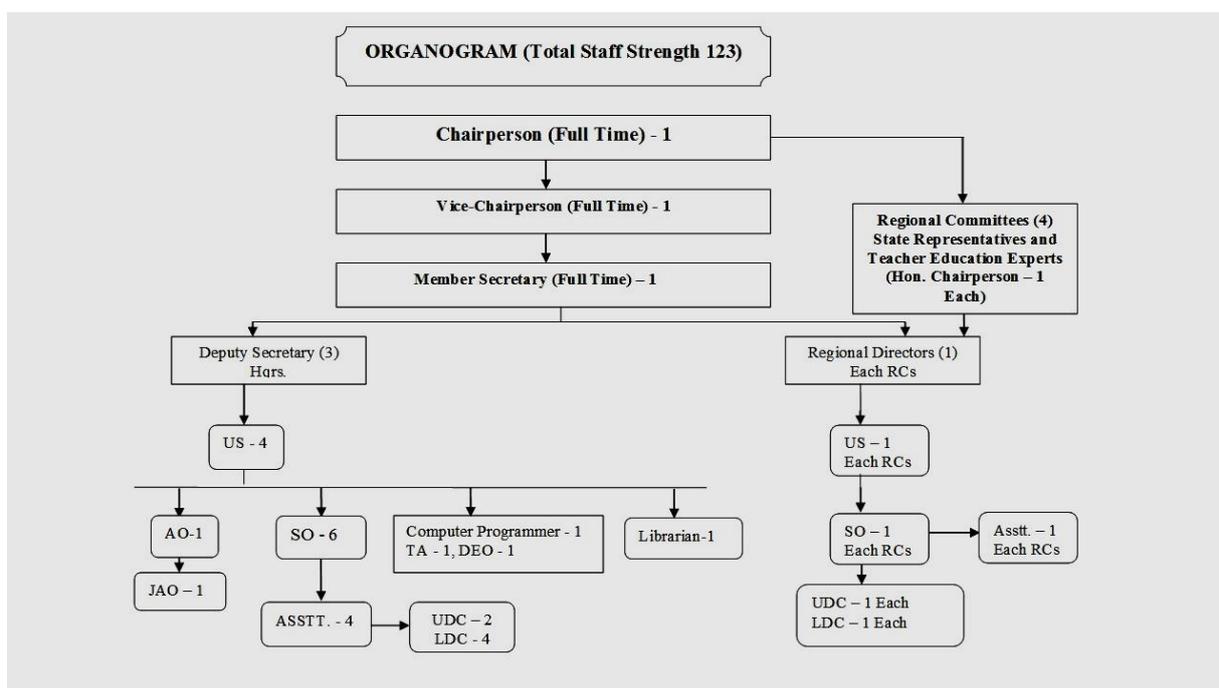


Figure 1: Organizational Structure of NCTE (source <http://www.ncte-india.org/>)

The NCTE headquarters comprises thirteen Divisions namely:

- i. **Academic Division:** It co-ordinates with experts for different academic functions aimed at strengthening the activities related to teacher education in India.
- ii. **Accounts Division:** This division has the main task of preparing the annual budget and ensuring systematized judicious utilization of funds.
- iii. **Administration Division:** It is involved with the procurement, housekeeping of general administration as well as office work related to advertisement, recruitment and automation for smooth functioning of the council's work.
- iv. **Appeal Division:** The NCTE has an online appeal process to redress grievances of the teacher education institutions all over the country. This division takes care of the appeals made to and from the appellate authority.

- v. **Coordination Division:** It co-ordinates with the internal divisions of the NCTE, the four Regional Centers and associated organizations such as UGC, AICTE, NAAC etc.
- vi. **Electronic Data Processing (EDP):** The EDP division is entrusted with strengthening of IT activities which includes maintenance of data related to online applications for various matters.
- vii. **Establishment Division:** It facilitates the recruitment of experts/staff as per the requirement of the NCTE headquarters and its regional centers.
- viii. **Inspection Division:** It selects institutions and visiting teams for inspection of teacher education institutions/programmes so that inspection/appraisal reports can be developed and necessary actions can be taken for ensuring quality education in the country.
- ix. **Legal Division:** It deals with the litigation matters and court cases related to the NCTE headquarters and its regional committees.
- x. **Regulation Division:** It is involved with the development and implementation of Statutes, Regulations, Standards, norms so as to facilitate systematic functioning of the NCTE.
- xi. **Right to Information Division:** It deals with to the information sought by the public or any government organization in the country.
- xii. **Vigilance Division:** It is involved with the development and implementation of surveillance system so as to minimize the scope of corruption and malpractice in the NCTE.
- xiii. **VIP Division:** This division deals with top-priority cases relating to references received from VIPs such as the Ministries, Members of Parliament and other dignitaries.

Each division has its specific functions and responsibilities and they work in close co-ordination with each other to achieve overall objectives of the NCTE.

6. Functions of the Council

The NCTE is a regulatory body involved in the development, implementation and regulation of the teacher education system in India. The council is the general body of NCTE. It is the highest decision making body of the NCTE. It performs the following functions:

- Undertake surveys and studies relating to various aspects of teacher education and publish the results there of for consumption by the stakeholders.

- Make recommendations to the Central and State Governments, Universities, UGC and recognised institutions in the matter of preparing suitable plans and programmes in the field of teacher education.
- Coordinate and monitor teacher education and its development in the country.
- Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or recognised institutions.
- Lay down norms for any specified category of courses 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 transaction.
- Lay down guidelines for compliance by recognised institutions, for starting new courses, and for providing physical and instructional facilities, staffing pattern and staff qualifications.
- Lay down standards in respect of examinations eligibility criteria of teachers and teacher educators their qualifications, criteria for admission to such examinations and schemes of courses or training.
- Lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions (NCTE Regulation: “*Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions, 2010*”)
- Promote and conduct innovation and research in various areas of teacher education and disseminate the results there of.
- Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to suitably advise the recognised institutions.
- Evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability of recognised institutions.
- Formulate schemes for various level of teacher education and identify recognised institutions and set up new institutions for teacher development programmes.
- Take all necessary steps to prevent commercialisation of teacher education.
- Perform such other functions as may be entrusted to it by the Central Government, and
- Conduct inspection to ascertain the functioning of the institutions and communicate the feedback for their improvement and growth.

7. Academic Activities of NCTE

The NCTE has been instrumental to the existence and growth of the teacher education system in our country. It performs a wide range of academic activities. The salient ones are as follows:

- NCTE had been involved in the development of National Curriculum Framework in 1998 and later NCFTE in the year 2009.
- It constitutes and co-ordinates with various curriculum committees for developing curriculum frameworks, such as in the 15 teacher education programmes as per the recommendations of the Justice Verma Commission (2012).
- Conducts orientation workshops at periodical intervals all over the country in order to sensitize the academic fraternity about the new curriculum frameworks.
- Develop model syllabi for the two-year M.Ed, B.Ed and D.El.Ed programmes
- Develop curriculum for various refresher courses on teacher education and ensure their effective implementation in various academic staff colleges in collaboration with the University Grants Commission.
- Form standing committees to ensure designing of innovative programmes and curriculum evaluation
- It signed several MoU's (Memorandum of Understanding) with various organizations, such as NAAC (National Assessment and Accreditation Council) for the accreditation of teacher education institutions in every five years. It has also entered into an MOU with RCI (Rehabilitation Council of India) for developing curriculum on teacher education programmes, curriculum and model syllabi on special education programmes and other activities.
- Develop and maintain database on Universities offering teacher education programmes, academic experts, teacher education institutions, teacher educators.
- Publish modules and monographs on the thoughts of Swami Vivekananda, Pandit Madan Mohan Malviya, Sri Aurobindo, The Mother, Bharat Ratna, Dr. B.R. Ambedkar to name a few. It also publishes three quarterly journals i.e. Anwesika, Indian Journal of Teacher Education and Teacher Support.
- The NCTE also provides a wide range of good quality academic resources for its fraternity.
- It conducts research to support the development of policies and norms in education.

- It also develops guidelines for the eligibility criteria and guidelines related to the Teacher Eligibility Test (TET)

8. Surveillance and Regulatory System of NCTE

The NCTE has a strong surveillance and regulatory system which is implemented through the coordinated efforts of various Divisions especially the regulatory division, legal division, Inspection division and the vigilance division. They are as follows:

- Formulate regulations and norms for teacher education institutions and teacher education programmes
- Formulate minimum recruitment qualifications for school teachers
- Review and amend NCTE Act, rules and regulations, if need be
- Ensure implementation of the norms and standards laid down
- Maintain quality standards of the various teacher education institutions and programmes
- Conduct inspections, identify deficiencies and give an opportunity to improve the education system in various teacher education institutions.
- Eliminate or minimize the scope of malpractice by detecting points of system failure.

The NCTE has continuously evolved since its inception in 1973. It works in accordance with the NCTE Act, its statutes and the Rules/Regulations made thereof. The NCTE has taken several corrective steps to ensure quality teacher education in India.