

**Role of NCTR's Reforms Plan - 2017, NPE - 2016 and NCFTE - 2009 to  
promote Teacher Education**

**Banti Rani\***

---

**Abstract**

*"Let us remember: one child, one teacher, one book, one pen can change the world" is an inspiring quotation by Malala Yousafzai. The quotation itself describes the power of education. Man as being a social animal can transform into a universal being through the process of education. Today, in the modern world of science, technology and advancement there is great need to augment our standard of education to ensure the significant place of India as an eminent nation on global perspectives. Progress of a nation depends upon quality of it's citizens and the quality of citizens depends upon the quality of education and the quality of education depends upon the quality of teachers and the quality of teachers depends upon the quality of teacher education. So that, teacher education is the most important component for national progress and advancement. After considering the significance of teacher education the Indian Government and higher education organisations are upgrading our education policies, provisions and schemes. The concern behind this paper is to describe the recent reforms, provisions, policies and recommendations of Higher Education Organisation as NCTE's Reforms Plan (2017), NPE (2016) and NCFTE (2009). Paper also highlights the given provisions and recommendations to make public more aware to utilise these provisions practically.*

**Keywords :-**

Education, Teacher, Teacher Education, NCTE's Reforms Plan - 2017, NPE - 2016 and NCFTE - 2009.

---

\* Student, M.Phil., Department of Education, Kurukshetra University, Kurukshetra, Haryana.

**Introduction :-**

Education is a broad ranging term and includes intellect, knowing, learning and wisdom that transforms an individual into a universal being. As education is a tremendous process and it must not be handled roughly. Teacher has paramount importance in every system of education to determine the development of social, economic, cultural, academic, psychological and moral shape of an individual. So competent, illuminated and empowered teachers must be given the responsibility to ensure the multidimensional development of a child, society and nation. As Malala Yousafzai said, " let us remember: one child, one teacher, one book, one pen can change the world". It means education is the only tool for the every progressive and brightening changes in society. As John Dewey said, "Education is not preparation for life; education is life itself." That's why we need to handover the responsibility of education to skillful and dedicated teachers. It is said that teaching is the one profession that creates all other professions. And Lee Lacocca commented on education that 'in a completely rational society, the best of us would be teachers and the rest of us would have to settle for something else.'

There are various views and temperament of people about teacher and their role in society. As some people believe that good teachers are born; on the other hand educators believe that good teachers are made over time through education, practice, guidance, perseverance and continuous training. In the beginning a new teacher may be bright and Shiny, but after experience that teacher feel connected and special bonding with his students. Through the whole process of training and practice a teacher is made more efficient, serviceable and operative, then he is capable to manage his students and their specific needs.

Good teachers are the essential part of every society and every nation for their optimum progress according to contemporary world. For this various initiatives, innovations and schemes are being introduced, launched and implemented by Government of India for the promotion of teacher education.

A person who helps others to acquire knowledge, competences or values is generally known as 'teacher'. Teacher education is program and procedure to educate the teachers with knowledge, attitudes, behaviours and skills which they need in real classroom for effective teaching and learning process.

There are two types of T.E Programs :-

A- Pre-service Programs of Teacher Education.

B- In-services Programs of Teacher Education.

Recent Initiatives and Innovative Schemes :-

After recognising the need of more competent teachers in the present scenario of globalisation the Government of India has launched various innovative schemes and policies for improving the standard of teacher education throughout the country by the help of NCTE. As,

- 1- NCTE's Reforms Plan for Teacher Education (June, 2017)
- 2- National Policy on Education- 2016
- 3- National Curriculum Framework for Teacher Education- 2009
- 4- Pandit Madan Mohan Malviya National Mission On Teacher and Training - 2014
- 5- Right to Education- 2009
- 6- Rights of Persons with Disabilities Act, 2016
- 7- Diksha- 2017
- 8- e-Pathshala- 2015
- 9- Saransh- 2015
- 10- Other Enrichment Program etc.

### **1-NCTE's Reforms Plan for Teacher Education :-**

National Council for Teacher Education is regulatory body by National Council for Teacher Education Act,1993. It is required for planned and co-ordinated progress of pre-service and in-service teachers throughout the country. Today, facing the issue of learning outcomes of children in India and crisis of quality in pre service teacher training NCTE has introduced an amendment of regulation for teacher education institutes in India. It is decided, for the first time, to give rank to the top 100 teacher-training institutes in the country once every 2 year. It will help all the student-teachers to make choice in selecting the teacher education institute to improve their chances of:

- a- Acquiring the Attitude, Skill and knowledge to become a competent teacher and,
- b- Passing the Teaching Eligibility Test (TET) which is mandatory to become a teacher in government as well as private schools in India.

### **Overview of Framework :-**

The Framework for ranking and accreditation is designed for providing a holistic and comprehensive assessment to all teacher education institutes. Four pillars are decided for the assessment and it gives maximum weightage to quality of teaching and learning and outcomes of teaching and learning process. And on the basis of these 4 pillars the framework is described as below;

1- Physical Assets :- It includes comprehensive on-site assessment of infrastructural facilities and financial management. Availability and optimum utilisation of available infrastructure facilities is assessed in physical assets and the score is decided 10% for this.

2- Academic Assets:- It includes all academic support provided to student teachers and teacher educator such as teaching and learning materials, qualification of teaching faculty, compatibility of curriculum with vision and scope, research output, unit and lesson plan, micro and mega teaching videos and practice videos of student-teachers delivering in classes. There will be a record of these all activities and the videos should be uploaded on the designated sections for the National Teacher Platform which is being developed by NCTE on behalf of the Ministry of Human Resource Development. The total score for academic assets is 20%.

3- Teaching and Learning Quality:- It involves the assessment of efforts made by teacher education institutes to promote effective teaching-learning practices. This can be evaluated through Peer review of audio video recording of P.Ts' classroom practice and the real classroom practice. The total score for teacher and learning quality is 30%.

4- Learning Outcomes :- Through this pillar acquired knowledge and learning impact on the pre-service teachers who are studying in teacher education institutes is assessed. It will be assessed through standardized online test conducted on statistically valid sample size of pupil-teachers from each TEI. Their acquiring of ASK will be tested and according to their performance the score will be given to TEI. There is provision of assessing the TET pass percentage over the last 2 years, placement percentage and scores from peer review of audio-video recording of teaching practices. This section is given maximum 40 percentage of total score.

Methodology :- Whole process and all reforms will be implemented by NCTE by collecting information from TEIs through:

a- affidavits

b- Replies to show cause notices to those who did not submit

the affidavit

- c- GIS data submitted by TEIs
- d- E-Monitoring of TEI websites
- e- Information submitted while applying for recognition

The following steps are required to be taken by teacher education institutes applying for the accreditation and ranking exercise:

- Step 1: Registration on Teacher Web Portal
- Step 2: Successful completion of self evaluation form
- Step 3: Assessment process
- Step 4: Ranking and accreditation.

### **National policy on education 2016:-**

The policy is launched by the Ministry of Human Resource Development in 2016 for the evolution of new education policy and it makes essential changes in education at every level as from primary to higher education. The policy makes provisions for the empowering India through quality education. The policy deals with approach and methodology for the implementation of national policy on education at real ground level. It is a comprehensive education policy which includes school education at every level, College education, research work, vocational education and training, pre-school education, education of children with special needs, education of tribal children, language policies, sports and physical education, curriculum renewal and examination reforms, adult education and higher education etc.

NPE describes some provisions which are very helpful in teacher education for example;

- 1- Rights to Education is included in chapter III and it is said that teacher should ensure the enrolment of every child at elementary level.
- 2- In chapter V there are some provisions which are quite useful to teacher education as, under heading no. 5.2 NPE describes use of ICT for improving qualities of education. It can be used as an aid to teacher in classroom, as a remedial aid and ICT as training material for teachers.
- 3- In chapter number VI there is discussion on Teacher Management which include teacher education and training teacher education deployment and professional development. In which there is provision of teacher education training program with attendance participation and performance.

4- In chapter number VIII there are some recommendations from NCERT for the higher research in teacher education.

5- Chapter number IX includes summary of recommendation and evolution of national policy on teacher education which includes clearly teacher education and related concepts.

#### **NCFTE- 2009 :-**

National curriculum Framework for Teacher Education was revised in 2009 for making useful and helpful changes in curriculum for the more better results in teacher education. As the research works in education have revealed that there are a significant relation between teacher education and school education which depends on the aspiration level and quality of teachers. Keeping in view the results reflected in the research papers that the curriculum renovation improves the education system and level. The NCTE set up an expert committee of Prof. C.L. Anand (Chairman), Prof. S.V.S. Chaudhary, Prof. C.Seshadri, Prof. R.S.Khan, Prof. Raja Ganeshan, Prof. V.K. Sabharwal and Prof. L.C. Singh to make a new curriculum framework in consonance with the changes that have taken place in different spheres of knowledge.

This Committee prepared a draft framework which was discussed with the concerned stake holders in two regional consultative meets held at Udaipur and Hyderabad in which the Vice-Chancellors of various universities, Deans of the Faculties of Education of some Universities, Directors of State Councils of Educational Research and Training (SCERTs), Principals of District Institutes of Education and Training (DIETs), faculty of Regional Institutes of Education (RIEs) of the NCERT, teachers, teacher educators, senior staff from the State Governments and other experts has participated.

The whole curriculum was divided into three areas;

A- Foundation of Education

B- Curriculum and Pedagogy

C- Practicum and School Internship.

Area 1- Foundation of Education :- it includes the learner studies, educational studies and contemporary studies.

Learners' Studies :- In learner studies there is focus on childhood, child development and their learning habits.

Educational Studies :- In educational studies there is provision of aims of education, knowledge and values and the curriculum provisions for development the self esteem and aspiration as a teacher in all teachers.

Contemporary Studies :- Contemporary studies are combination of teacher and learner position in society and other critical social issues for example human and child rights environment and development, reservation and there is also provision of achieving the desirable objectives.

Area 2- Curriculum and Pedagogical Theory :- In curriculum studies the idea is expanded that activities and processes in education and professional development of teachers should be helpful for the participants to understand that knowledge evolves and generate from experience. and it is further highlighted through the active process of exchange of Ideas, beliefs and reflection on issues in shared and collaborative situations. Next are pedagogic studies and the purpose of these studies is to understand school subjects and their pedagogic study in the concrete context of the institute and the learner by making useful links among the runners context subject discipline and pedagogical approaches. There are some curriculum provisions also under the second area of curriculum and pedagogical they explain that it is useful to engage perspective teachers with the conceptual knowledge which they have gained through general education. Understanding the school curriculum, negotiating curriculum, critical examination of Curriculum, analysis of textbook and linking school knowledge with community life. A teacher can play a vital role to assess his children's progress both in terms of their psychological development as well as with the criteria provided by curriculum.

Area 3- Practicum and School Internship :- There is discussion on the present scenario of teaching practice which is most functional part of teacher education and it is being ignored severely and its quality is in erosion. There is explanation of various provisions which are being proposed for the modern teacher education and more opportunities will be provided to pupil-teachers for their teaching practices in their own classes, observational records and real classroom teaching.

#### **Other Provisions of NCFTE 2009 :-**

A- As time is given significant importance which is crucial factor in teacher preparation for that the time period for teacher education is increased.

B- There is made the provision of Curriculum transaction for more significant results.

C- Meaningful units of study and interdisciplinary courses are added in curriculum as a complimentary structure and mechanism of teacher education programme.

D- Teacher learning centres are being established for the betterment of teacher education. TLCs provide a structure space for hands on experience, work as resource for teacher trainer, teacher practitioners and teacher educator, a forum for interaction and sharing ideas, tools & methods, a platform for classroom based research works, a structural space for self directed activities, a platform for developing skills, a structural space for personal and psychological development, a structural space for forging links between pre-service and in-service teacher education etc.

### **Outcomes :-**

- \* NCTE's Teacher Web Portal made the provision of one teacher one time enrollment in one Institute which is useful to stop multiple registration of a single teacher.
- \* Through GIS data submission NCTE is able to take strict action against fake Teacher Education Institutes.
- \* NCTE's provision of E-monitoring of Teacher Education Institutes if successful to improve the quality of teaching-learning process.
- \* All components and activities of teacher education institutes are divided into four pillars with given weightage that is effective for availability of basic and necessary infrastructure in Teacher Education Institutes.
- \* NPE's emphasize on use of ICT has made teaching learning process more productive, comprehensive and lively.
- \* Through the provision of recording of attendance and performance of Teacher Education Institutes the level of teacher education and teacher educators have been Improved.
- \* Curriculum of teacher education has been upgraded by NCFTE in 2009 which is very useful to achieve the decided aims of education and aims of teacher education.
- \* Now student teachers are becoming more efficient, competent and skillful to handle real classroom situation.
- \* NCFTE's provisions of refresher courses and teacher learning centres are useful for in-service teachers as well as for pre-service teachers.



**Conclusion :-**

The distinctive contribution of recent innovations, initiatives and schemes to promote teacher education has been described. And I believe that the role and outcomes of these schemes can be strengthened by the enhanced and sincere co-operation and contribution by complete society. These innovations, initiatives and schemes are lifeless until we make them alive by our efforts and commitments for fulfilling their objectives sincerely.

**References**

- Ahmed, S., & Sharma, A. (2017). Revamping pre- service teacher education under new NCTE norms 2014: Perception of B.Ed. students towards increased duration of course. *International Journal of Research Granthaalaya*, vol.5(6), pp. 92-95
- Agarwal P. (2006). Higher Education in India: The Need for Change, ICRIER Working Paper, *Indian Council for Research on International Economic Relations*, 180.
- Banks, C., & Banks, J. A. (1995). *Equity pedagogy: An essential component of multicultural education*. *Theory Into Practice*, 34(3).
- Basheer, K.M. (2014). Teacher Education in India: Innovative strategies to strengthen: A critical analysis of NCFTE- 2009. *Indian Journal*, vol. 4(1), pp.15-19
- Berliner, D. C. (1986). In pursuit of the expert pedagogue, *Educational Researcher*.
- Joshi K.M. (2010). Indigenous children of India: enrolment, gender parity and drop-out in school education. *International Journal of Sociology and Social Policy*, 30, 9/10
- National Policy on Education 2016*
- Patrick, H., Ryan, A.M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99(1), 83-98.
- Vishwakarma, B. (2017). Right of Person with Disabilities Act 2016 & Dwarfism. *Research Guru*, vol. 11(3), pp. 297-299
- Wigfield, A., & Eccles, J. *Development of achievement motivation*. San Diego, CA: Academic Press. Pressle