

A Study of Perspective of Stakeholders on the role of NCTE in Maintaining Quality of Teacher Training Programme

Key Words: Stakeholder, NCTE, SSA, education.

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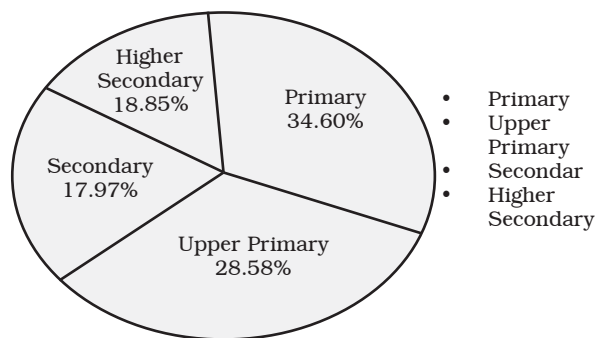
Quality education is the demand of the country and this is possible only when there is quality in teacher training. No country can afford the downward side of its teacher training institutions as these alone are the generators of quality improvement in schools through the teachers trained by them. But during last few years there is mushrooming growth of teacher training institutions in the country. NCTE is the apex national body, to plan and co-ordinate teacher education, maintain quality in teacher education institutions, monitor their proper functioning and ensuring quality. Several reports, articles published in reputed newspapers, journals, magazines of the country raised questions in this regard. Present paper is a research based study in this regard shows the real perception of stake holders regarding role of NCTE.

Dr. Saurabh Kumar

Assistant Professor,
Regional Institute of Education (NCERT),
Bhopal (M.P.)

For Pursuing elementary education as a mission mode, the Government of India has launched the scheme of Sarva Shiksha Abhiyan (SSA) in 2001. The implementation of SSA in the first two years of the Tenth Plan has been a significant development in the field of education. The seventh survey had identified 10,30,996 recognized primary, upper primary, secondary and higher secondary schools in the country. The seventh survey revealed that nearly 20,14,57,062 children of all ages were enrolled in school education in India, which was an increase of 32.73% over sixth survey. Of the total 55,30,269 teachers in the country, 19,13,575, 15,80,536, 9,93,560 & 10,42,598 teachers (34.60%, 28.58%, 17.97% & 18.85%) are working in primary, upper primary, secondary schools and higher secondary schools in respectively as shown in Fig 1.0. (Source: India-2007, Ministry of Information Broadcasting, New Delhi)

Fig 1.0 Pie Diagram showing percentage of teachers in the country at different levels.



Above facts clearly indicates the growth of schools and significant increase in enrolment in India. Hence the demand of trained and qualified teachers is also increasing accordingly. To prepare competent and qualified teachers, large numbers of teacher training institutions have come in existence.

At present the responsibility of ensuring quality in teacher education rests with National Council for Teacher Education (NCTE). NCTE was established in May 1973, by the Government of India a non-statutory body, to improve the status of the teacher education. It was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National

Council of Educational Research and Training (NCERT). The National Policy of Education and the Programme of Action 1992 indicated that the National Council of Teacher Education be accorded a statutory status. Accordingly, a bill was drafted for this purpose and was introduced in the parliament. The parliament passed the National Council for Teacher Education Bill and the National Council for Teacher Education Act (No. 73), 1993 came into being. From 17th August 1995 NCTE started functioning as statutory body.

Due to ever increasing demand of qualified teachers in school education (primary and secondary level), teacher education has become a favorite course for the stakeholders of higher education. This leads to mushrooming growth of teacher training institutions in the country during last few years which affect the quality of teacher training programme. Since NCTE is the apex national body, to plan and coordinate teacher education, maintain quality in teacher education institutions, monitor their proper functioning and ensuring quality. Still teacher education faces quality crises then question arises on the role of NCTE. There was a big debate in the country regarding functioning of NCTE and its role is under severe criticism. To put the issue in the perspective, researcher conducted work upon the following problem- "A Study of Perspective of Stakeholders on the role of NCTE in Maintaining Quality of Teacher Training Programme"

Objective Of The Study-

To study the perception of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programme.

Hypotheses Formulated-

Ho: There is no significant difference among the perception of managers, principals and teacher educators regarding the role of NCTE in maintaining quality of teacher training programme.

Following sub hypotheses were also formulated for hypothesis 2Ho:

1Ho: There is no significant difference in the perception of managers and principals regarding the role of NCTE in maintaining quality of teacher training programmes.

2Ho: There is no significant difference in the perception of principals and teacher educators regarding the role of NCTE in maintaining quality of teacher training programmes.

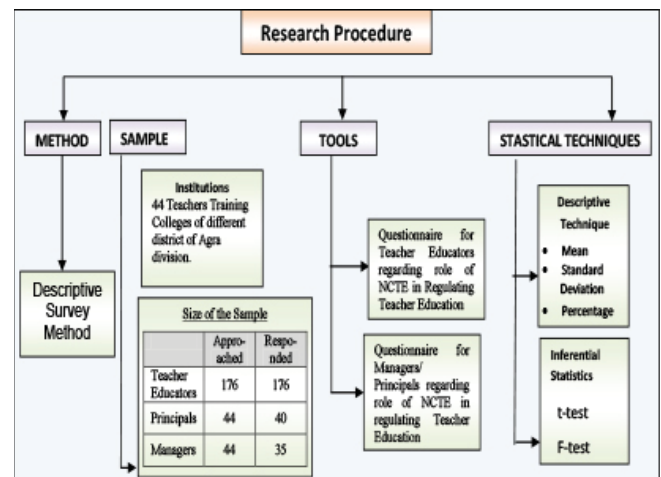
3Ho: There is no significant difference in the perception of teacher educators and managers regarding the role of NCTE in maintaining quality of teacher training programmes.

Delimitations Of The Study-

Major delimitations of the present study were:

1. The study was confined to seven districts of Agra Division of Uttar Pradesh only; namely Agra, Aligarh, Etah, Firozabad, Hathras, Mainpuri and Mathura.
2. Only self-financing teacher training institutions of Agra division were considered.
3. Teacher training institutions offering B.Ed. programme were considered only.
4. The role of NCTE was evaluated on the basis of perception of managers, principals, and teacher-educators of the teacher training institutions.
5. The tools used for data collection were made by the researcher himself.

Fig Flow Chart of Research Procedure



DESIGN OF THE STUDY-

The present study is an analytical study, may be classified as a non-experimental field study based on survey method.

Sampling Technique Used for Data collection: In the present study, the sample may be defined as "A selected number of teacher educators, principals and managers of the teacher training institutions running in the self-financing mode of Agra division of Uttar Pradesh."

The stratified random sampling technique has been used in the study. First of all, Agra Division was divided into seven districts and from each district 35% B.Ed. Institutions were selected for sampling. Sample of the present study consists of the following sample units:

1. From each teacher training colleges 4 teacher educators were selected randomly.
2. All the principals of selected teacher training colleges.
3. All the managers of the selected teacher training

college.

In total 176 teacher educators, 40 principals and 35 managers were taken for study.

Tools Used For Data Collection-

Keeping in mind the need of the study researcher developed following questionnaires on Likert type scale. In the questionnaire test items are declarative statements. These items are assessable on three point scale. It is bilingual in Hindi and English both.

1. Questionnaire for teacher educators regarding the role of NCTE in regulating Teacher Education.
2. Questionnaire for managers & principals regarding the role of NCTE in regulating Teacher Education.

Scoring Pattern Of The Tools-

All the tools were scored on three point scale. In all the three questionnaires, every positive statement was assigned 3, 2 & 1 mark for agree, can't say and disagree response respectively. While in case of every negative statement respectively 1, 2 & 3 marks were assigned for agree, can't say and disagree responses.

Standardization Of Raw Score-

The score obtained by all the individuals were converted into T score before further statistical operations. The objective of the conversion of the raw score into standard score was to neutralize the impact of variation of number and nature of items among different questionnaires.

Statistical Techniques-

As the proposed research includes study of the perceptions of managers, principals and teacher educators regarding the role of NCTE and the comparison of their perception so statistics, which the researcher applied to analyze the data were Mean, Standard Deviation, percentage, single factor ANOVA and t-ratio.

Findings Of The Study-

Findings of the study on the basis of comparison of the scores of perception of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programmes:

To compare the views of managers, principals, and teacher educators raw scores received through the items of different questionnaires by rating 3, 2 and 1 mark respectively for positive statement and vice versa for negative statement were converted into standard score ("T" Score). Mean and standard deviation were calculated as shown in the table no.

Table 1.0 Showing Mean and standard deviation scores of perception of managers, principals and teacher educators regarding role of NCTE

in maintaining quality of teacher training programmes:

Type of Sample	Mean(M)	Standard Deviation(S)
Managers	54.19	5.03
Principals	51.07	7.87
Teacher educators	49.93	7.67

Table 1.0 shows that the mean score of managers regarding role of NCTE in maintaining quality of teacher training programmes is higher than that of principals and teacher educators. Standard deviation of managers' group is 5.03 while of principals' and teacher educators' group are 7.87 and 7.67 which indicate more homogeneous nature of managers' group than principals' and teacher educators'.

In order to know whether two groups are statically significant or not "one way ANOVA" was applied and F ratio was calculated shown in table 1.1 as follows:

Table 1.1 Showing ANOVA for perception of managers, principals and teacher educators regarding role of in maintaining quality of teacher training programmes:

Sources of Variation	Df	S.S.	M.S	F ratio	Level of Significance
Between the group	2	561.77	280.89	5.14	0.01
Within the group	248	13554.65	54.66		
Total	250	14116.42			

Table 1.1 indicate that the F ratio calculated (5.14) is higher than the tabled value at 0.01 level. Thus the hypotheses ;There is no significant difference in the perception of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programmes, is rejected at 0.01 level. So there is significant difference in the perception of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programme.

Further, to find out the differences between managers & principals and principals & teacher educators and teacher educators & managers 't' values were calculated as follows:

Table 1.2: Showing t values for perception of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programmes:

Sample	Mean(M)	Standard Deviation(S)	t ratio	Level of Significance
Managers	54.19	5.03	1.64	N.S.
Principals	51.07	7.87		

Principals	51.0648	7.87	1.27	N.S.
Teacher-educators	49.9335	7.67		
Teacher-educators	49.93	7.67	3.15	0.01
Managers	54.1863	5.03		

Table 1.2 indicate that t value for managers vès principals was not found significant So the following hypotheses (1H0 & 2H0) were accepted:

1Ho: There is no significant difference in the perception of managers and principals regarding role of NCTE in maintaining quality of teacher training programmes.

It shows that there is not any significant difference in the perception of managers and principals regarding role of NCTE in maintaining quality of teacher training programmes.

't' value for principals vès teacher educators was also not found significant. So the following hypotheses were accepted too:

2Ho: There is no significant difference in the perception of principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programmes.

It reveals that there is not any significant difference in the perception principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programmes.

While in case of teacher -educators vès managers t value was found significant at 0.01 levels so the following hypotheses is rejected at 0.01 levels:

3Ho: There is no significant difference in the perception of teacher educators and managers regarding role of NCTE in maintaining quality of teacher training programmes.

Thus, there is significant difference in the perception of teacher educators & managers regarding role of NCTE in maintaining quality of teacher training programme.

Differences of perception between managers and teacher educators may be because of interaction process adopted by NCTE to improve quality of teacher training. NCTE sends circulars to teacher training institutions regarding quality improvement aspect, managers and principals go through them and take some steps but teacher educators may not have access to those circulars, therefore, teacher educators do not come to know that what efforts are being made by NCTE. Thus teacher educators may have lesser positive attitude regarding role of NCTE in maintaining quality of teacher training programme. Major Findings of the study based on the percentage analysis of the scores:

1. 77.14% managers, 60% principals and 64.21% teacher educators of teacher training institutions agree that present professional status of teacher education is due to NCTE.

2. Majority of managers, principals and teacher educators (88.57%, 87.5%, and 71.59% respectively) agree that the demand of trained and qualified teachers is increasing rapidly so large numbers of teacher training institutions are required, therefore, a controlling body like NCTE is highly needed.

3. 80% managers, 82.5% principals and 72.16% teacher educators agree that quality curriculum for teacher education is due to the role of NCTE.

4. NCTE doesn't monitor the session and examinations conducted by universities for teacher training programme as 42.85% managers, 62.5% principals and 76.14% teacher educators perceive this fact.

5. Majority of managers, principals and teacher educators (45.71%, 52.5% and 45.45% respectively) disagree- with that NCTE provides reinforcement to the institutions on the basis of their performance.

The study reflects positive perception of majority of managers, principals and teacher educators regarding role of NCTE in maintaining quality of teacher training programme. The stakeholders perceive that there is a demand of quality education in the country which is only possible when there is quality in teacher training so a regulatory body like NCTE is highly needed.

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