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**By National Educationist Council**

## EDITORIAL

An apex body of teacher education in India, namely, National Council of teacher education, popularly known as NCTE is breathing its last. By the time, present edition of the journal of Education and Pedagogy be in your hands, NCTE would have become a thing of history. At this moment, it seems relevant to discuss the circumstances in which the apex body of teacher education was created and factors associated with its pitfalls.

NCTE was created in 1978 based on policy of education 1968-69. But it was toothless. It could not become functional and proved as thing of dustbin. Since then educationist from time to time demanded for an apex body of teacher education with statutory powers. During the Prime Ministership of Late Shri Chandra Shekhar when country witnessed extreme financial crisis, U.G.C. asked universities to generate their own resources to meet out their financial needs, Many universities of Northern India started B.Ed. program through distance mode. Students in thousands were registered to B.Ed. program through distance mode. It diluted the quality of teacher education throughout the country and educationist mounted more pressure on the government to form a regulatory body of teacher education. Finally in 1993 Indian parliament by its Act. passed NCTE bill and as result National Council of Teacher Education emerged as a regulatory body of teacher education in 1993.

It became functional in 1995. It opened 4 regional offices in East, West South and North region of the Nation. It registered all existing teacher education institutions i.e., preprimary, primary and secondary and made it mandatory for all teacher education institution to take recognition from NCTE. It declared that no institution existing or new can run teacher education program of any kind without NCTE recognition, after 15 May 1997. Since then it was running effectively. Wind of privatization which was set in 1991 in India was experienced in teacher education after 2000. In first decade of twenty first century teacher education institutions were mushroomed in Northern India. At present one university of Northern India has 268 B.Ed. colleges. It can be taken as an example of present scenario of teacher education institution of India. Rapid growth of teacher education institutions accelerated corruption in teacher education as well as in N.C.T.E. It, on one hand marred the quality of teacher education and on other turned teacher education institutions into shops selling degree of teacher education. Teacher education institutions without building and teacher educators admitted students on their own ignoring admission norms and made them appear in university exam. It set a general opinion against N.C.T.E. Intellectuals in general and educationist in particular agitated against NCTE. Govt. decided to cease NCTE and transfer its powers and functions in M.H.R.D. As first steps govt. has suspended NCTE. Let us see what happens next.

Ceasing power on the name of poor image is not a solution of the problem, instead, measures should be taken to bring transparency in the functioning of the system may be a good option. MHRD should research such a method and monitor periodically the working of the regulatory body. Power at central and regional offices should be in the hands of a committee not in the hand of chairperson. If it is unavoidable he should be made administrative head, functional power should lie in the committee and it should be made accountable for the decisions it made. One more thing is responsible for N.C.T.Es downfall. It hires staff from other department. In span on 15 years it could not appoint permanent staff, so personnel working in it have no affection to it. They pass their time with out caring the image of the institution. It should change its hiring policy and hire permanent staff to change its image.