The main objective of NCTE was to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system. The NCTE has now been in existence for more than years and it has been grappling with the concerns about improvement on quantity and quality of teacher education at all levels. So, it is essential to see the impact of NCTE on follow-up of norms and standards of teacher education institutes to decide the act to maintenance the standards of teacher education. The present study is related to the programme of Elementary teacher education i.e. B.Ed. Course in Haryana. The study is new in its nature as it deals with quantity and quality of teacher education like infrastructural facilities, teacher-educators’ qualifications, admission process, number of students and teachers and ratio recurring and non-recurring costs, fees charges, course-contents and curriculum transaction. It also deals with opinion about commercialization process.

1 Introduction
The success of reforms in School education depends largely on the quality of teacher which, in turn, depends, to a great extent, on the quality of teacher-education. A large number of efforts have been made to improve the quality of teacher-education various commissions and committees have been formed to study and review the contemporary system of Education and recommend the changes.
required for betterment. The first commission on the formulation of vision of education in the independent India is known as the Indian University Education Commission Under the chairman of Dr. S. Radhakrishnan. The commission was to report on Indian university education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country. As a first template for thinking in teacher education, it laid the foundation for denovo deliberations to move towards qualitative improvements in the training programmes for School teachers.

The Second Commission, the Elementary Education Commissions was set up in 1952-53. This Commission provided the first significant intervention in School Education as well as in teacher education after independence. It gives many suggestions about teacher education. The National Council of Educational Research and Training (NCERT) was established in 1961. It gives the significant contribution in field of teacher-education. NCERT was made to revamping of Teacher education curriculum and other academic work of teacher education. The NCERT played a pioneering role as a national think tank not only in Schools Education but also teacher education. The Education Commission (1964-66) which examined the development of education totality by covering all levels and aspects of education including teacher-education. It discussed the educational issues in-depth and formulated comprehensive recommendations to bring about reforms in the educational system. Based on these recommendations the debate that followed it, a resolution on National Policy on Education was adopted by the Indian Parliament in 1968. The resolution emphasised that the educational system must produced young men and women of character and ability committed to national service and development.

The birth of non-statutory National Council for Teacher (NCTE) 1973. It is against the backdrop of such a situation and to maintain standards and norms in teacher education that the NCTE was created by a resolution of the Government of India. It evolved a document called “Teacher Education Curriculum A Framework” with the involvement of UGC Panel on Teacher Education which was the first attempt to revamp teacher education pertaining to all stages of Education. The UGC Panel of Teacher Education was set up in 1970. The UGC is the discharge of its commitment towards monitoring quality of higher education has also devoted its thinking on teacher-education. The UGC Committees on curriculum development recently brought out detailed curriculum for B.Ed. and M.Ed. programmes in an attempt to enable the University system to model their curricula in terms of the guidelines provided by the UGC. A new policy of nation policy on education was, therefore adopted and is programme of Action vi-a-vis teacher education in May 1986. The NPE looked at the role of the teacher and the expectation of teacher education in a holistic perspective. A significant recommendation of the NPE/PPOA was the formulation of a centrally sponsored scheme on restructuring and reorganization of teacher-education as a key step towards its ‘overhauling’. Thus the National Policy on education 1980 and the programme of Action there under, envisaged a National Council for Teacher Education with Statutory status and necessary resources as a first step for overhauling the system of teacher education.

2. Establishment Of Statutory NCTE

The National Council for Teacher Education (NCTE) was set up by an act of Parliament in 1993 and it commenced its statutory functioning with effect from 17th August, 1995.

2.1 Objectives

The main objectives of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and
Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, Elementary and senior Elementary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

2.2 Organizational Structure
NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in service programmes. The NCTE Headquarter is headed by the Chairperson, while each Regional Committee is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

The Council shall consist of the following Members, namely:

- A Chairperson to be appointed by the Central Government;
- A Vice-Chairperson to be appointed by the Central Government;
- A Member-Secretary to be appointed by the Central Government;
- The Secretary to the Government of India in the Department dealing with Education, ex-officio;
- The Chairman, University Grant Commission established under section 4 of the University Grant Commission Act, 1956 (3 of 1956) or a member thereof nominated by him, ex-officio;
- The Director, National Council of Educational Research and Training, ex-officio;
- The Director, National Institute of Educational Planning and Administration, ex-officio;
- The Advisor (education), Planning Commission, ex-officio;
- The Chairman, National Council for Educational Planning and Administration, ex-officio;
- Three members to be appointed by the Central Government from amongst teachers of primary and Elementary education and teachers of recognized institutions.

2.3 Functions of the Council
(a) Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof.
(b) Make recommendations to the central and State Government, University Grant Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teachers education.

(c) Co-ordinate and monitor teacher education and its development in the country.

(d) Lay down guidelines in respect of minimum qualifications for the person to be employed as a teacher in schools or in recognized institutions.

(e) Lay down norms for any specified 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 transaction.

(f) Lay down guidelines for compliance by recognised institutions, or starting new course or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;

(g) Lay down standards in respect of examinations leading to teacher education qualifications criteria for admission to such examinations and schemes of courses or training.

(i) Promote and conduct innovation and research in various areas of teacher education and disseminate the results itself;

(j) Examine and review periodically the implementation of the norms, guidelines, and standards laid down by the council, and to suitably advice the recognised institutions.

(k) Evolve suitable performance appraisal system norms and mechanism for enforcing accountability on recognised institutions.

(l) Formulate schemes for various levels of teacher education and identify recognised institution and set up new institutions for teacher development programmer.

(n) Perform such other functions as may be entrusted to it by the central government.

2.4 Inspection

For the purpose of ascertaining whether the recognised institutions are functioning in according with the provision of this Act, the Council may cause inspection of any such institution, to be made by such person as it may direct, and in such manner as may be prescribed.

The Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to that institution the action to be taken as a result of such inspection.

The Council shall communicate to the institution the date on which inspection under sub-section (1) is to be made and the institution is entitled to be associated with the inspection in such manner as may be prescribed.

All communications to the institution under this section is made to the executive authority thereof, and the executive authority of the institution shall report to the Council the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section(3).

2.5 Recognition Of Institutions Offering Course Or Training In Teacher Education And Permission For New Course Or Training By Recognised Institute.

Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act and where any recognised institution intends to start any new course or training in teachers education, make an application to the Regional Committee concerned in such form and in such manner as may be determined by regulations.
Provided that an institution offering a course or training in teacher education immediately before the appointed day, is entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

The fee to be paid along with the application under sub-section (1) is such as may be presented.

On receipt of an application by the Regional Committee from any institution under sub-section (1), and after obtaining from the institution concerned such other particulars as it may consider necessary, it shall-

If it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations; or

If it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause(a), pass an order refusing recognition to such institution for reasons to be recorded in writing:

Provided that before passing an order under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the concerned institution for making a written representation.

Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) is published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.

Every institution, in respect of which recognition has been refused, shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-clause (3).

Every examining body shall, on receipt of the order under sub-section (4),- Grant affiliation to the institution, where recognition has been granted; or Cancel the affiliation of the institution, where recognition has been refused.

(iv) Affiliating Body to Grant Affiliation after Recognition or Permission by the Council

Notwithstanding anything contained in any other law for the time being in force, no examining body shall, on or after the appointed day,-- Grant affiliation, whether provisional or otherwise, to any institution; or Hold examination, whether provisional or otherwise, to any course or training conducted by a recognised institution, unless the institution concerned has obtained recognition from the Regional Committee concerned, under section 14 or permission for a course or training under section 15.

2.5 Regulating Teachers Education for Quality

The NCTE had now been in existence for more than fourteen years and it has been grappling with the concerns for qualitative improvement of teacher education at all levels. Towards this end, initiated a number of steps, some significant ones are:

- Development of a curriculum framework for quality teacher education, this would further require analyses of the ground situation as to the extent of implementation of the recommendations of the framework in the university system.

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(C.P.Ed.), (v) Bachelor of physical education (B.P.ED.), (vi) Master of physical education (M.P.Ed.).

- Laying down minimum qualifications for recruitment of teachers in schools including guideline on tuition and other fees.
- Institutionalisation of Management information system in order to bring about transparency in the functioning of the NCTE.
- Performance Appraisal and Accreditation of Teacher Education Institution in Collaboration with National Assessment and Accreditation Council (NCTE).
- A landmark decision to make information and communication technology literacy as compulsory part B.Ed. Course based on a CD-ROM approach developed by the NCTE.
- CD-ROMS on value orientation to teacher education.
- Supporting an innovative 4-year Bachelor of Elementary Education (B.Ed.) in the University of Delhi.

3. Educational Implications

In the present study, an attempt had been made to follow-up the implementation of the norms and standards established by NCTE regarding teacher education in Haryana. The findings of the present study have their implementation to various types of agencies and persons, such as affiliating body, management, principals, teacher-educators and students.

i.) For Students: The students will be able to understand the eligibility condition, selection procedure and fees structure.

ii.) For teacher-educators: The teacher-educators will be able to understand the present status in teacher education in Haryana. They will be better position in terms of qualification and curriculum transaction. They will adopt new techniques and strategies for teaching to improve the quality of teacher education.

iii.) For Principals: The Principals will acquire an understanding regarding the needs and problems of teacher educators and student-teachers. They will be able to manage the infrastructural facilities- classroom, library, labs, furniture etc. for the students and teacher educators. They may improve curriculum transaction and evaluation.

iv.) For Management: The study will help the self-financing colleges, management regarding starting of new institution/course/training for providing physical and instructional facilities, staffing pattern, staff qualification and fee structure for compliance.

v.) For affiliating body: The study will also help the Govt. and policy planner regarding the affiliation, N.O.C. various institutions of Elementary teacher education. The study provides meaningful data quantitative and qualitative improvement of teacher education in Haryana.

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