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## Editorial

Many teachers believe that research is the work of experts in education, and that their work is to implement the results of research work in teaching. However, educational professionals are always learning, finding out things, analyzing information, adapting their behaviour according to the information received, looking to improve and adapting to modern demands. All of this constitutes research. Research helps teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, identify problems, implement changes and so forth. It is found that teachers who have positive attitudes and practice self-reflection on their teaching performance do embark on research. They find satisfaction when they can share or report their findings to others. *The practice of research-based decision-making among educational managers and teachers increases the standard of excellence in education.*

We must recognize research as an important part of our responsibility as most of us have retained strong teaching functions but weak research functions. A research culture among teachers and teacher-educators needs to be developed. Only then we shall be able to improve the quality of education. A research culture means a system that places great value on conducting and communicating scholarly research. We at Pillai College of Education & Research, New Panvel engage ourselves in conducting research in different aspects of education. We also encourage educators from various disciplines to present and submit scholarly research papers in the form of PCERP Seminar Proceedings as well as through PJERT.

Modern day education demands interdisciplinary instruction and exploration and with this view in mind PJERT accepts interdisciplinary articles & papers having wider perspectives of Education as its core content. Reading various interdisciplinary topics and themes enables educationists to engage students and develops in them the knowledge, insight, problem solving skills, self-confidence, self-efficacy, and a passion for learning. This issue depicts a broad viewpoint taking various researches, findings and recommendations of substantial importance for development in the 21<sup>st</sup> century. I solicit & welcome suggestions of readers and scholars to enrich further issues of PJERT.

Editor  
Dr. Bhavna Dave



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## Editorial

Teacher, in all ages, has been playing a vital role in the education of individuals, and is the greatest asset of any education system. A good teacher makes a difference in the lives of students, and thus helps in building a robust developmental pathway for the nation. A good teacher is a significant factor in improving the chances of success for all students. He influences the minds of his students and brings changes in their attitudes. Teachers are not born, they are made. The quality of the teacher and the strength of educator's leadership are recognized as the greatest determinants of educational success. Thus, the quality education of teachers of teachers has always been one of the national priorities. However, the teacher education has always been put in the dock, raising questions on its quality in India.

The NCTE as the agency of teacher education was set up under the National Council for Teacher Education Act, 1993 in 1995 to formally oversee the standards, procedures and processes in the education system. As a result, a number of teacher education institutions (TEIs) came into existence, to fulfil the demand of trained teachers in schools. Soon the nation witnessed the mushrooming growth of TEIs. However, quality remained the major issue, though efforts have always been taken in defining, measuring and improving the preparation of quality teachers.

In the process of upgrading the standards, as a recent initiative of NCTE, the duration of teacher preparation for some of its courses have been increased from one year to two years in order to make these professional courses more relevant and to produce efficient and competent teachers. While the TEIs are struggling to cope with the change (the implementation of two year courses has affected the entire nation by witnessing the sudden decrease of student enrolments and other issues), NCTE launched the programme of accreditation of TEIs with the Quality Council of India (QCI).

The decisions of NCTE have created havoc among the managements, administration and faculties of TEIs all over the nation. Though the institutions are not against the ranking and accreditation system, it seems the process of doing this, is lacking clarity and there is no clear logic of paying a huge amount for the institutions, especially for the self-financed ones those which have already accredited by NAAC recently. It's very unfortunate that major decisions taken by the authorities, who are at the top most level, do not belong to the teacher education field. Hence, they do not realize the challenges and issues that teacher education institutions actually face. The NCTE needed to do the research on the present conditions of TEIs before exercising its power to introduce the amendment. The NCTE took unilateral decision to discontinue the mandate given to NAAC and



instead, decided to work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India.

The data available on the subject shows that since 2002, only 1600 TEIs got themselves assessed and accredited by NAAC. The fact is that the NCTE has given approval to a number of TEIs without considering the number of TEIs already existing in a locality or state. Further, after according the approval also, it has not conducted regular supervisions to understand the standard of these institutions. But, very recently, in the month of May, the MHRD announced the council's rather radical decision to put on hold recognition of new training institutions for 2017-18. Instead, it has been decided that the "zero year" will be spent in taking stock of the existing institutions and improving the quality. This step could have been taken much earlier. Now, the present chairman of NCTE claims that 70% to 80% of such (teacher education) colleges are actually in the private sector. It interprets that the Chairman thinks that the deterioration of quality of teacher education programme is the result of privatization of institutions. This is a very generic remark, though factually privatization of institutions has benefited all the stake holders. There is no doubt that many of the self-financed institutions are running without any material and human resources. But, no step has been taken on supporting and improving those institutions rather all the self-financed institutions are being judged with the same yardstick.

Facing with the crisis of quality and with charges of corruption, the NCTE, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years.

This initiative is definitely a much needed one to understand and upgrade the quality of teacher preparation. However, the decision of NCTE to do the affidavit by the end of July' 2017 have put all the TEIs across the nation under much pressure with the challenge of enrolment of students in one hand and accreditation in another. When it comes to preparing quality teachers, additional tensions arise while managing change in established teacher preparation programs. There is no doubt about it that change is essential and mandatory. But the change should be given time to be settled down before the entry of another change in the arena.

**Pratima Pradhan**