



The Role of NCTE and NAAC in Future Teacher Education Programmes

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Abstract

Teacher education is the cornerstone of an effective education system, ensuring that teachers are competent, reflective, and capable of responding to the diverse learning needs of students. In India, the National Council for Teacher Education (NCTE) and the National Assessment and Accreditation Council (NAAC) play pivotal roles in regulating and assuring the quality of teacher education. The NCTE provides a comprehensive framework for planning, coordination, and standard maintenance, while NAAC focuses on continuous quality improvement through systematic assessment and accreditation. As education transitions towards technology integration, inclusivity, and global competence, these two bodies must adopt futuristic, outcome-based, and learner-centric approaches. This paper explores the historical evolution, present functions, and future directions of NCTE and NAAC, emphasizing their collaborative role in transforming teacher education programmes in India to meet 21st-century educational challenges.

Keywords: Teacher Education, NCTE, NAAC, Quality Assurance, Accreditation, NEP 2020, Future Education

1. Introduction

Teacher education serves as the backbone of the educational system, shaping individuals who will guide the intellectual, emotional, and social development of future generations. In the 21st century, when education is increasingly digital, inclusive, and skill-oriented, the quality of teacher preparation programmes becomes crucial. To ensure that teacher education institutions (TEIs) maintain high academic and ethical standards, India relies on two major regulatory and accrediting bodies — the National Council for Teacher Education (NCTE) and the National



Assessment and Accreditation Council (NAAC). While NCTE primarily focuses on the regulation and standardization of teacher education, NAAC ensures continuous quality assessment and accreditation. Together, they create a framework that guarantees accountability, innovation, and improvement across teacher education institutions in India. This paper investigates how these bodies have shaped teacher education, their evolving roles in the light of the National Education Policy (NEP) 2020, and how they can transform teacher education to meet future educational demands.

2. Role and Functions of the National Council for Teacher Education (NCTE)

2.1 Historical Background

The NCTE was established in 1993 as a statutory body under the National Council for Teacher Education Act, 1993 (No. 73 of 1993). Initially, it functioned as an advisory body under the National Council of Educational Research and Training (NCERT), but later it became autonomous to ensure uniform standards in teacher education across India.

2.2 Objectives and Mandate

The core objectives of NCTE are to:

Achieve planned and coordinated development of teacher education in India. Maintain and improve norms and standards in teacher education institutions. Ensure the professional growth of teachers through pre-service and in-service training. Promote innovative teaching and research practices. Encourage inclusivity, equity, and ethical professionalism in teaching.

2.3 Regulatory Functions

The NCTE performs several regulatory functions:

Granting recognition to teacher education programmes such as B.Ed., M.Ed., D.El.Ed., and integrated courses. Monitoring compliance with prescribed norms related to infrastructure, faculty qualifications, curriculum, and student intake. Developing curriculum frameworks, such as the National Curriculum Framework for Teacher Education (NCFTE, 2009), aligning with the NEP 2020. Encouraging innovation, such as online and blended teacher training models.

2.4 Reforms under NEP 2020

The National Education Policy 2020 emphasizes transforming teacher education into a multidisciplinary and research-based system. According to NEP 2020, by 2030, the minimum degree qualification for teaching will be a four-year integrated B.Ed. programme. The NCTE plays a central role in implementing this vision by designing curricula that integrate content knowledge, pedagogy, ethics, and practical experience.

3. Role and Functions of the National Assessment and Accreditation Council (NAAC)

3.1 Establishment and Purpose

The NAAC was established in 1994 as an autonomous institution under the University Grants Commission (UGC). It was created to address concerns about the deteriorating quality of higher education institutions, including teacher education colleges. NAAC assesses and accredits institutions to ensure quality assurance and continuous improvement.



3.2 Key Functions

NAAC evaluates institutions based on seven key criteria:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations, and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership, and Management
7. Institutional Values and Best Practices

3.3 Accreditation Process

The NAAC accreditation process involves:

Institutional self-study report (SSR) submission.

Peer team Visit

Grading and certification based on performance (ranging from A++ to C). This process ensures transparency, accountability, and motivation for continuous improvement in teacher education institutions.

3.4 Impact on Teacher Education

NAAC accreditation influences TEIs in several ways:

Promotes research culture and innovation in teaching methods. Encourages faculty development programmes. Enhances student-centered learning approaches. Establishes quality benchmarks for institutional performance.

4. Comparative Role of NCTE and NAAC

Aspect	NCTE	NAAC
Nature	Regulatory Body	Quality Assessment and Accreditation Body
Established	1993-1994	1993-1994
Main Function	Maintain norms and standards of teacher education	Evaluate and accredit institutions
Focus Area	Approval, recognition, and curriculum design	Continuous quality improvement and performance grading
Outcome	Standardized teacher education programmes	Enhanced institutional accountability and reputation

While NCTE ensures that institutions meet minimum quality standards, NAAC encourages them to excel beyond compliance through performance-based evaluations. The two bodies thus complement each other — one acts as a regulator, and the other as a catalyst for excellence.

5. Challenges in Teacher Education

Despite the efforts of NCTE and NAAC, several challenges persist:

Quality disparity among institutions in rural and urban areas. Inadequate infrastructure and faculty shortages. Limited research and innovation in pedagogy. Resistance to digital transformation and blended learning models. Lack of coordination between regulatory bodies at state and national levels. Addressing these challenges requires strong collaboration between NCTE, NAAC, universities, and teacher education institutions.



6. The Future of Teacher Education in India

6.1 Digital Transformation

Future teacher education must incorporate digital pedagogy, online learning platforms, and artificial intelligence-based tools. Both NCTE and NAAC must frame guidelines that emphasize technological competence and digital ethics for teachers.

6.2 Competency-Based Education

NCTE's framework should focus on competency-based teacher education, emphasizing learning outcomes such as critical thinking, creativity, collaboration, and communication — the 4Cs of 21st-century skills.

6.3 Inclusivity and Equity

Teacher education must prepare educators to address diverse learner needs, including those of students with disabilities, linguistic diversity, and marginalized communities. This aligns with the goals of inclusive education under the RPwD Act (2016).

6.4 Research and Global Collaboration

NAAC and NCTE should promote international collaboration in teacher education through academic exchanges, research projects, and participation in global accreditation frameworks.

6.5 Policy Synergy

The integration of NEP 2020, NCTE reforms, and NAAC assessment mechanisms will be critical in aligning India's teacher education with global standards.

7. Recommendations

1. Integration of NCTE and NAAC frameworks to avoid duplication and enhance coordination.
2. Adoption of digital accreditation systems to ensure transparency and efficiency.
3. Continuous professional development programs for teacher educators.
4. Encouragement of research-driven teaching practices and innovations.
5. Establishment of a National Teacher Education Quality Index (NTEQI) integrating both regulatory and accreditation parameters.

8. Conclusion

The roles of NCTE and NAAC are integral to the transformation of teacher education in India. NCTE ensures the establishment of robust standards, while NAAC ensures that these standards are continually improved and maintained through accreditation. In the coming decades, their synergy will determine the success of teacher education reforms under NEP 2020. By embracing digital innovation, inclusivity, and global best practices, India can build a teacher education system that produces competent, ethical, and visionary educators ready for the future.

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