

# Study of Teacher Education Institutions in Jammu and Kashmir with Reference to NCTE-2014

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## ABSTRACT

Teacher education system of Jammu and Kashmir has passed through various shambles due to the lack of one single monitoring system. The present study is aimed to explore the status of teacher education institutions in Kashmir with reference to the prevailing NCTE's norms and standards. Keeping in view the nature and objective of the present study, Descriptive Survey Method is employed by the investigator. Hence, Institutional Survey Schedule for institutional survey and an Interview Schedule for the respondents were used to collect the necessary data and information from the selected institutions. For the study twenty teacher education institutions were randomly selected for the sample and the respondents were taken conveniently from the selected institutions due to the less availability of teachers in the institutions. The study has shown the alarming results pertaining to the current status of teacher training institutions in the region in terms of basic facilities such as physical and structural facilities and infrastructural as well as instructional facilities. However the hope was seen by a few in the extension of national governing bodies such as NAAC's and NCTE's implementation in teacher education system towards teacher education institutions after the revocation of article 370 in the region, which lead not only NCTE but all other national laws into the socio-political as well as educational aspects in the region.

**Keywords:** Teacher education; NCTE; B. Ed. Colleges; Teacher Educators,

## INTRODUCTION

*"If you are teaching today what you were teaching five years ago, either the discipline is dead or you are..."* Noam Chomsky

Stating with the above quotation, it is evident that no education system of any country can excel unless it has a strong foundation of teacher education system in the country, we can say that for the successful future of the children as well as the society, we need to make entire education system successful.

Jammu and Kashmir, the most northern part of union of India is surrounded by mighty Himalayas, famous for its roaring but sweet and clean streams amid mighty deodar trees (*Cedrus deodara*), the snow covered surface as well as hills in winters and beautiful fall of Chinar trees (*Platanus orientalis*) during autumn, the green meadows and other world famous tourist destinations. The flexible weather in different seasons catches the tourists all over the world and the religious as well as cultural complexity also adds to its adorable beauty. But with that it is also lamented that the region with the population of over 1.25 crore is economically as well as educationally backward still with 67.16%

(census 2011). For which numerous factors are responsible such as the harsh geographic conditions for almost four to five months a year, second and the most important reason is the political turmoil since the eruption of militancy back in 1989 when an armed group upsized known as JKLF (Jammu and Kashmir Liberation Front) into the valley since then the disturbed socio-political and economic conditions could not be stabilised (Sikand, 2008 1). The Economic Survey 2006-07 reported that the State of J&K belongs to the lowest social sector in terms of education, public health, sanitation and social welfare. So it was seen one among the last four poorest as well as illiterate states in India with the per capita income of rs.17174 against national 25,904 per annum. (Dar. 2019 2).

### **Teacher Education in Jammu and Kashmir**

As the first university established was the University of Jammu and Kashmir in 1948. Which was bifurcated into two separate state universities such as University of Jammu and University of Kashmir in 1969. The department of education at university was established in the year 1965 prior to its bifurcation. However, first course of teacher education is traced back to 1937 as the first teacher training institution was established as Teacher Training School in the year 1937 which was later promoted into College of Education known as Govt. college of Education Srinagar in the year 1968. The college was also promoted and renamed as Institute of Advanced Studies in Education on recommendations of Joint Review Mission commissioned by Department of Higher Education Govt. of India. The institute works under the Cluster University Srinagar established under the RUSA Scheme since 2017. During the year 1980-

81 there were only three teacher Education Colleges in Jammu and Kashmir with the enrolment around around 300 which lead to around 150 in the year 2018 with the enrolment around forty four thousands (Dar. 2019 2).

Looking at the scenario of teacher education system in the erstwhile state of Jammu and Kashmir, there are various types of teacher institutions providing trainings such as two State and two Central Universities. The two govt. Colleges of Education (IASE) working as constituent colleges of Cluster universities of Jammu and Srinagar. Baba Ghulam Shah Badshah University Rajori. DIETs at each district recently established SCERT in 2020 and self-financed/ private colleges of education affiliated to University of Jammu and University of Kashmir. Besides it, there is a college of Teacher Education called as MANUU CTE Srinagar, an affiliated college of Maulana Azad National Urdu University Hyderabad Telangana.

After August 05 2019, on the abrogation of article 370, the provision of special status and statehood as well as state subject laws (35A) of Jammu and Kashmir were also removed and the state was bifurcated into two union territories. The implementation of NCTE norms and regulations was automatically extended to J & K. (Gazette of India 2020 3). The imbalance between the teacher education program and job opportunities at primary education level from the govt. as well as the delayed examinations by university and also much more theoretical approach has extinguished the interest of the people towards B.Ed. Program. (Shah 2019 4). The privatisation of Higher education especially in teacher education has also put the system into challenges because due to the lack of proper mechanism and monitoring system the

private colleges had become the efficient business hubs for the owners. The mushrooming of secondary teacher education institutions, the unplanned growth, and lack of government willingness to invest in teacher education have affected the quality teacher education very drastically.

## **LITERATURE REVIEW**

**Rather (2023)5.** Carried a study in order to examine the teacher education system in Jammu and Kashmir in terms of the structural as well as functional aspects. The study also examined the physical and digital infrastructure, faculty strength, enrolment among colleges of education in Jammu and Kashmir. The study also aimed to examine the impact of two year B. Ed. Program on the enrolment level of teacher education institutions. The study found that there is a significant shortage of faculty in training institutions. The private college carried a very low number of qualified teachers and most of them are working on temporary bases as guest faculties.

**Bhattacharya (2021)6.** Studied the developmental changes in teacher education since NEP, 1986 and tried to analyze national educational policy 2020. The teacher education was reorganized from time to time in the light of various committees and commissions such as justice Varma commission 2012 which led its apex body NCTE to reorient the regulations in teacher education in the year 2014. And in 2018 the new regulations for four-year integrated teacher education program which was adopted by various universities in the country.

**Bhat (2020)7.** Aimed to look into the historical background of various National Curriculums Frame works for Teacher Education and compare the various

curricular areas of NCFTE 2009 and NCTE Curriculum Frame work for Teacher Education 2014. It was found that there was severe variations in weightage in terms of theory and practice portions as well as difference within universities.

**Dar (2019)2.** In this study as the growth of teacher education in Jammu and Kashmir, the researcher has given a historical description the development of teacher education system in the region. The development of teacher education institutions has overwhelmingly increased from the only three colleges in 1980-81 up to 148 till the year 2018. The study found various issues such as poor integration of skills, lack of motivation among teachers and mismatch between demand and supply.

**Shah (2016)4** highlighted the root cause of downfall of teacher education system and institutions in the state of Jammu and Kashmir. The researchers found that there has been an acute growth of teacher education Institutions but on the other hand no quality measure or criteria has been followed due to the lack of NCTE regulations because of its exemption being applied into the state. The employability of teacher education courses has witnessed a downfall due to the faulty recruitment policies by government and ministry of education in recruiting teachers in school education department.

**(Showkeen 2016)8.** The study examined the different problems of teacher education in Jammu and Kashmir State where the researcher found the problem of infrastructure, mass admission without entrance and pupil teacher ratio along with standards which lead to the deficiency of quality in teacher educations. The study shown that there was a high pupil teacher ratio which should be reduced around 1:10. The study also revealed that due to the job

criteria at primary level, the interest of aspirants was also decreased.

### MATERIALS & METHODS

The study is descriptive in nature, therefore a survey technique was used in which an institutional survey schedule was used, which is prepared based on the guiding documents from NCTE (N&R) 2014 and NAAC parameters. And some focussed group interviews were also used to collect the necessary narratives from the respondents.

**Population** of the study are the private B.Ed. Colleges of Kashmir Division. For the **sample** twenty colleges are selected through the cluster sampling from the three clusters such as North, Central and South Kashmir comprising six districts such as Kupwara &

Bandipora; Srinagar & Ganderbal and Annantnag & Kulgam respectively. The focussed group interviews were also done and the narratives are recorded for the in-depth monitoring of the problem.

**Tools;** Self constructed Institutional Survey Schedule; Interview schedule.

**STATISTICAL ANALYSIS** Frequency and percentage.

### Data Analysis and Findings.

Though it is a descriptive survey research and the data is collected from the institutions through Self constructed institutional survey schedule. Therefore, the analysis is done through the simple frequency and percentage against each item of the survey schedule available in each of the selected college.

Table 1. Institution wise Intake Capacity and Current Enrolment

Intake Capacity	No of Institutions	Percentage	Enrolment	No of Institutions	Percentage
Up to 50	04	20	Up to 50	6	30
50-100	13	65	50-100	13	65
100-150	03	15	100-150	01	5

From the above table it is revealed that only 04 out of total 20 selected colleges have the intake capacity 50, that is 20 percent of colleges while as enrolment up-to was seen in six colleges that means only 30 percent colleges have the enrolment of one unit that is fifty students in a two-year B. Ed. Course. Among 13 colleges, the intake capacity from 50-100 was seen, which forms the

percentage of 65, while as the same number of enrolment was found in same no of colleges. The intake capacity from 100-150 was found in three colleges that is the 15 percent while as the enrolment from 100-150 was only found in one college, which formed the percentage of five out total selected colleges.

Table 2. Teaching Faculty Strength of the colleges

Total faculty members	110	Percentage	Faculty Strength	No. Of Colleges	Percentage
Permanent	20	18.18	Less than 5	03	15 %
full time contractual	50	45.45	05 – 07	15	75 %
Guest Faculties	30	27.27	08-10	02	10 %
			Above 10	00	00 %

The above table reveals that out of total 110 faculty members working in these B. Ed. colleges, 20 (18.18 %) were found

permanent. These permanent members are either the chairmen as well as principals of these colleges. **“But the full time faculty**

members too not have any future in it as their job is secured within the interest of college chairmen as well as the functioning of these colleges". 50 (45.45 %) are full time contractual lectures who are hired for the whole academic year excluding the winter vacations. Though they have not to apply every year. 30 (27.27 %) are guest faculties, **but we work in these colleges for**

**few months during any inspection from university.** (One respondent narrated). In terms of the faculty strength, 15 % that is only three out of total 20 colleges were having the no of faculty members less than five, while as 15 (75 %) colleges had the number of faculty members from 05-07. Only 2 (10 %) college had the faculty strength from 08-10.

**Table 3. Qualification of faculty members**

Qualifications of faculty members out of total 110	No	Percentage
No Of faculty members having Masters in any social science	91	82.8
No Of faculty members having Masters in any science subject	19	17.20
No Of faculty members having Masters with M.Ed.	24	21.82
No Of faculty members having Masters with B.Ed. only	86	78.18
No Of faculty members having Masters in Visual Arts (Art / Craft/ Dance etc.) or Computer based Degree	Nil	Nil

Table 3 reveals that 91 (82.80 %) faculty members out of total 110 are having masters in social sciences while as 19 (17.20 %) faculty members are having masters in science subjects. However, it was also found that 24 (21.82 %) colleges have the faculty members having Master's along with M.Ed.

degree, while as 86 (78.18 %) colleges possessed teachers having Masters with B.Ed. only. It was also found that there was no faculty member having masters in visual arts or computer based degree working in private B. Ed. Colleges in Kashmir.

**Table 4. Institution wise availability of Administrative and Professional Staff**

Administrative and Professional Staff as per NCTE (N&R)	No	Percentage
Library along with No of Librarians (1)	20	100 %
No of Lab assistants (1)	03	15 %
No of Office cum account assistant (1)	20	100 %
No of Store keepers (1)	03	15 %
No of Lab attendants/helpers/supposes (2) in each college	20	50 %

Table 4 reveals that the administrative as well as professional staff in selected colleges shows that in 20 (100 %) colleges were having the adequate library facilities as well as librarians. In 03 (15 %) colleges have the one lab assistants as directed by

NCTE. All the colleges are having one office cum account assistants. Only 3 (15 %) colleges are having the store keepers while as the number of lab attend/ helpers were seen only 20 (50 %) as per the expected number of 40 as per NCTE.

**Table 5. Physical/ Infrastructural facilities**

Infrastructural Facilities	No of colleges	Percentage
classrooms Up to 04	15	75 %
classrooms 05-08	5	25 %
Separate Administrative Office, principal and Staff Room	20	100 %

Multipurpose Hall 1	04	20 %
ICT Resource Centre	04	20 %
Curriculum Laboratory	00	00 %
Health and physical Education Resource	00	00 %

Table 5 reveals that pertaining to the infrastructural facilities, 15 (75 %) colleges were having the number of classrooms up to four only, whereas only 5 that is (25 %) colleges were found with the number of classrooms from 5-8. But it was found that all the 20 (100 %) colleges have the separate Administrative offices and principal's rooms as well as separate staff rooms but

common for male and female staff members. However, it was also found that all the colleges had separate washrooms for male and female staff as well students. Only 4 that is (20%) colleges had multipurpose halls as well as ICT Resource centres. No college was found while having a curriculum laboratory as well as Health and Physical Education resource.

Table 6. Instructional Facilities

Instructional Facilities	No of colleges	Percentage
Total no. of books encyclopedia journals etc. available at college library (1000)	20	100
Language Resource Centre	1	5
Psychology lab	1	5
Social science lab	3	15
Mathematics lab	00	00

Table 6 reveals that all the colleges enjoyed magnificent libraries all the 20 (100 %) colleges had ample number of books, journals, encyclopaedia available with multiple thousands in number. Only over some instructional facilities the results were disheartening. 1 (5 %) college was having a language resource centre and psychology lab, but the irony was that, there was no

trained teacher expert to use it properly to instruct the students. The social science lab was found in 3 (15 %) colleges but there too was nothing to excite because only a few geographical and political maps and a globe along with some pictures of rocks shells and historical monuments. Mathematics lab was not found in any college at all.

Table 7. Programme Implementation

Events	No of Colleges	Percentage
Institution having Academic Calendar	08	40 %
Institutions having arrangements with neighboring schools	20	100
Annual Days/ National Education Day / Educational Weeks Other awareness programs	06	30
Teachers Day Independence/ republic days	08	40

Table 07 shows that regarding the programme implementation, only 08 (40 %) colleges were having their academic

calendars published in their brochures or on the college website, however the duration, admission procedure, announcement of examination forms and date sheet as well as results are under the desecration of Kashmir University. All the 20 (100 %) colleges are having arrangements with the neighbouring schools for IPOTs, but there are two distinct narratives, "*the private schools do not allow the colleges to conduct the practicum in their schools due to strict schedules, while as govt. schools leave everything onto the teacher trainees*". During practice teaching and internship programs in various school

in-charge class teachers ask trainees to “***Do Practice and teach the lessons which I have not taught so far so that I will not have to teach the same lessons again.*** (Respondent replied). Only 06 (30 %) colleges are conducting annual day, national education days and other awareness programmes. 08 (40 %) colleges were seen which celebrate other important days such as Teachers Day, Independence days as well as republic days.

## CONCLUSION

Teacher education system in Jammu and Kashmir with respect to institutions as well as teacher preparations are somehow lagging behind from the expected criteria. The institutions are having a good number of buildings as well as land areas as recommended by the NCTE as one of its requirements. The physical and infrastructural as well as instructional facilities are alarming which needs to be rectified. However, the hope is also instilled as the extension of NCTEs application in the teacher education system in Jammu and Kashmir. The admission procedure is already decided by the university of Kashmir and the syllabus, examination procedure, course content, foundational, pedagogical studies as well as practicum are also mentioned by the affiliating Kashmir university, however the students have the choice in selecting their own choice of college, optional papers one each from language and pedagogical papers. (Acad/KU/16 9).

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