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Agencies of teacher education

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Abstract

This paper is compilation the role and functions of the different agencies of teacher education at state level such as State institute of education (SIE), state council of educational research and training (SCERT), state board of teacher education (SBTE), university department of education (UDTE), national level such as University grant commission (UGC), national university of educational planning and administration (NUPEA), national council of teacher education (NCTE), national council of educational research and training (NCERT) and international level such as United nations educational scientific, cultural organisation (UNESCO). Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. So the social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Such training needs are satisfied by different agencies at different level.

Keywords: Agencies, State institute of education, University grant commission.

1. Introduction

There is a spread of education not only in India, but all over the world due to explosion of knowledge. So the social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new technics in education. Such training needs are satisfied by different agencies at different levels.

In this paper we will discuss the role of different agencies and their functions towards teacher education at different level.

2. State level agencies of teacher education

To enhance quality of education and to update educational methodology and to offer publicity to educational innovations by conducting various types of educational research every state establishes some institutes, council and associations. In this paper, we will discuss the role and functions of the following state agencies:

- State Institute of Education (SIE)
- State Council of Educational Research and Training (SCERT)
- State Board of Teacher Education (SBTE)

2.1 State Institute of Education (SIE)

Maharashtra state has established “State Institute of Education” (SIE). Initially, SIE looked after primary education only due to training, preparation of teaching aids and evaluation need continuity to achieve quality education. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as “Maharashtra State Council of Education Research and Training (MSCERT).”

2.2 State Council of Educational Research and Training (SCERT)

First of all it was established in 1964 – 65 as a state institute of Education (SIE) Maharashtra.

Objectives

- By conducting various types of educational research it enhance quality of education.
- To offer publicity to educational innovations.
- To improvement teacher education
- To improvement quality of educational institutions
- To upgradation educational methodology.

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Structure

MSCERT main office is at Pune. It is an academic wing of education and headed by Director of education. Various departments of MSCERT are looked after by second class gazzeted officer. It has an advisory Board presided by Education Minister of the State.

Its functions are as under

- To improvement school - education, continuing education, non-formal education and special education.
- To prepare teaching aids for educational institutions.
- To make available extension - services to teacher - education - institutions and co-ordinate the same.
- To impart in service - training to the inspectors and teachers from pre-primary to higher secondary schools.
- To motivate teachers to investigative research regarding content cum methodology.

2.3 State Board of Teacher Education (SBTE)

Kothari Commission for the first time In 1966 Kothari commission for the first time recommended for establishing SBTE, and the main function was to develop teacher education in the state to be administered by the state board. State boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973.

Functions

- Organizing the guidance facility of Teacher education institutions.
- Developing the criteria for admission in Teacher education and evaluating the teacher efficiency.
- To provide guidance to the Universities and State institutes for improving and modifying curriculum, textbooks and examination system of teacher-education.
- To determine the educational and physical conditions of the teacher education institutions for affiliations.
- To develop the sense of cooperation among university departments and other training institutions. In 1917, first education department was started at Calcutta University. At present there are departments of education in all the Indian Universities for M.Ed and Ph.D Degree.

2.4 University Departments of Education (UDE)

Education is an independent field of study; UGC provides the grants to the University Department of education. Higher level training is essential for teachers for their development. Department of Education (DOE) provide training for educational administrators and curriculum specialists to improve examination system as well as evaluation procedure. University DOE organize the M.Ed, B.Ed, and M.Phil classes as well as research work for Ph.D and D.Litt degree in education.

- To provide solid programmes for teacher education and developing research work.
- To prepare instructional material, develop language laboratory and use new innovations and practices in Teacher education.
- To provide awareness of new technology and methodology to upgrade the standard of Teacher education.
- To developing the effective procedure of evaluation of theory and practicals in education.

3. National level agencies of teacher education programme

3.1 University Grants Commission (UGC)

Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956.

Functions

- To provide financial assistance to colleges and universities to meet their requirement.
- To provide a guide-line to Center and State Govt. for giving grant to a University.
- To extend the financial aid for the development of Universities and maintenance.
- To provide the grants for five years to start new department or any academic programme in the University but now state concurrence is essential.
- To provide the grants for five years to establish as new University in the state.
- To provide the fellowship for teachers and project work for University and college teachers.
- To encourage higher level research work and teaching activities by providing financial assistance.
- To provide the grants to the Universities and colleges for higher education and new programmes.

3.2 National Institute of Educational Planning and Administration: (NUEPA/ NIEPA)

Functions

- To provide training facilities in educational planning and administration at state level and regional level.
- To integrate educational studies and researches under the area of educational planning and administration.
- To encourage the teachers to solve the problems of educational planning and administration by organizing workshops and seminars.
- To provide guidance at National and State levels in the area of administration and planning.
- Review of administration and planning of other countries- used to develop our educational system and solve educational problems.
- To organize orientation programs for educational administrators- provide awareness of new developments in this area.
- Training Institutions for special fields for school and colleges-these provide elementary in special fields like-computers, educational technology and fine arts.
- The publication unit established the coordination between theory and practice for research report publication.
- The results of seminars and workshop discussions are published.

Language Institutions

- Kendriya Hindi Sanasthan.
- Central Institute of English, Hyderabad,
- Central Institute of Indian Languages, Mysore. Language training is given.

3.3 National Council of Teacher Education (NCTE)

Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. The commission expressed the need of establishing National council of Teacher Education in order

to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

Functions

According to the Act 1993, NCTE performs the following functions

- To make recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programme's in the field of teacher education.
- To supervise the teacher education al programmes and to provide financial assistance.
- To coordinate and monitor teacher education and its development in the country.
- To prepare a guideline with regard to minimum qualifications for the candidates to be employed as teacher at different levels.
- To develop norms for any specified category of courses or training in teacher education, including minimum eligibility criterion for admission.
- To advise central government on matters like teacher education, evaluation of the curriculum for teacher education and periodical review with respect to revision of curriculum.
- To advise the government to ensure adequate standards in teacher education.
- To give approval to teacher education institutions.
- To enforce accountability of teacher development programmes in the country.
- To promote innovations and research studies and organize them annually or periodically.
- To prepare a programme for in-service teacher education for orientation of teachers for latest development.

3.4 NCERT-National Council of Educational Research and Training

Introduction

Ministry of Education, Government of India established NCERT in 1961. NCERT is an autonomous organization, working as an academic wing of the Ministry of Education. NCERT assists the said ministry in the implementation and formulation of its policies and programmes in the field of Education. It is expected to encourage student and teacher to conduct educational research. In order to fulfill these main objectives, it has established National Institute of Education (NIE) at Delhi and 4 regional educational colleges at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works in collaboration with the departments in the states, the institutes and universities. It also maintains close contact with similar national and international institutions throughout the world and communicates results of its researches to a common man by publishing books and journals.

a) Major function of NCERT

- Monitoring the administration of Regional colleges of Education.
- Undertaking aid, co- ordinate and promote and research in all branches of education for improving school education.
- Organizing pre-service and in-service education

programmes for teachers

- Preparing and publishing study material for students and related teacher.
- Searching talented students for the award of scholarship in science, social science and technology.
- Undertaking functions assigned by the Ministry of education for improving school education.
- Organizing various programmes with respect to Research, Training, Research, Development, Extension-services, evaluation and publishing study - material.
- Qualitative improvement of school – education rather than quantitative expansion.
- Making our education relevant to national objectives and social needs.
- Offering financial aid to research projects of the teachers.
- Also organizes summer Institutes to school teachers for attaining their professional growth. Through these measures NCERT wants to achieve qualitative improvement in Education.

b) Central institute of Educational Technology (CIET)

Functions of CIET are as under –

- Encouraging the use of Educational technology in the spread of education.
- Organizing training programmes in connection with Educational Television and school-broadcasting.
- Developing learning aids based on Educational technology.

c) Regional Institutes of Education (RIE)

- NCERT established model institutes of education in different regions of the country.
- Besides Teacher Education programme (4 years integrated B.Ed Course), these college conduct programme with respect to extension services, in-service training and Research.
- Education is a professional subject like engineering, medicine and B.Ed. student should be trained in the content and methodology simultaneously, due to this reason they run 4 years B.ED. course.
- This course offers B.Sc. B.Ed. (Science) and BA, B. Ed (languages) degree.
- These colleges also conduct one-year B.Ed. course especially in science, commerce, agriculture and languages.
- They also run M.Ed course.
- These. Colleges are situated at Ajmer, Bhopal, Mysore and Bhubaneswar as centers of excellence for the four regions of India.

4. Agencies at the international level

4.1 Unesco

It is the only United Nations agency with a mandate in higher education, UNESCO facilitates the development of evidence based policies in response to new technics and developments in this field emphasizing its role in achieving the Millennium Development Goals and particularly poverty eradication.

It deals higher education with quality assurance and cross border, with a special focus on mobility and recognition of qualifications, and provides tools to protect students and other stakeholders from low quality provision of higher education. UNESCO contributes to enhancing quality education, and promotes policy dialogue strengthening

research capacities in higher education institutions, and knowledge sharing across borders.

4.2 UNESCO and Teacher Education

- To produce and disseminate policy guidelines on open and distance learning, e-learning, and use of ICTs in teacher education.
- To emphasize the essential role teacher training and education policy play in national development goals.
- To Integrate international standards regarding HIV/AIDS and life skills into national teacher education policies.
- To improve the training and status of teachers worldwide.
- To promote the development of a professionally-trained corps of teachers who provided the human contact, understanding and judgment necessary to prepare our children for the world of tomorrow.
- To promote exchange of good national practices and lessons learnt within groups of countries with common teacher related agendas through networking and exchange.

4.3 Training of teacher for the achievement of education for all

- The shortage of qualified teachers has been identified as one of the biggest challenges to EFA. To achieved education for all by 2015 then 15 to 30 million more teachers are needed worldwide. In sub-Saharan Africa, 4 million additional teachers will be needed by 2015 to meet the goal of Universal Primary Education alone. Additional teachers will be needed for non-formal education and literacy training, as well as in-service training of teachers.
- Recognize by UNESCO that teacher education is integrally related to quality education and closely linked to improved learning outcomes, curriculum renewal, and a positive school environment. Each country participating in the Teacher Training Initiative is expected to integrate a comprehensive teacher education plan into the national education plan, improve the quality of training in teacher education, address the issues of severe teacher shortage and the status of teachers, and implement an internationally prescribed standard and national policy regarding HIV prevention education at the end of four years.

4.4 UNESCO's teacher training activities

- Dynamic national information mapping completed in Zambia, Niger and Angola and in progress in Burundi
- To assist countries in analysing their teacher shortages and in implementing strategies and policies to increase the number of qualified teachers.
- To provide of a full time country-designated expert in seventeen countries for the first phase of the Initiative.
- To Maintain and establish comprehensive and integrated national databases concerning the state of teacher education.
- To coordinating relevant research to guide Education For All policies and disseminating good teacher policies and practices
- UNESCO's Teacher Training initiative is aimed at improving institutional capacity, redirecting policies,

improving teacher quality and stemming the teacher shortage in order to achieve Education for All by 2015.

- To encourage consultations between governments and teachers in planning and implementing fully EFA reforms
- To Share and distribute good teacher policies and practices
- The UNESCO Chair Programme for Teacher Education is already well established in the region. The Chair has been established in East China Normal University, Shanghai, PR China. The purpose of the Chair is to promote an integrated system of training, information, research and documentation in the field of teacher education. It will serve as a means of facilitating collaboration between high level, internationally recognized teaching staff and researchers of the East China University and other institutions in China, and South East Asia region.

5. Conclusion

In this paper, we have discussed various agencies like SIE, SCERT, NCERT, NCTE, UGC and UNESCO and their functions towards teacher education like training, seminars, educational technology, pre-service, in service programmes, research, and education for all at state, national and international level. But it is the role of ours to work out these plannings into reality.

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