

SEMESTER – II

MED 204

**Pre-Service and In-Service Teacher
Education**

सेवापूर्व आणि सेवांतर्गत शिक्षक शिक्षण

Unit – I Understanding Teacher Education (1 Credit)

1.1 Concept of Teacher Education.

“Teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage” - NCTE (1998)

“कोणत्याही शैक्षणिक प्रणालीत शिक्षक हा सर्वात महत्त्वाचा घटक असतो. कोणत्याही टप्प्यावर शैक्षणिक प्रक्रियेच्या अंमलबजावणीसाठी शिक्षकच मुख्यतः जबाबदार असतात” - NCTE (1998)

Definitions व्याख्या:

“Teacher education is a programme of education, research and training of persons to teach pre-primary to higher education level” – NCTE

“शिक्षक शिक्षण हा पूर्व-प्राथमिक ते उच्च शिक्षण स्तरावर शिकवण्यासाठी व्यक्तींचे शिक्षण, संशोधन आणि प्रशिक्षणासाठीचा कार्यक्रम आहे” – NCTE

1.2 Need, scope and Objectives of teacher education. शिक्षक शिक्षणाची गरज, व्याप्ती आणि उद्दिष्टे

Need of Teacher Education शिक्षक शिक्षणाची गरज

- Effective understanding of student characteristics विद्यार्थ्यांच्या वैशिष्ट्यांचे प्रभावी आकलन
- Building confidence आत्मविश्वासाची निर्मिती

- Knowledge of the study teaching process अध्ययन अध्यापन प्रक्रियेचे ज्ञान
- Creating a positive attitude साकारात्मक दृष्टीकोनाची निर्मिती

Scope of Teacher Education शिक्षक शिक्षणाची व्याप्ती

- Teacher education at different levels of education विविध स्तरावरील शिक्षक शिक्षण
- Aspects of Teacher Education: Who (Teacher educator), Whom (Student Teacher),
What (Content), How (Teaching methods)
शिक्षक शिक्षणाचे आयाम: कोण (शिक्षक प्रशिक्षक), कोणाला (विद्यार्थी शिक्षक), काय (आशय), कसे (अध्यापन पद्धती)
- Triangular basis of Teacher Education: Philosophical, Sociological and Psychological Basis
- शिक्षक शिक्षणातील त्रिमितीयता : तात्विक, सामाजिक, व मानसशास्त्रीय आधार

Objectives of teacher education शिक्षक शिक्षणाची उद्दिष्टे

A. General objectives of Teacher Education शिक्षक शिक्षणाची सर्वसामान्य उद्दिष्टे

B. Objectives of Teacher Education given by UNESCO युनेस्कोने सांगितलेली शिक्षक शिक्षणाची उद्दिष्टे

- Objectives related to the development of school children शालेय विद्यार्थ्यांच्या विकासासंबंधी उद्दिष्टे
- Help student teacher to develop skills and abilities छात्र अध्यापकास कौशल्य, क्षमता विकसित करण्यास मदत करणे
- To help in the development of positive attitude and abilities required for teaching profession शिक्षकी पेशास अनुकूल अभिवृद्धी, क्षमता विकसित करण्यास मदत करणे

1.3 Teacher Education in Indian & in the Global Scenario.

भारतातील शिक्षक शिक्षणाचे बदलते स्वरूप

- Impact of National Education Policies राष्ट्रीय शैक्षणिक धोरणांचा प्रभाव
- The changing role of the teacher शिक्षकाची बदलती भूमिका
- Challenges in teacher education शिक्षक शिक्षणातील आव्हाने
- Research and innovation संशोधन आणि नवोपक्रम
- Inclusive education सर्वसमावेशक शिक्षण
- Information technology and e-learning माहिती तंत्रज्ञान आणि ई-लर्निंग

The changing nature of teacher education at global level

जागतिक स्तरावरील शिक्षक शिक्षणाचे बदलते स्वरूप

- Dynamic Teacher Education and Training in 21st Century
२१ व्या शतकातील गतिशील शिक्षक शिक्षण व प्रशिक्षण
- Structure of teacher education and training curriculum शिक्षक शिक्षण आणि प्रशिक्षण अभ्यासक्रमाची रचना
- The need to create practical knowledge and in-depth content through teacher research
शिक्षकांच्या संशोधनातून व्यावहारिक ज्ञान व सखोल आशयाच्या निर्मितीची गरज

1.4 Agencies of Teacher Education : SCERT, NCERT, NCTE, NUPEA, UGC, UNESCO, UDTE, RIE.

□ SCERT- State Council of Education Research and Training

The S.C.E.R.T. is an apex Government organisation at the State level. It is not an autonomous body. Its roles and Functions are primarily concerned with ensuring quality in planning, management, research, evaluation and training at the school level, to effecting changes in policy formulation and policy implementing strategies. It aims at overall improvement of policies and programs of school education, especially elementary education. It aims at achieving universalisation of elementary education. The S.C.E.R.T. provides academic support to the District Primary Education Program (D.P.E.P.) by helping in the development of curriculum, review and revision of textbooks, preparation of teacher guides and workbooks, capacity building at different levels, development of training packages for teachers and para-teachers, assessment of learning levels of students etc. S.C.E.R.T. Functions through its departments and the functional D.I.E.T.s under its control. State council is the apex institute of the state. In Maharashtra, it was established in 1964 - 65 as a state institute of Education (SIE). It was upgrade and renamed as Maharashtra State Council of Education Research and Training in 1984. For quality improvement of school education it (M.S.C.E.R.T) carries the responsibility of teacher education, research and evaluation.

A) Objectives of S.C.E.R.T :

Following are the objectives of S.C.E.R.T :

- 1) To impart an in-service training to inspectors of pre-primary to higher secondary education.
- 2) To impart an in-service training to all the teachers from teacher education institutes, secondary and higher secondary schools as well as junior college.

- 3) Execute various research projects which are helpful in solving educational problems and for improving the quality of teacher education.
- 4) Give an advice about school management and administration to all the principles, head masters and clerical staff.
- 5) Create an innovative teaching aid for education institutes and teachers.
- 6) To make an improvement in school level education, continuous education and teacher education.
- 7) To make available extension services to teacher education institutions and co-ordinate the same.

B) Functions of S.C.E.R.T :

S.C.E.R.T facilitates and promotes the development of professional skills of various stakeholders of education. It offers academic support to other agencies in organising training programmes for teachers and trainers. It also organises evaluation programmes and undertakes. Following are the key functions of S.C.E.R.T:

1) Functions Regarding School Education :

To raise the quality of school education by improving the attitudes, increased applications of knowledge and enhanced teaching skills of teachers.

2) Improvement in Teacher Education :

To grow into a premier institute of resources, researches, educational technologies and skill development in the field of teacher education in India.

3) Improvement in Teaching and Learning Process :

To identify areas of difficulty in learning and teaching and resolve them.

4) Promote Educational Research :

To promote educational researches and training of teachers and other personnel. To develop educational technology for use in the teaching- learning activities and in the training programmes and to provide distance education.

5) Development of Educational Technology :

To develop educational technology for use in the teaching- learning activities and in the training programmes and to provide distance education.

6) Linkage between Various Agencies of Teacher Education :

To establish linkages with N.C.E.R.T, various departments of the University, Department of Education and other educational institutions of the Central Government.

7) Development of Various Educational Materials :

To develop, adopt/adapt and produce curricular materials, text books and other related instructional materials.

8) Provision of Extension Services :

To provide extension services to teacher training institutions at all levels.

C) Structure :

Main office of M.S.C.E.R.T is at Pune. It is an academic wing of education. It is headed by Director of education. It's various departments are looked after by second class gazette officer. It has an advisory Board presided by Education Minister of the State.

D) Departments of S.C.E.R.T :

The S.C.E.R.T has the following departments:

- 1) Teacher - education department.
- 2) Extension services department.
- 3) Research department.
- 4) Evaluation department.
- 5) Curriculum development department.
- 6) Population Education department.
- 7) Publicity Department.
- 8) Woman Education Department.
- 9) Child Education Department.
- 10) Vocational Education and Training Department.
- 11) Training Department.

❑ **N.C.E.R.T. : National Council for Educational Research and Training**

National Council for Educational Research & Training (N.C.E.R.T) is an apex resource organisation to assist and advise the Central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education and undertakes programmes related to research, development, training, extension, international co-operation, publication and dissemination of information.

A) Establishment of N.C.E.R.T :

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

B) Objectives of N.C.E.R.T :

Following are the objectives of N.C.E.R.T :

- 1) To launch, organise and strengthen research works in various aspects of education.
- 2) To arrange for pre-service and in-service training at the higher level.
- 3) To publish necessary textbooks, journals and other literature for achieving the objectives.
- 4) To organise extension centers in training institutes with the co-operation of state Governments and extend facilities pertaining to new methods and technologies among them.
- 5) To establish a national institute of education and manage for the development of research and higher training for educational administrators and teachers.
- 6) To provide guidance and counseling services on a large scale.

C) Structure :

The general body is the policy making body of the N.C.E.R.T with the Union Minister for Human resource Development as its president. All the Ministers of Education in the states and union territories are its members. Besides, experts in the field of education are also nominated as members. Its membership pattern helps in taking policy decisions at the highest level. The governing body of the N.C.E.R.T is the executive committee, again with the union minister for human resource development as its ex-officio president. The union minister for education is its ex-officio vice president assisting the executive committee is three standing committees dealing with finance, establishment matters and programmes.

The principal executive and academic of the N.C.E.R.T is the director who is assisted by the joint director and the secretary. All of them are appointed by the Government of India.

D) Functions of N.C.E.R.T :

The functions of N.C.E.R.T broadly relate to (a) research and development, (b) in-service and pre-service training, and (c) extension and dissemination work- all these tuned to achieve the main objective of improving the quality of school education. Following are the functions of N.C.E.R.T:

- 1) Develop curriculum, instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids, kits and equipments, learning resources etc.
- 2) To monitor the administration of NIE/ Regional colleges of education.
- 3) To prepare and publish study material for students and related teacher's handbooks.
- 4) Organises pre-service and in-service training of teachers, teacher educators and other educational personnel.
- 5) To undertake aid, promote and co-ordinate research in all branches of education for improving school-education.
- 6) Conducts and promotes educational research.
- 7) To search talented students for the award of scholarship in science, technology and social sciences.
- 8) Disseminates improved educational techniques and practices and research findings.
- 9) To undertake functions assigned by the Ministry of education (now HRD) for improving school-education.
- 10) Acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

E) Constituent Units :

The National Council of Educational Research and Training (N.C.E.R.T), with six constituents have been serving the cause of qualitative improvement of school education since its inception in 1961.

1) **National Institute of Education (NIE) :**

The NIE's activities are mainly confined to : **a)** research and development **b)** in-service training and **c)** publishing and dissemination programmes. The NIE also develops prototypes of science kits which are in fact mini-laboratories for schools. Other important areas of its work are the non-formal education for out-of-school children, early childhood education and education of the disabled and programmes for the educationally backward minorities.

In order to fulfill the objectives of N.C.E.R.T, NIE functions through nine departments, seven units and two cells as under:

i) **Departments of NIE :**

Following are the departments of NIE :

- a)** Academic Departments.
- b)** Production Departments.
- c)** Department of Math's Education.
- d)** Department of Textbooks.
- e)** Department of Teacher Education.

- f) Department of Teaching Aids.
- g) Department of Educational Psychology Publication Department.
- h) Department of Educational Psychology Workshop Department.
- j) Department of Text-books.

ii) Units of NIE :

Following are the units of NIE :

- a) National Talent Search Unit.
- b) Survey and Data Processing Unit.
- c) Policy, Planning and Evaluation Unit.
- d) Library and Documentation Unit.
- e) Vocationalisation of Educational Unit.
- f) Examination Reform Unit.
- g) Examination Research Unit.

iii) Cells of NIE :

There are two cells of NIE :

- a) Primary Curriculum
- b) Journals Cell

2) Central Institute of Educational Technology (CIET) :

The CIET is the sixth constituent unit of the N.C.E.R.T. It aims at promoting the use of educational technology, particularly mass media, for improving and spreading education in the country and for developing an alternate system of education. The CIET develops **a)** software

in mind educational needs, **b)** trains personnel working in the field of educational technology, **c)** conducts research and evaluation systems, programmes and materials, **d)** documents and disseminates information concerning educational media and technology. The CIET is equipped to take up programmes covering most of the areas of educational technology, viz., distance education, educational television, radio, films and low cost material. Functions of CIET are as under:

- i) To encourage the use of educational technology in the spread of education.
- ii) To organise training programmes in connection with school-broadcasting and educational television.
- iii) To develop learning aids based on educational technology.

3) Regional Institutes of Education (RIE) :

The council has four Regional Colleges of Education (RCEs) one at Ajmer, Bhopal, Bhubaneswar and Mysore. These campus colleges with the demonstration multipurpose schools attached to them. Such schools help the faculty to develop methodologies and test them in the actual classroom situation. Each college has modern laboratories, well equipped library and residential quarters. All the RCEs conduct in-service training programmes both for school teachers and teacher educators. Besides teaching and extension work, the colleges also take up research and development programmes. Now they are converted in Regional Institutes of Education.

F) Research and Professional Growth :

The Educational Research and Innovations Committee (ERIC) of the N.C.E.R.T funds research programmes taken up by scholars both within and outside the council. The projects, however, are to have a direct bearing on either school education or teacher education. The ERIC also holds periodic conferences of educational research workers. Having funded publication of surveys of educational researches in India earlier, it has now taken upon itself the task of compiling such research volumes as well.

The N.C.E.R.T offers financial assistance to professional associations in the field of education for holding annual conferences and publishing journals.

G) Publications :

The publishing programme of the N.C.E.R.T is a part of its total effort to improve the quality of school education. The N.C.E.R.T textbooks published in English, Hindi and Urdu languages have the unique distinction of being at once attractive and inexpensive. These textbooks are freely adopted by states under their nationalised textbook programme. They are also used widely in schools affiliated to the Central Board of Secondary Education, Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Tibetan schools and several public schools. The N.C.E.R.T brings out a wide variety of publications such as **a)** research literature **b)** school textbooks including workbooks and teachers guides **c)** general books for children of different age groups and **d)** educational journals viz., Indian Educational Review (quarterly), Journal of Indian Education and Bharatiya Adhunik Shiksha (bi-monthlies), School Science (quarterly), The Primary Teacher and Primary

Shikshak (both quarterlies), and N.C.E.R.T Newsletter and Shaikshik Darpan (both news magazines primarily meant for in-house circulation).

The N.C.E.R.T also brings out supplementary readers under the 'Reading to learn' and National Integration Series. These books are specially written keeping in view the needs of school children, to promote a healthy reading habit in them.

The N.C.E.R.T develops 'National Curriculum Frameworks' in which, among other things, the policy directives of the National Policies on Education are kept in view. The textbook development programme of the N.C.E.R.T is supposed to be guided, inter alia, by the National Curriculum Framework. Among other things, the societal concerns mentioned in the National Curriculum Framework should find reflection in the textbooks developed by the N.C.E.R.T.

H) International Recognition :

The N.C.E.R.T's international co-operation ranges from working with the United Nations institutions like UNESCO, UNICEF, UNDP, UNFPA etc., to assisting third world countries. The N.C.E.R.T is one of the major institutions to assist the Ministry of Human Resource Developing for implementing cultural exchange agreements between India and other countries. The N.C.E.R.T has been implementing a number of UNICEF assisted and UNESCO sponsored programmes and project with the help of states and union territories. The N.C.E.R.T is also implementing and monitoring the UNFPA funded project on population education in both the formal and non-formal education sectors.

Over the years the N.C.E.R.T has stimulated professional growth of teachers, teacher educators, educational administrators and other educational personnel by involving them in most of its programmes including seminars, workshops, conferences and orientation programmes through which it works. The N.C.E.R.T's work covers the entire spectrum of school education ranging from planning to evaluation. Its programmes benefit all the children from 3 and half to 18 years of age and also those who aspire to be teachers or are already in the profession.

I) Programmes and Achievements :

N.C.E.R.T's programmes are within the parameters of school education. An interface in the area of vocational education between the N.C.E.R.T and the UGC is already in operation. The N.C.E.R.T is also collaborating with IGNOU in training courses through distance education mode. It has been involving the Directorate of Adult Education in organising programmes for training the faculty of District Resource Units of the District Institutes of Education and Training (DIETs) and principals of DIETs. The N.C.E.R.T -CIET contributes substantial number of Educational Television and Radio programmes for children and teachers in the context of the Programmes of Mass Orientation of School Teachers (PMOST). The N.C.E.R.T and the Doordarshan collaborated effectively. With the main emphasis on universalisation of elementary education, N.C.E.R.T has organised Special Orientation of Primary Teachers (SOPT) in collaboration with the respective states. The N.C.E.R.T has been now advising and assisting the states under the Centrally Sponsored District Primary Education Programme.

The department of women studies set up in the N.C.E.R.T to formulate and implementing projects/ programmes for promoting education for girls, who constitute a major segment of non-enrolled population has conducted studies and developed instructional strategies for them.

N.C.E.R.T has been providing technical support to the states in the planning and implementation of various programmes to promote vocationalisation at the plus two stages. It has also been engaged in development of competency-based curricula for different vocational courses, development of guidelines for implementing different aspects of vocationalisation of education, development of syllabi and instructional materials, training of vocational teacher educators, teachers and other personnel. The N.C.E.R.T has developed a framework for semesterisation in collaboration with Boards of Secondary and Senior Secondary Education.

N.C.E.R.T has also developed conceptual materials related to educational evaluation, preparation of criterion-referenced texts and the training of test item writers in different subject areas. It has also developed a sample cumulative card along with procedures for maintaining records of pupil's achievement and guidelines for introduction of grading and scaling in examinations. N.C.E.R.T has also undertaken a programme to identify talented children in rural areas as per requirement of admission to Navodaya Vidyalays.

❑ **N.C.T.E. : National Council of Teacher Education**

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (N.C.E.R.T). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (N.P.E), 1986 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. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

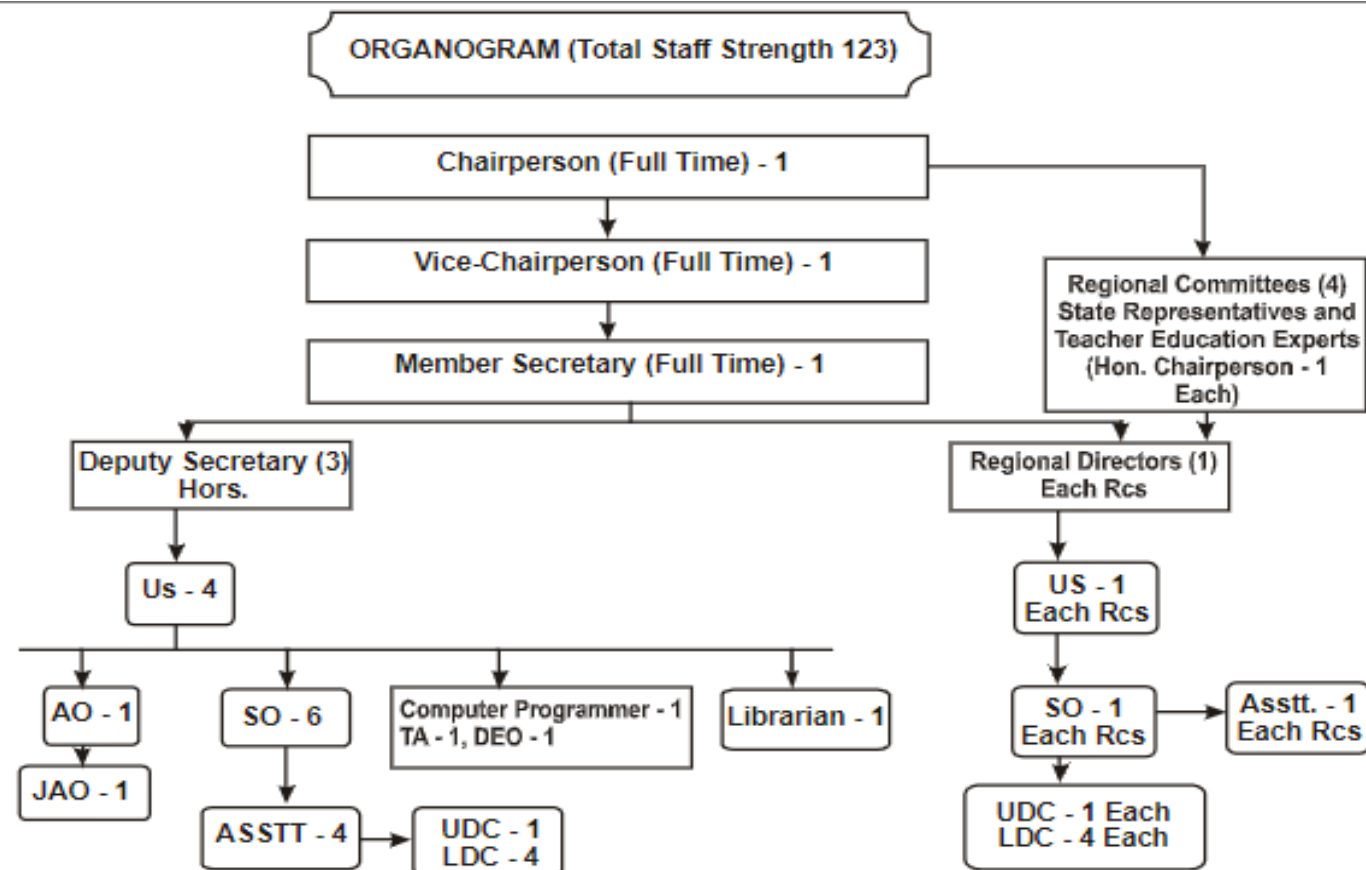
A) Objectives of N.C.T.E :

Following are the objectives of N.C.T.E :

- 1) To work especially towards planned and coordinated development of teacher education.
- 2) To improve the standard and functioning of teacher educators.

B) Organisation of N.C.T.E :

N.C.T.E has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the N.C.T.E to perform the assigned functions including planned and co-ordinate development and initiating innovations in teacher education, the N.C.T.E 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 programs. The N.C.T.E Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.



C) Role or Functions of N.C.T.E :

According to the Act 1993, N.C.T.E. performs the following functions :

- 1) Undertake survey and studies relating to various aspects of teacher-education and publish the results.
- 2) Making recommendations to the center and State Government Universities, the U.G.C and other institutions in the preparation of plans and programmes in the field of teacher education.
- 3) Co-ordinating and monitoring teacher education and its development in the country.
- 4) Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.
- 5) Developing norms for any specified category of courses or training in teacher education, including minimum eligibility criterion for admission.
- 6) Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
- 7) Developing a guideline for general teacher-education programme.
- 8) To advise central Government on matters like teacher - education (in building pre-service / in-service training), evaluation of the curricula for teacher education and periodical review with respect to revision of curricula.
- 9) To advise state Governments on any matter of their concern.
- 10) To review the progress of plan of teacher- education, submitted by central / state Governments.
- 11) To advise the Government on ensuring adequate standards in teacher - education.
- 12) To give approval to teacher - education institutions.
- 13) To lay down norms for maintaining standards of teachers education.

- 14) Promoting innovations and research studies and organise them periodically or annually.
- 15) Supervising the teacher education programmes and providing financial assistance.
- 16) Enforcing accountability of teacher development programmes in the country.
- 17) Preparing a programme for in-service teacher education for orienting teachers for latest development.

□ **N.U.P.E.A. : National University of Educational Planning And Administration**

NUEPA (established in 1962) was originally named as National Institute of Education Planning and Administration. The National University of Educational Planning and Administration (NUEPA) is an apex national institute, engaged in educational research, training and consultancy. Its core activities include training educational planners and administrators and research and consultancy services at national and international levels. It is a clearing house for dissemination of knowledge and information, and providing a forum for exchange of views and experiences between administrators, planners and academics. It sponsors research in educational planning, policy and management. It offers several professional programmes, seminars, conferences, problem-solving meetings to senior national and international educational policy makers.

A) Objectives of N.U.E.P.A. :

Following are the objectives of NUPEA :

- 1) To print and publish papers.
- 2) To organise training conference for the educational personnel of the central and state Governments.
- 3) To organise training programmes for teacher educators.
- 4) To offer fellowships and academic awards.
- 5) To be a clearing house of ideas and information on research, training and extension in educational planning and administration services.

B) Role and Functions of N.U.P.E.A. :

As the highest organisation of educational planning and Administration have the following functions to perform :

- 1) Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.
- 2) Providing training facilities in educational planning and administration at state level and regional level to develop efficiency at their level.
- 3) Integrating educational studies and researches under the area of educational planning and administration and make co-ordinations in these activities.
- 4) Encouraging the teachers to solve the problems of educational planning and administration by organising seminars and workshops.
- 5) Arranging extension programs for new developments and innovations in the area of planning and administration.
- 6) Establishing contact with other countries to understand the developments and innovations of the developed countries.
- 7) Providing guidance at National and State levels in the area of planning and administration.
- 8) Multidimensional activities under extension programs journal on educational planning and administration and other books are published.
- 9) Review of educational planning and administration of other countries used to develop our educational system and solve educational problems.
- 10) Orientation programs for educational administrators provide awareness of new developments in this area.
- 11) Educational research reports are published. The publication unit established the co-ordination between theory and practice.
- 12) Seminars and workshops are organised and their discussions and results are published.
- 13) Training Institutions for special fields for schools and colleges these provide elementary in special fields like: computers, educational technology and fine arts.

□ U.G.C. : University Grants Commission

The University Grants Commission is a statutory organisation established by an Act of Parliament in 1956 for the co-ordination, determination and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the commission also advises the central and state Governments on the measures which are necessary for the development of Higher Education. It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

A) Objectives of UGC :

Following are the objectives of UGC :

- 1) Maintaining the standard of research, teaching and examination in the universities.
- 2) Promoting university education.
- 3) Making regulations to maintain the minimum standard of education in the country.
- 4) It is a link between the union Government and the institutes of higher education.
- 5) It also advises the Government about the steps to be taken in order to improve the education system.

B) Role /Functions of UGC :

Role/ Functions of UGC are as follows :

- 1) It provides financial assistance to universities and colleges to meet their requirement.
- 2) It extends the financial aid for the development of universities and maintenance.
- 3) It provides a guide-line to center and State Government. for giving grant to a University.

- 4) It provides the grants for five years to establish as new University in the state.
 - 5) It provides the grants for five years to start new department or any academic programme in the university but now state concurrence is essential.
 - 6) It encourages higher level research work and teaching activities by providing financial assistance.
 - 7) It provides the grants for higher education and new programmes in the universities and colleges.
-
- 8) It provides the fellowship for teachers and project work for University and college teachers.

C) Teacher Education Committees :

Role of UGC in teacher education committees is as follows :

- 1) To upgrade the standard of education Teacher-education committees were formed consisting of seven members for two years duration.
- 2) It provides awareness of new innovations and research in teacher-education.
- 3) The national fellowship and teacher fellowship are granted for encouraging research and teaching work.
- 4) UGC provides travel grants to the university lecturers for attending international conferences and seminars.
- 5) Visiting professors are appointed from among the university professors for inter change programmes and delivering lectures.
- 6) Residential facilities for university and college teachers are also provided.
- 7) Research associates are appointed for post doctor work.

D) Research :

Role of UGC in research is as follows :

- 1) UGC is giving substantial grants to university teachers for conducting their own researches. In 1953-54, ministry of education initiated a scheme providing grants to teachers, colleges and departments of education in the universities in order to enable them to carry out research on educational problems selected by them and approved by the central ministry.

2) The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

E) Centre for Advanced Studies (CASE) :

For the improvement of standards of teaching and research in India.UGC has set up CASE in different branches of knowledge. It selected the faculty of Education and Psychology, Baroda as the CASE in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It has built up its programme in collaboration with research workers from outside.

□ UNESCO : University Nations Educational, Scientific And Cultural Organisation

The United Nations Educational, Scientific and Cultural Organisation are specialised agency of the United Nations (UN). Its purpose is to contribute to peace and security by promoting international collaboration through education, science and culture to further universal respect for justice, the rule of law and human rights along with fundamental freedom proclaimed in the United Nations Charter. 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 techniques and developments in this field emphasising 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.

A) UNESCO and Teacher Education :

Role of UNESCO in teacher education is as follows :

- 1) To produce and disseminate policy guidelines on open and distance learning, e-learning and use of ICTs in teacher education.
- 2) To emphasise the essential role teacher training and education policy play in national development goals.
- 3) To integrate international standards regarding HIV/AIDS and life skills into national teacher education policies.
- 4) To improve the training and status of teachers worldwide.
- 5) 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.
- 6) To promote exchange of good national practices and lessons learnt within groups of countries with common teacher related agendas through networking and exchange.

B) Teacher Training Activities of UNESCO :

Following are the teacher training activities of UNESCO :

- 1) To assist countries in analysing their teacher shortages and in implementing strategies and policies to increase the number of qualified teachers.
- 2) Establishing and maintaining comprehensive and integrated national databases concerning the state of teacher education.
- 3) Sharing and distributing good teacher policies and practices.
- 4) UNESCO's Teacher Training initiative is aimed at redirecting policies, improving institutional capacity, improving teacher quality and stemming the teacher shortage in order to achieve Education for All by 2015.

C) UNESCO and Teachers :

Good teachers are the cornerstone of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation nurturing each child's capacity and desire to learn. Without teachers, Education For All (EFA) by 2015 would be an unobtainable dream.

- 1) Teachers are at the very heart of UNESCO's work. Each day, over 60 million teachers care for 1 billion children, cultivating their souls and minds. Any process that attempts to improve the quality of education promote peace and harmony and eliminate discrimination requires teachers. Teachers work with children who will be the leaders of tomorrow.
- 2) But for teachers to be effective, they must be well-trained, motivated, have a decent work environment, good pay and an attractive career path. UNESCO enables the world's teachers by building on the standards for the professional, social, ethical and material concerns of teachers set in the 1966 and 1997 recommendation concerning the status of teachers and education personnel.
- 3) There is currently a severe shortage of teachers worldwide. UNESCO helps adjust national policies to reverse teacher flight, teacher drop-out and assists countries with the professionalisation of "volunteer" teachers recruited by hard pressed Governments to fill crisis-level gaps.

❑ R.I.E. : Regional Institute of Education

The Regional Institute of Education (RIE, formerly known as Regional College of Education), is a constituent unit of National Council of Educational Research and Training (NCERT), New Delhi. The RIEs are set up in 1963 by Government of India in different parts covering various regions. The Regional Institutes were started with the objective of qualitative improvement of school education through innovative pre-service and in-service teacher education programmes and relevant research, development and extension activities. The Regional Institutes of Education have established themselves as institutes of repute in the area of school and teacher education. The institutes have endeavored to shoulder the responsibilities and challenges generated by changes in the educational scenario of the country.

A) Regional Offices of RIE :

The RIEs are located at :

Name	Indian State Covered
RIE Ajmer	Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, National Capital Territory of Delhi, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand
RIE Bhopal	Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Madhya Pradesh, Maharashtra.
RIE Bhubaneswar	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, West Bengal, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagland, Sikkim, Tripura.
RIE Mysore	Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, Tamil Nadu.
NE-RIE Shillong	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura.

The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to the educational needs (pre-service and in-service education) of teachers/teacher educators in the States and UTs under their jurisdiction. Pre-service professional training programmes are offered to prepare school teachers for teaching of different school subjects. These are Regional Resource Institutions for school and teacher education and they extend assistance in implementing the policies of the States/UTs and help in monitoring and evaluation of the Centrally Sponsored Schemes.

The North-East Regional Institute of Education (NERIE), Shillong caters to the in-service educational needs of North-Eastern States as indicated earlier. However, the pre-service teacher preparation programmes for the North-East Region are still being taken care by RIE, Bhubaneswar. A Demonstration Multipurpose School (DMS) is attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and for trying out innovative practices in school education and teacher education. These are also used as model schools in their respective regions. There is facility of teaching-learning from pre-school to senior secondary level in these schools.

B) Objectives of the RIE :

Following are the objectives of the RIE :

- 1) To develop and provide a programme of teacher-education for the multipurpose schools and to prepare teachers for technical subjects, science, crafts, agriculture, commerce, home science and fine arts.
- 2) To provide in-service courses for the existing teachers of the practical subjects in the multipurpose schools.
- 3) To provide in-service programmes and field services for the teachers, supervisors and administrators concerned with the multipurpose schools in the region, in which it is located.
- 4) To organise and develop a model demonstration multi-purpose school.
- 5) To function as a regional centre for programmes or in-service education and field services for secondary schools in general.

- 6) To undertake pilot studies and research projects in the methods of teaching, in relation to the multi-purpose schools as well as the general secondary school.
- 7) To prepare and disseminate instructional materials for secondary schools in general and multi-purpose schools in particular.

So this institute is concerned with pre-service and in-service training courses, research activities and other educational services which are the integral phases of the total programme.

C) Functions and Duties of RIE :

Following are the functions and the duties of RIE :

- 1) Acts as a Regional Resource Centre of NCERT for the Western Region of the country and serves as an Advanced Centre for conducting research, training and development programmes in school education and teacher education.
- 2) Offers graduate and integrated courses to prepare quality teachers at secondary level in physical sciences, biological sciences, mathematics, social sciences and languages and also offers Post-graduate course to prepare elementary teacher educators.
- 3) Prepares counselors for career guidance through a Post-graduate Diploma course (PGDGC).
- 4) Tries out innovative experiments in school education in Demonstration Multipurpose School (DMS).
- 5) Undertakes pilot studies and research projects on all aspects of school education.
- 6) Organises in-service programmes for teachers, teacher educators, supervisors and administrators concerned with school education.
- 7) Interacts dynamically with state departments of education for raising the standard of school education in the region. Develops and disseminates instructional materials to all concerned and tries out innovative pre-service courses in the field of school education.

- 8) Acts as support system to the states of the region for capacity building of the state/district/sub-district level, teacher education institutions like SCERTs/ DIETs/CTEs/IASEs/Block Education Centers in the areas of research, training, development and extension.
- 9) Advises state departments of education on policies and programmes related to various aspects of school education.
- 10) Acts as a monitoring and co-ordination agency for effective implementation of centrally sponsored schemes from time to time in the field of School Education and Teacher Education.

□ U.D.T.E. : University Department of Education

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) provides training for educational administrators and curriculum specialists to improve examination system as well as evaluation procedure. University DOE organise the M.Ed., B.Ed., and M.Phil. Classes as well as research work for Ph.D. and D.Litt. degree in education.

A) Objectives of UPTE :

Following are the objectives of Education :

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

B) Functions of UDTE:

Following are the functions of UDTE :

- 1) Developing the post graduate studies and research work.
- 2) Providing solid programmes for teacher education and developing research work.
- 3) Starting and organise some programmes for post graduate teachers which are not organised at other centers.

- 4) Developing language laboratory, preparing instructional material and use new innovations and practices in Teacher education.
- 5) Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled.
- 6) Organise extension lectures and programmes to encourage the teachers and research workers to contribute in the discipline of education.
- 7) Providing awareness of new methodology and technology to upgrade the standard of Teacher Education.
- 8) Developing the effective procedure of evaluation of theory and practical in education.

