

ROLE OF VARIOUS AGENCIES IN TEACHERS' EDUCATION AT DIFFERENT LEVELS IN INDIA

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ABSTRACT

The Indian education system is moving a step ahead by shifting its focus from quantitative to qualitative education. A milestone step in this direction is through the establishment of teacher education agencies such as National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), University Grants Commission (UGC), National University of Educational Planning and Administration (NUEPA), State Council of Educational Research and Training (SCERT), State Board of Teacher Education (SBTE), University Departments of Education (UDE) and District Institute of Educational Training (DIETs). There are arrangements for the training of both pre-service and in-service teachers at the National, State, and District levels in India. These agencies not only provide training to the teachers but also facilitate collaboration of teachers between the high level internationally recognized researchers and the teaching staff at the international universities (Kapur, 2018). DIETs is one of the agencies which provides training of both pre-service & in-service teachers at district levels. The state level agencies are SCERT, SBTE and UDE and the national level agencies are NCTE, NCERT, UGC and NUEPA. Each agency has different roles and responsibilities for pre-service and in-service teacher education programmes. The main purpose of these agencies is to improve of the quality of education in India. The centre of attention of this paper is to acknowledge the role of NCTE, NCERT, SCERT, SBTE and DIETs in teacher education at the National, State and District levels in India. The present paper is an attempt to analyze and relook the role of these agencies in improving the quality of education.

Keywords: Agencies, Quality, Teacher Education, Role

1. INTRODUCTION

Education is tremendously important not only for the success of an individual but for the nation as well. Education is way a to develop knowledge, skills and character of the students. The quality of education provided to students, largely depends upon the quality of teachers. The National Council for Teacher Education (NCTE) has defined teacher education as "A programme of education, research and training of persons to teach from pre-primary to higher education level [1]." The present society is dynamic and to adapt to this variability, teachers need to be trained perfectly to teach students according to their needs. Therefore, to properly ameliorate the education system of a country it is mandatory to change appropriate training for teachers. Teacher education is a programme which provides appropriate training to student-teachers and teachers who are already in the profession and preparing themselves for primary to higher education levels. The need for teacher education arises from several key factors and considerations such as professional preparation, pedagogical training, subject content mastery, classroom readiness, understanding of learner diversity, professional ethics and standards and continuous improvement and lifelong learning [2]. For developing these qualities among the teachers' agencies like NCTE, NCERT, SCERT, SBTE and DIETs play a vital role. The agencies help teachers acknowledge the education system as per the demands and instruction of the present society.

2. OBJECTIVE OF THE STUDY

- To summarize the role of NCTE, NCERT, SCERT, SBTE and DIETs at national, state and district level in India.

3. METHODOLOGY

This study is solely theoretical in nature. Data for the study is collected from different types of books, journals, synopsis, official websites of NCTE, NCERT, SCERT, SBTE and DIETs and other websites.

4. AGENCIES OF TEACHER EDUCATION AT THE DIFFERENT LEVELS IN INDIA

Agencies of teacher education are classified at the national, state and district level. NPE 1986 and its programme of action 1992 was advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education [3]. As a result, few agencies like the National Council for Teacher Education (NCTE) were established and some training schools were upgraded to District Institutes of Education and Training (DIETs). These agencies help improve the quality of teachers when they enter into the actual teaching profession. The following are the agencies and their role in teacher education at different levels.

4.1. Agencies of Teacher Education at the National Level

- National Council of Teacher Education (NCTE):** The Indian Education Commission Report (1964-66) critiqued the prevailing teacher education programme as being traditional, rigorous and away from reality. Accordingly, it proclaimed the need of the National Council of Teacher Education (NCTE) to revamp the standard of teacher education. NCTE, as a statutory body of the Government of India, came into existence in pursuance of the National Council for Teacher Education Act, 1993 on 17th August, 1995 with the mandate to achieve planned and coordinated development of teacher education throughout the country and to govern the regulation and proper maintenance of norms and standards for teacher education [4]. The need for upgradation of NCTE into an autonomous statutory body was recommended by National Policy on Education (NPE, 1986) and its Programme of Action (PoA, 1992).

Role of NCTE in teacher education

- NCTE commences surveys and studies attaching to various aspects of teacher education and publish the results.
 - NCTE co-ordinates and monitors teacher education and its enhancement in the country.
 - NCTE proposes suggestions to the Central and State Governments, universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programmes in the field of teacher education.
 - NCTE lays down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or recognized institutions.
 - NCTE researches and reviews periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institution
 - NCTE lays down guidelines regarding tuition fees and other fees chargeable by recognized institutions.
 - NCTE takes all necessary steps to restrict the commercialization of teacher education.
 - NCTE develops schemes for various levels of teacher education, identifies the recognized institutions and sets up new institutions for teacher development programmes.
 - NCTE lays down criteria for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum.
 - NCTE lays down guidelines for compliance by recognized institutions, for initiating new courses or training, and for providing physical and instructional facilities, staffing patterns and staff qualification.
- National Council of Educational Research and Training (NCERT):** The National Council of Educational Research and Training (NCERT) is an autonomous organization established on 1st September 1961 by the Government of India registered under the Societies Registration Act, 1860 [5]. It is the crucial guiding agency of Indian education system at national level working for the qualitative improvement of teacher education.

NCERT undertake development programmes of research, training and extension in the field of primary, secondary and teacher education. The council conducts educational research organizes both pre and in-service training and extension works and promulgates information regarding the latest educational techniques and practices. NCERT plays a vital role specifically in teacher education.

Role of NCERT in teacher education

- i. NCERT formulates pre-service and in-service training of teachers mainly at an advanced level for the development of teacher education. It organizes programmes and summer institutes for boosting of teaching profession.
- ii. NCERT channels aids, promotes and co-ordinates research in all branches of school education. It takes major research projects. It also supports other agencies by granting financial assistance for conducting educational research.
- iii. NCERT organizes some extension services to develop the real attitude of secondary school teachers. It organizes extension services for institutions, organizations and agencies engaged in educational reconstructions.
- iv. NCERT publishes textbooks, teachers' guides and supplementary educational materials. It also publishes three journals regularly. They are National Institute of Education 'Journal', Indian Educational Review 'Journal' and School Science 'Journal'.
- v. NCERT has structured twenty study groups of recognized science teachers, who are developing a curriculum for the secondary school stage. It organizes a pilot project for teaching science in middle and secondary classes.
- vi. NCERT has advanced a comprehensive programme of examination. Training courses, seminars and workshops are being conducted in educational evaluation for examiners, paper setters and other concerned for developing new techniques for setting better examination papers and better scoring procedures.
- vii. NCERT reinforces the states and state level institution, organization and agencies in developing implementing programmes for qualitative improvement of school education.
- viii. NCERT colludes with international organizations like UNESCO, UNICEF, etc. and with national-level educational institutions of other countries.
- ix. NCERT has broadened the facilities of training and study of educational personnel from other countries. It collects, compiles, processes and propagates educational information.
- x. NCERT develops and experiments with upgraded educational techniques, practices and innovations.

4.2. Agencies of Teacher Education at the State Level

- a) **State Council of Educational Research and Training (SCERT):** SCERT is an autonomous organization established on 27th May 1988. It is established as per the recommendations of the NPE (National Policy on Education) 1986 and its Programme of Action (PoA) [6]. SCERT provides academic resource support in improving the quality of school education. The foremost aim of SCERT is to focus on secondary education. The aid by SCERT has resulted in professional growth of teachers, teacher educators, educational administrators and other educational functionaries leading to advancement in their effectiveness and efficiency [7].

Role of SCERT in teacher education

- i. SCERT develops proper age-specific curriculum and learning materials in the local-specific context of the state as per urgency.
- ii. SCERT ensures the implementation of Continuous and Complete Evaluation (CCE) in schools and monitoring its effectiveness.
- iii. SCERT supports the implementation of various educational programmes in the state and monitors their growth.
- iv. SCERT addresses the training of the teachers, teacher educators and the heads of schools.
- v. SCERT develops in-service training design, training modules and materials for various clientele groups.

- vi. SCERT conducts studies and investigations in various problems of education in general and in training of teachers and curricula at pre-primary, primary, secondary and higher secondary education.
- vii. SCERT takes active part in academic research in the field of education. It also recommends for the implementation of the findings of such research in the syllabi and curriculum to the competent authority.
- viii. SCERT supports, supervises and monitors the functioning of DIETs.
- ix. SCERT keeps contact with educational institutions and organizations such as NERIE, RIEs NCERT, CCRT, NCTE, NUEPA & UNESCO etc.
- x. SCERT provides extensive services to the teacher's training institutions at all levels of school education.

b) State Board of Teacher Education (SBTE): The Indian Education Commission or the Kothari Commission (1966-74) recommends the establishment of a State Board of Teacher Education (SBTE) in each state for the proper development of Teacher Education. In 1967, the first SBTE was established in Madhya Pradesh, Jammu & Kashmir and Tamil Nadu in 1973[8]. Later NCTE (National Council of Teacher Education) placed special emphasis on the formation of this state board in West Bengal.

Role of SBTE in Teacher Education

- i. SBTE regulates the standards of the teacher education institutions.
- ii. SBTE determines all aspects of training for undergraduate and postgraduate teachers.
- iii. SBTE helps in improving and modifying the curriculum and instruction systems.
- iv. SBTE recommends every state government and university to imitate new programmes on key aspects of teacher education.
- v. SBTE administer guidance to the state institutions and universities for bringing about advancement in the curriculum, textbooks and the examination system to teacher education.
- vi. SBTE helps in maintaining homogeneity of education across all state boards.
- vii. SBTE co-operates among the universities department and other teacher training institutions.
- viii. SBTE bestows suggestions and financial assistance for development of state teacher educators.

4.3. Agencies of Teacher Education at the District Level

a) District Institute for Education and Training (DIET): By the time of reshaping of NPE in the year 1986, elementary and adult education systems were formerly too vast to be adequately sustained by national and state level agencies alone. The NPE categorically called for further extension together with considerable qualitative improvement. The NPE and Programme of Action (PoA) subsequently envisaged inclusion of a third district-level tier, to the protection system in the shape of District Institutes of Education and Training (DIET). DIETS were established with financial support from the Central Government in pursuance of NPE 1986. DIETs are known as the premier teacher training institutions at district level teaching DPSE and D.El.Ed courses (all DIETs) [9]. They are nationally recognized as hubs of innovation in experimenting with innovative curricula and pedagogy that give substantial opportunities for practice-based learning to student-teachers through a back-and-forth movement between theory and the field through inbuilt field-based units of study in each theory course as well as specially designed practicum.

Role of DIETs in teacher education

- i. DIETs are the nodal institutions at the district level which conduct both pre-service and in-service teacher training for primary to secondary school teachers.
- ii. DIETs organize professional and leadership development programmes for Head Masters, senior teachers, and School Management Committees (SMCs) regularly.
- iii. DIETs serve as an Education Resource Centre for the district in alliance with Block Institutes of Teachers Education (BITEs), Block Resource Centre (BRCs), cluster resource centre (CRCs), etc.
- iv. DIETs initiate action research programmes for teachers, teacher trainees and teacher-educators.
- v. DIETs also develop district academic plans and oversee the quality of schools and teaching.
- vi. DIETs acts as an evaluation center for elementary and secondary school programmes.

- vii. DIETs organize seminars and workshops on various educational topics to foster the potential of teachers and teacher-educators.
- viii. DIETs develop pertinent materials as teaching aids, evaluation tools etc. which are locally available.

5. CONCLUSION

Teachers' education agencies are pivotal grassroots-level organizations for school education. Everyone needs to be properly trained to be successful in any work in the same way the teachers need to be trained professionally so that they can meet the demands and requirements of the students. To make them professionally trained there are arrangements for the training of both pre-service and in-service teachers at national, state and district levels. The aims and objectives of these teacher education agencies are different but they share one similar and important goal which is to improve the quality of Teacher Education in India.

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