

ROLE OF DIFFERENT AGENCIES

(NCERT, SCERT, CBSE etc.)

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ABSTRACT

The agencies of teacher education were established at the state, national and international level. These agencies have the major objective of bringing about progression in the system of teacher education.

The main areas that have been taken into account in this research paper include the agencies of teacher education at the state, national and international levels. At the state level, the agencies are State Council of Educational research and Training (SCERT), At the National Level, the agencies are National Council of Education Research and Training (NCERT) And (CBSE) Central Board of Secondary Education.

Key Words:- Agencies, Teacher Education, Methodology, Guide lines

Introduction:- The agencies of teacher education provide the means of not only training of the teachers but also facilitating collaboration between high level internationally recognized researchers and teaching staff of international universities. It is essential for every person to generate awareness and gain knowledge in terms of various areas and fields. In India, there have been implementation of policies and formulation of measures and schemes that have led to spread of education.

To improve the quality of education and the quality of educational institutions, it is necessary to update the educational methodology and to provide publicity to educational innovations by conducting various types of educational research. Every state within the country has some councils and associations. The main purpose of these agencies are imparting knowledge and information among teachers.

This means modern and innovative techniques and approaches like use of ICT in the class room, so that they are able to meet the current demands and needs of the educational system. There have been establishment of number of agencies at the state and at the national level. The main objective of these agencies is to focus upon, enhancement of the quality of the educational

institutions, improve the quality of teachers, conducting various educational research and bring about advancements in the overall system of education.

Role of Different Agencies:

The agencies of Teacher Education are classified at the state and National level.

(SCERT) State council of Educational Research and Training:

All states of Indian have their state council of educational research and training. SCERT works for educational development of School and Teacher Education of the states. It initiates the state run project, carry it on and implement the project launched by centrally sponsored NCTE and NCERT in the matter relating to educational development of school and teacher.

Establishment: The National policy on Education (1986) had recommended the creation of state council of Educational Research and Training in each state to decentralize the functions of quality education, research and training. It also laid emphasis on the improvement of educational quality and suggested to adopt some programmes such as:-

- 1) Improvement of curriculum
- 2) Teacher enrichment programme
- 3) Continuous and comprehensive evaluation
- 4) Improvisation and utilization of teaching aids.

Keeping the future in mind, alternative strategies like informal education and vocational education after class 12th has also been highlighted. SCERT has been given the responsibility to conduct these activities at the state level on behalf of NCERT for the improvement of education. Various state governments started to establish SCERT in their states.

OBJECTIVES OF SCERT

- i) To work in the areas of elementary education and teacher education programme in the state.

- ii) To restructure syllabus and curriculum used at the elementary education and teacher education sector.
- iii) To undertake, aid, promote and co-ordinate research and innovation activities among faculty members of teacher training institutions.
- iv) To organize pre-service training for prospective teachers, and capacity building programmes for in-service teachers, conferences, meetings, seminars and briefing sessions for state education officers and field functionaries.

Role and Functions:

- 1) To act as an agent of change in school education including formal and non-formal education and teacher education.
- 2) To control and supervise the working of the elementary teacher education institutions.
- 3) To organize and implement the special education projects sponsored by UNICEF, UNESCO, NCERT, NCTE and other agencies, for qualitative improvement of school education, teacher education and supervisors of education.
- 4) To prescribe curricular and text books for the schools and teacher training institutes.
- 5) To produce instructional materials for the use of teacher educators and school teachers.
- 6) To conduct studies and investigations on various problems of education.
- 7) To evaluate the adult and non-formal educational programme or any other programme relating to its jurisdiction.
- 8) To provide extension service to teacher training institutions at various levels.
- 9) It encourages the teachers to conduct small scale researches and action researches.
- 10) It provides academic inputs and infrastructure for schools, DIET, CTEs and IASEs.
- 11) Collaboration with NGOs working for education.
- 12) Opening of state open school under the agencies of National Institute of Open Schooling.
- 13) Disaster Management and preparations programmes in schools.
- 14) Introducing distance education programme for training of untrained elementary school teachers.

15) Provide assistance to preparation of perspective plan and annual work plan and budget for DPEP/SSA.

NCERT

National council of Educational Research and Training is a premier organization in India to take care of the matters relating to school education and research in education.

NCERT is well known for its text book publication up to 12th standard. CBSE follows the curriculum of NCERT and its text books.

NCERT was set up by Government of India in 1961 as an autonomous organization registered under Societies Registration Act to advise and assist the Ministry of Human Resource Development and Departments of Education in status/ union territories.

The responsibility of NCERT is to formulate and implement their policies and programmes in the field of education for the improvements of school education and provides technical and academic support to schools in India. It has established National Institute of Education (NIE) at Delhi and four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore.

Organizational Structure of NCERT

Units	Structure	Status cover
NCERT Head office, New Delhi	Director, Joint Director, Secretary	All the Indian states and union territory
RIE Ajmer	Principal, Heads	Chandigarh, Haryana, H.P. J&K, Delhi, Punjab, U.P. Rajasthan,
RIE Bhopal	Principal, Head	Chhattisgarh Daman & Diu. M.P. Dadra and Nagar Haveli, Gujarat
RIE Bhubaneswar	Principal, Head	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, west Bengal
RIE Mysore	Principal, Head	Andhra Pradesh, Karnataka, Kerala, Lakshya Deep, Tamil Nadu, Puducherry.

ROLE AND FUNCTION

The major role and function of NCERT focuses on six areas such as Research Development, Training, extension and dissemination, publication and exchange programmes.

- 1) Provide assistance to research scholars for publishing their PhD thesis and also provide fellowship to conduct research in education and related areas.
- 2) Conduct and support research and offer training in educational research methodology.
- 3) Collaborate with international agencies in inter counting research projects, and comparative studies in school and teacher education.
- 4) Suggests the state education department to use new techniques methods and technology in the field of school and teacher education.
- 5) Undertakes many developmental works in the field and domain such as educational technology, population education, women education, moral and value education and education of the disabled and the children for special needs.
- 6) It conducts pre-service and in service training of teachers at various levels. Pre-primary, elementary, secondary and higher secondary, and also in such areas as vocational education, educational technology, guidance and counselling and special education.
- 7) Train both in-service and pre-service teachers to be proficient in ICT.
- 8) Organise various educational programmes in rural and backward regions to motivate inspire and to bring the rural talents to the main stream of the society.
- 9) Publishes textbooks for different school subjects for classes 1 to XII in English, Hindi and Urdu.
- 10) Publishes six educational journals in various fields such as Research in Education, New Trends in Education. Publishing Abstract of good educational research, reflecting critical thinking in education on contemporary issues.
- 11) Publishes in-hour journal called NCERT News letter both in English and Hindi languages.
- 12) Educational materials are exchanged with other countries and get materials from other countries for comparing it and to produce quality materials for its students.

13) Brings out workbooks, teacher guides, supplementary readers, research reports &, in addition it published instructional materials for the use of teacher educators, teacher trainees and in-service teachers.

14) Organizes extension programmes throughout the country and union territories on special educational programmes for the children with special needs and differently abled.

CBSE

The Central Board of Secondary Education is one of the most preferred boards in India.

It is the National board of the country. The CBSE was reconstituted on 1st July 1962.

The head office of the Board is situated at New Delhi. It is an autonomous body fully controlled by the Government of India. Through all these years CBSE has maintained a good standard of education in India. With its influential educational policies, CBSE has reformed the education system of the country.

CBSE affiliates all Kendriya Vidyalayas, all Jawahar Navodaya Vidyalayas, Private Schools and most of the schools approved by Central Government of India.

The Board has decentralized its administration which helped to execute its functions efficiently, and maintain the educational standards across the country. Regional offices have been set up in different parts of the country to be more responsive to the affiliated schools. The headquarters in Delhi constantly monitors the activities of these Regional offices.

Objectives of CBSE are:-

- 1) To define appropriate approaches of academic activities to provide stress free child centred and holistic education to all children without compromising on quality.
- 2) To analyze and monitor the quality of academic activities by collecting the feedback from different stakeholders.
- 3) To develop norms for implementation of various academic activities including quality issues to control and co-ordinate the implementation of various academic and training programmes of the Board to organize academic activities and to supervise other agencies involved in the process.
- 4) To adapt and innovate methods to achieve academic excellence in conformity with psychological, Pedagogical and social principles.

- 5) To encourage schools to document the progress of students in a teacher and student friendly way.
- 6) To propose plans to achieve quality benchmarks in school education consistent with the National goals.
- 7) To organize various capacity building and empowerment programmes to update the professional competency of teachers.
- 8) To prescribe conditions of examinations and conduct public examination at the end of class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- 9) To fulfil the educational requirements of those students whose parents were employed in transferable jobs.
- 10) To prescribe and update the course of instructions of examinations.
- 11) To affiliate institutions for the purpose of examination and raise the academic standards of the country.

CONCLUSION

The main purpose of this paper is to focus upon the role of different agencies.

The agencies of teacher education are on the state, National and international level. At the state level agencies are SCERT. The National level agencies of teacher education are UGC, NCTE and NCERT.

The goals and purpose of these agencies are different but they have one important goal, which is focused upon bidding to improvements in the quality of education &

to promote teacher education in an appropriate manner. It is necessary to promote an integrated system of research, training, information and documentation in the field of teacher education.

One of the important aspects is that when teacher educators are engaged in the task of making provision of training to the teachers it is necessary for them to be qualified and possess the required skills and abilities. After acquiring an understanding of the objectives and functions of agencies, it is understood that all the agencies are required to formulate appropriate measures,

rules, and policies, that would enable them to carry out their job duties and functions in a well-organized manner. The main objective is to promote advancements in the system of education within their country. Working in collaboration is regarded to be of utmost significance to meet the desired objectives.

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