



The Role of CTEs and IASEs towards Professional Awareness of Teacher

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Abstract:

The quality of education system is dependent, to a large extent, on the teachers. The quality of teachers is dependent, to a large extent, on the system of teacher education. It is heartening to note that the concern for raising the quality and status of teacher's education has caught the attention of the nation and the same is reflected in the National Policy on Education (NPE)-1986 and Programme of Action (POA)-1992. After adoption of NPE-1986 in pursuance of its provisions of teacher education, a Centrally Sponsored Scheme (CSS) of Restructuring and Re-organization of Teacher Education was approved in October, 1987, by the Government of India. The five components of this CSS are;

1. *Setting up of District Institutes of Education and Training (DIETs) to organize pre-service and in-service courses for elementary school teachers and for personnel working in non-formal and adult education.*
2. *Strengthening of Colleges of Teacher Education (CTEs) and development of about 50 of them as Institutes of Advanced Studies in Education (IASEs).*
3. *Revitalization of State Councils of Education, Research and Training (SCERTs).*
4. *Mass Orientation of School Teachers (MOST) under a planned programme to be implemented under the supervision of NCERT.*
5. *Establishment and Strengthening of Departments of Education in the Universities through University Grants Commission (UGC).*

Keywords: *Awareness, CSS, CTEs, Education, IASEs, MHRD, NPE*

1. Introduction

The 'Draft Guidelines' for implementing the CTEs and IASE Component were got prepared through Ed. CIL and were circulated by the Central Government to all states and UTs in October 1987: The ED.CIL document together with certain subsequent circulars, formed the basis for its implementation of the CTE and IASE scheme. The first lot of CTEs and IASE were sanctioned in February-March, 1988. According to 155th Report of the Department-related Parliamentary Standing Committee on Human Resource Development (Department of Elementary Education and Literacy-MHRD, GOI), 498 DIETs, 86 CTEs, and 38 IASEs have been sanctioned so far (as on 26th February, 2005) by the Central Government. The major task of CTEs and IASE is to offer superior-quality in-service and pre-service programmes for secondary school teachers, personnel of adult education and non-formal education. The CTEs and IASE were established primarily as pace setting and innovative institutions to lift secondary teacher education from its

low status and put it on the high pedestal of professionalism. The CTEs and IASE are required to, take up initial and incumbent teacher training; planning and management of the secondary, adult and non-formal education of the district; research and development (R&D) ; curriculum and material development, co-ordination of innovations; providing work experience; use of education technology and development of low and No-cost gadgets, evaluation etc. In fact, the CTE and IASE are the ‘Academic Lead Institutions’ and ‘Centers of Excellence’ of the district. In form and structure, CTEs and IASE have great similarity with the University Departments of Education.

The CTEs and IASE are expected to work as ‘Referral Units’ for solving all the academic problems thrown up by the education field of the district, in the areas of secondary teacher training, secondary education, adult education and non-formal education, by effectively involving the various Governmental Agencies, Voluntary Agencies, Non Governmental Organizations, Alumni and Community at large. The CTE and IASE should grow as a role-model to be emulated by all academic institutions of the district. CTEs and IASE have to function as Friend, Philosopher and Guide for all academic functionaries of the district. A Comprehensive set of Guidelines has been prepared for the successful implementation of CTE and IASE scheme, in 1989. The same was approved and in 1989, Ministry of Human Resource Development (MHRD), Govt. of India, has issued CTE and IASE Guidelines. The CTE and IASE scheme as envisioned in the CTE and IASE Guidelines (MHRD, 1989) is not prescriptive (or directive) but indicative. The CTE and IASE Guidelines offers a set of guidelines to enable the CTEs and IASE to grow and evolve in the local context. The states have considerable freedom in promoting CTEs and IASE as per their own needs and experiences. The norms for CTEs and IASEs are worked out for CTEs/ IASEs, which would serve two average-sized districts. They may have to be suitably adapted for individual States and Union Territories, as also while preparing individual project proposals so as to suit the local conditions and requirements of the State / Union Territories / District. However, deviations, if any, from the norms should be a well-considered, conscious decision. The CTEs and IASEs are the prestigious seats of teacher education and shrines of pedagogy and methodology of teaching and research. Like IITs, IIMs, and Kendriya Vidyalayas the CTEs and IASEs are high quality ‘brand’ institutions in the field of teacher education. The CTEs and IASE are required to provide need-based and enriched continuous teacher education by meaningfully combining the pre-service and in-service education of the teachers and teacher educators.

The CTEs and IASE are required to combine the twin functions of secondary school teachers as well as of elementary teacher educators. The CTEs and IASEs are expected to perform the following broad **functions**;

- (a) Imparting of quality pre-service and in-service education to the secondary school teachers;
- (b) Preparation of personnel for the faculties of elementary teacher education institutions, and their continuing education;
- (c) Provision of general resource support to the secondary schools and elementary teacher education institutions and
- (d) Research, innovation and extension work in the field of secondary education and elementary teacher education.

The Institution of Advanced Study in Education (IASE) is provided central assistance on an enhanced scale so that they can function as ‘Centers of Excellence and Research’. In the present era of Information and Communication Technology (ICT) revolution and General Agreement on

Trade in Services (GATS), the CTEs and IASEs have to be ready for global competition and inculcate quest for excellence and perfection.

2. Role of IASEs (Institute of Advanced Study in Education)

The IASE has to perform the following specific functions. The IASE has to:

1. Organize pre-service teacher education courses (B.Ed.) for preparation of teachers for secondary schools.
2. Conduct programmes in elementary teacher education so as to prepare elementary teacher educators.
3. Conduct M.Ed., M. Phil and Ph.D. programmes in education.
4. Organize subject-oriented and theme-specific in-service teacher education programmes for secondary teachers. Such programmes may be of one week duration to four weeks duration.
5. Conduct in-service courses for teacher educator, head masters of secondary schools and inspecting officers.
6. Provide extension and resource support to secondary schools, school complexes and individual teachers.
7. Organize longer duration and specialized course in appropriate areas.
8. Provide academic guidance to DIETs and resource support to CTEs.
9. Conduct experimentation, innovation and advanced level research in education.
10. Encourage community participation in teacher preparation programmes.
11. Conduct training programmes on use of educational technology.
12. Develop instructional materials, teaching aids and kits.
13. Shoulder academic responsibility in the following areas:
 - Foundations of Education
 - Pedagogy and Methodology
 - Educational Technology and Media Resources
 - In-service Education and Extension Programme
 - Special programmes such as science Education
 - Vocational Education
 - Environmental Education
 - Work Experience
 - Population Education
 - Language Teaching
 - Computer Education
 - Social Education
 - Planning and Management
 - Adult Education and Non-formal Education
 - Elementary Education
14. Act as centre of Excellence and Research.

3. Role of CTEs (College of Teacher Education)

The CTE has to:

1. Organize pre-service teacher education courses (B.Ed.) for preparation of teachers for secondary schools.
2. Organize subject-oriented and theme-specific in-service teacher education programmes for secondary school teachers. Such programmes may be of one week duration to 4 weeks duration.

3. Provide extension and resource support to secondary schools, school complexes and individual teachers.
4. Conduct experimentation and innovation in school education.
5. Provide training and resource support for the new areas of educational concerns such as value oriented education, work experience, environmental education, population education, educational technology, computer literacy, vocationalisation and science education.
6. Provide support to professional bodies.
7. Encourage community participation in teacher preparation programmes.
8. Shoulder academic responsibilities in area, which have already been mentioned in the XIII function of IASE.
 - a. Some institutions organize teacher education programmes at specific levels. For example, DIETs and TTS are meant for teacher education at elementary level. IASEs and CTEs are meant for teacher education at secondary level. Nursery Teacher Training Centers are meant for teacher education at pre-school level. The NCERT, NCTE, SCERT, RIE etc organize teacher education programmes for different levels.

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