

STUDY MATERIALS

COURSE –II (1.1.2)

2nd Half-POLICY FRAMEWORK FOR EDUCATION IN INDIA

UNIT-III

➤ **MONITORING AGENCIES:**

- UGC- University Grant Commission.
- NAAC-National Assessment and Accreditation Council.
- NCTE-Nation Council for Teachers Education.
- NUEPA-National University of Planning & Administration.
- NCERT-Nation Council of Educational Research & Training.
- IASE-Institutes of Advance Studies in Education.
- CTE-College of Teacher Education.
- SCERT-State Council of Educational Research & Training.
- DIET-District Institute of Education & Training.

3.1. UGC - UNIVERSITY GRANT COMMISSION.

- UGC was formed in 1946 to oversee the work of the three Central Universities of Aligarh, Banaras and, Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing Universities. After independence, the University Education Commission was set up in 1948 under the Chairmanship of S. Radhakrishnan and it recommended that the UGC be reconstituted on the general model of the University Grants Commission of the United Kingdom.
- UGC was formally inaugurated by Maulana Abul Kalam Azad, the Minister of Education, Natural Resources and Scientific Research on 28 December 1953.
- The UGC was however, formally established in November 1956, by an Act of Parliament as a statutory body of the Government of India.
- In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi.

UGC is the authoritative body- statutory organization -set up in our country by the Central Government in 1956 to control, coordinate, determine and maintain the standards of Higher education. Universities can start functioning only after getting the prior sanction and recognition of the UGC.

Objectives of UGC:

- Understand the significance of education in general, and higher education in particular, in the global and Indian contexts.
- Understand the linkages between education and economic, socio-economic, and cultural development with particular reference to Indian policy where democracy, secularism and social equity are the basic tenants of society.
- Acquire and improve basic skills of teaching at the College/University levels to achieve the goals of Higher Education.
- Keep abreast of the latest development in their specific subjects.
- Understand the organization and Management of College/University and to pursue the role of teachers in the total system.
- Utilize opportunity for development of personality, initiative and creativity.
 - Promote computer literacy as well as Internet Knowledge.

University Grants Commission (UGC) – Activities:-

- ✦ Activities and Programmes to realize its aim of determining and maintaining the educational standards of the university, the University Grants Commission –
- ✦ Allocates grants to the universities and colleges out of its own funds for their development or other general purpose.
- ✦ Advises the central and state government on disbursing grants to the universities out of the consolidated fund of India.
- ✦ Collects information on university education in India and in other countries.
- ✦ Seeks information from the universities from time to time. The information may range from the FINANCIAL position of the university, their various branches of learning to the rules and regulations followed in a particular university.

- ✦ Advises any authority on the establishment of new university or on the proposal seeking expansion of any university.
- ✦ Conducts National Eligibility Test (NET) through its National Educational Testing Bureau in a bid to determine eligibility for lectureship. It also awards Junior Research Fellowship (JRF), which has been set as the minimum standards for Indian nationals to enter teaching profession and research. Humanities (including languages), Forensic Science, Computer Science, Social Sciences, Environmental Sciences, and Applications and Electronic Science are the subjects in which a student can appear for a JRF.
- ✦ The University Grants Commission has recently launched an 'e-scripting' course in television for all those students who want to make a career in broadcast media. The course is being run by its Consortium of Educational Communication, an Inter University Centre of the UGC on electronic media.



3.2. NAAC-NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL.

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

A bill - National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 has been introduced in Parliament of India to make it mandatory for every higher educational institution in the country (other than institutions engaged in agricultural education) to be accredited by an independent accreditation agency.

- **CONCEPT:-**

The National Assessment and Accreditation Council (NAAC) is established by University Grants Commission (UGC) to assess and accredit institution of higher learning in the country. The NAAC was originally formed in 1992 as a result of recommendations from 'National Policy on Education - 1986' and the Plan of Action (POA - 1992) which emphasizes on deteriorating quality of higher education in the country.

The NAAC certifies institutions of higher learning (Colleges, Universities, Institutes, etc) in the country; however, it does not include the institutes providing technical education. The approval of technical education is done by National Board of Accreditation (NBA), an organization established by All India Council for Technical Education (AICTE), New Delhi. The NAAC has opened its office in Bangalore, Karnataka.

- **Role of National Assessment and Accreditation Council (NAAC) and Its Benefits:**

NAAC is an autonomous instituting established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. NAAC is a member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit.

The Assessment and Accreditation council functions through its General Council (GC) and Executive Committee (EC). Both the GC and EC are represented by educational administrators, policy makers and senior academicians from a cross-section of the system of higher education.

- **Criteria for Assessment:**

- ✦ Curricular Aspects
- ✦ Teaching learning and Evaluation
- ✦ Research consultancy and Extension.
- ✦ Infrastructure and learning Resources.
- ✦ Student support and progression.
- ✦ Organisation and management.
- ✦ Healthy Practices

Process for Assessment and Accreditation:

- ✦ Preparation of the self-study Report by the Institution/ department based the parameters defined by NAAC.
- ✦ Validation of self-study Report by a team of peers through an on-site visit, presentation of a detailed quality report to the institution.
- ✦ The final decision an assessment and accreditations by the Executive Committee of NAAC.

- ◆ The accreditation process involves a preparation of a self-study report by the college and validation of this report by three to four members peer team consisting of vice-chancellors, Principals, Deans and senior teachers. Based on the detailed criterion-wise evaluation considering several parameters and the key aspects the percentage institutional scores will be arrived at institutions scoring above 55% will only be accredited.
- ◆ In addition, depth analysis of the colleges; strengths, weaknesses, opportunities and areas of concerns will be presented to the college and discuss with the College authorities. The accreditation status is valid for a period of five years.

BENEFITS:

- ◆ Helps the institutions to know strengths, weaknesses, opportunities through an informed review.
- ◆ Identifies internal areas of planning and resource allocations.
- ◆ Enhances Collegiality on the campus.
- ◆ The outcome of the process provides the funding agencies with objectives and systematic database for performance funding.
- ◆ Initiates institution into innovative and modern methods of pedagogy.
- ◆ Given the institution a new sense of direction and identity.
- ◆ Provides the society with reliable information on the quality of education offered by the institution.
- ◆ Employers have access to information on standards in recruitment.
- ◆ Promotes intra-institutional and inter-institutional interactions.

NEW INITIATIVES:

- ◆ Quality sustenance and promotion by sensitizing institutions to concepts such as credit transfer, student mobility, mutual recognition.
- ◆ Networking among accredited institutions in order to promote exchange of best practices.
- ◆ Formation of Quality circles for follow-up of a accreditation outcomes.
- ◆ State-wise analysis of accreditation results for policy initiatives.
- ◆ Promoting the concept of lead colleges and cluster of colleges for quality initiatives.

- ◆ Project grants for accredited institutions for quality innovations.
- ◆ Financial support to accredited institution for conducting seminars/conferences/workshops on quality issues in Higher Education.
- ◆ Developing international linkages for mutual recognitions.
- ◆ Collaborating with other national professional bodies for accreditation of specialized subjects.
- ◆ Distance Education Council joint venture for accreditation of open Universities and Correspondence courses.
- ◆ State-level coordination Committees for Accreditation.
- ◆ National Consultative Committees on Accreditation in different disciplines.
- ◆ Interaction with other agencies to develop a National Qualifications framework.
- ◆ Development of Date-base expertise and Infrastructure.
- ◆ Training programmes for quality promotion and excellence in Higher Education.
- ◆ NAAC-NCTE joint activity for self-appraisal and Accreditation of Teacher Education Institutions.
- ◆ Post-Accreditation Review and Quality Sustenance in Accredited Institutions.

3.3. NCTE-NATION COUNCIL FOR TEACHERS' 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.
- Before 1995, the NCTE had existed since 1973 as a government advisory body (and not as a separate institution) to look after development and progress of "teacher education" with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).
- **The National Policy on Education (NPE), 1986** and the Programme of Action thereunder, 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 NATION COUNCIL FOR TEACHERS' EDUCATION Act. 1993 (No. 73 of 1993) on the 17th August, 1995.

OBJECTIVES:

- The **main objective** of the NCTE is to achieve planned and coordinated development of the teacher **education** system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher **education** system and for **matters connected therewith**.
- The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

ORGANISATIONAL STRUCTURE OF NCTE:

- NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities.
- The NCTE 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 programmes.

FUNCTIONS OF THE NCTE:

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming, advising, and formulations of norms for different teacher education courses.

- **The following functions are:-**

1. To undertake surveys and studies relating to various aspects of teacher education and publish the results thereof.
2. To make recommendations to the Central and State Governments, Universities, and recognised institutions in the matter of preparation of suitable plans and programs in the field of teacher education.
3. To co-ordinate and monitor teacher education and its development in the country.

4. To lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions.
5. To lay down norms for any specified category of courses of training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum.
6. To lay down guidelines for compliance by recognised institutions, for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualifications.
7. To lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions.
8. To promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof.
9. To examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions.

CURRENT SCOPE OF NCTE:

1. NCTE forms an extremely critical structure of the Indian government's National Curriculum Framework for Teacher Education-2009, and has been organization that developed the year 2009 draft of the same framework.
2. As of 2007, the NCTE has its headquarters in New Delhi apart from regional representations in many other cities. Four official 'Regional Committees' of NCTE operate from Jaipur, Bangalore, Bhubaneswar, and Bhopal handling the Northern, Southern, Eastern and Western regions respectively.

3.4. NUEPA-National University of Educational Planning & Administration.

- The beginnings of the National University of Educational Planning and Administration (NUEPA) can be traced back to the year 1962 when the Asian Institute of Educational Planning and Administration (AIEPA) was set up by the Government of India under a ten year agreement with the UNESCO for purposes of training senior educational planners and administrators in the Asian Region. The Asian Institute was taken over by the Government of India on the expiry of the agreement with UNESCO and re-designated as the National Staff College for educational planners and administrators.
- In 1979, it was again re-named as the National Institute of Educational Planning and Administration. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Ministry of Human Resource Development (MHRD), Government of India empowered NUEPA to award degrees by conferring on it the status of University in August, 2006 under Section 3 of the UGC Act, 1956.
- National University for Educational Planning and Administration was established in the year 1962 as the National Staff College for Educational Planners and Administrators which again renamed as the National Institute of Educational Planning and Administration (NIEPA) in the year 1979.
- National University for Educational Planning and Administration, also known as National University of Educational Planning and Administration (NUEPA), is situated in Katwaria Sarai, New Delhi (The Times of India. Sep 6, 2014. Retrieved 6 October 2014.) The university was set up by the Ministry of Human Resource Development, Government of India.

OBJECTIVES:

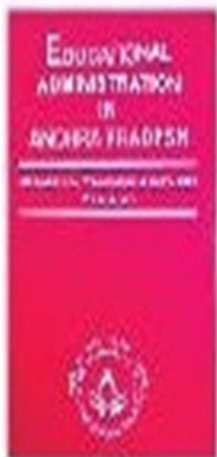
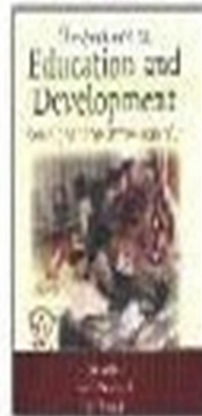
- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
- To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes.

- To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration.
- To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes.
- To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;
- To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration.

FUNCTIONS:-

- The National University of Educational Planning and Administration (NUEPA) is actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration. The core activities of the University include:
 - Providing technical support to Central and State Governments in educational policy and planning;
 - Organizing professional development programmes in educational planning and administration for educational professionals of the country.
 - Developing expertise among young scholars through programmes of M. Phil. and Ph. D., as well as other capacity building activities;
 - Conducting research in all aspects of school and higher education;
 - Extending advisory services to national and international organizations;
 - Functioning as a clearing house for dissemination of knowledge and information; and
 - Providing a forum for exchange of ideas and experiences among policy makers, planners, administrators and academics.








PUBLICATIONS BY NUEPA:



3.5.NCERT-National Council of Educational Research & Training

The Nation Council of Educational Research & Training (NCERT) was established in 27 July 1961 by the Government of India by combining a number of existing organisations, which formally began its operation on 1 September, 1961. It is an autonomous body in principle. However, it is Government-funded and its Director is appointed by the Ministry of Human Resource Development (formerly Ministry of Education).

The Council formed by merging seven existing institutions of the National Government. The existing organisations are -

-  The Central Institute of Education (1947)
-  The Central Bureau of Textbook Research (1954)
-  The Central Bureau of Educational and Vocational Guidance (1954)
-  The Directorate of Extension Programmes for Secondary Education (1958)
-  The National Institute of Basic Education (1956)
-  The National Fundamental Education Centre (1956)
-  The National Institute of Audio-Visual Education (1959)

OBJECTIVES

National Council for Indian Education (NCIE) and National Council for Educational Research and Training (NCERT) are two different concerns. Among the top priorities of NCERT are:

- Implementation of National Curriculum Framework
- Universalisation of Elementary Education (UEE)
- Vocational Education
- Education of groups with special needs
- Early childhood education.
- Evaluation and examination to reform IT education
- Competitive Value education
- Education of girl child
- Production of teaching-learning experience
- Improvement in teacher education
- Improvement of thought of student

Functions of NCERT:

- NCERT has comprehensive extension programme in which departments of the National Institute of Education (NIE), Regional Institute of Education(RIE), Central Institute of Vocational Education (CIVE) and offices of the Field Advisers in the states are engaged in activities. Several programmes are organised in rural and backward areas to reach out to functionaries in these areas.

The functions are as follows :-

- It acts as the Secretariat of the National Development Group (NDG) for Educational Innovations.
- The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to education workers of other countries.
- The NCERT publishes TEXTBOOKS for school subjects from Classes I to XII.
- NCERT publishes books & provides Sample Question Papers, that are used in government and private schools across India that follow the CBSE curriculum.

Programmes and Activities:

- The NCERT undertakes the following programmes and activities.
 1. Research
 2. Development
 3. Training
 4. Extension
 5. Publication and Dissemination
 6. Exchange Programmes

RESEARCH

- The NCERT performs the important functions of conducting and supporting educational research and offering training in educational research methodology.
- Different Departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and PanditSunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education.

DEVELOPMENT

- The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society. The innovative developmental activities include development of curricula and instructional materials in school education in the area of pre-school education, formal and non-formal education, vocationalisation of education and teacher education.

TRAINING

- Pre-service and in-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, vocational education, educational technology, guidance and counseling, and special education are the areas of training in which NCERT works.

EXTENSION

- Various Departments of the NIE, RIEs, CIET and PSSCIVE are engaged in various ways. Constituents of NCERT work in close collaboration with various agencies and institutions in the states. Several programmes are organized in rural and backward areas in order to reach out to the functionaries in these areas where special problems exist and where special efforts are needed.

3.6. IASE-Institutes of Advance Studies In Education.

VISION

Leading institution(s) to actively contribute to

- Empowerment of teacher educators,
- Developing more effective teacher development programs
- State policy making and
- High quality research and innovation.

Achieving the vision through:-

- 1. Preparation of teacher educators** capable of empathy for inclusion of teachers and children.
- 2. Acting as Regional Resource Centers** for material development, documentation and sharing, including in vernacular language.
- 3. Research:** In education and other aspects that influence policy- including equity, inclusion, hidden curriculum, teaching learning;
- 4. Co-ordinating** between institutions like CTEs, DIETs and other colleges
- 5. Co-ordinating** between universities and making curricular reforms possible.
6. Helping develop new courses for the universities including integrated courses and Post Graduate programs aligned with NCFTE/NCF.
7. Developing new programs and courses for teacher educator preparation.

Activities of IASE:

- **Pre-service Teacher education – now B.Ed but move to new B Ed and B.El.Ed, B.Sc.- B Ed etc.**
- **Teacher educator programs** both pre-service (M.Ed.) and in-service (DIET and CTE faculty)
- **Fundamental Research** in Curriculum and Pedagogy .
- **As Resource Centers** helping in planning and administration as well as curriculum and material development.

OBSERVING IN THE STATE OF IASE:

- Number of IASEs –29.

List of Institute of Advanced Study in Education (IASEs)

SL NO	NAME OF INSTITUTE
1	The Principal Institute of Advanced Study in Education (Government Comprehensive College of Education) Welfare Centre Hyderabad- 500 057 Andhra Pradesh
2	The Principal Institute of Advanced Study in Education PaddavathiMahilaVishwavidyalayaTirupati Block Tirupati- 517 502 Andhra Pradesh
3	The Principal/Head Department of Education Institute of Advanced Study in Education University College of Education Osmania University Hyderabad- 511 007 Andhra Pradesh
4	The Principal/Head Department of Education Institute of Advanced Study in Education S.V. University (Chandragiri Block) Tirupati Chittoor – 517 502

	Andhra Pradesh
5	The Principal/Head Department of Education Institute of Advanced Study in Education Rashrtiya Sanskrit Vidyapeeth Tirupati – 517 505 Andhra Pradesh
6	The Principal/Head Department of Education Institute of Advanced Study in Education College of Arts Commerce Andhra University (Waltaire) Vishakhapatnam 530 003 Andhra Pradesh
7	The Principal/Head Institute of Advanced Study in Education ShikshanMahavidyalaya of Gujarat Vidyapeeth Ahmedabad- 380 014 Guajarat
8	The Principal Institute of Advanced Study in Education (Government College of Education) Town Hall Road Trissur- 680 020 Kerala
9	The Principal Institute of Advanced Study in Education (Government College of Education) Baresia Road

	Bhopal – 462 038 Madhya Pradesh
10	The Principal Institute of Advanced Study in Education (Government College of Education) Near High Court Jabalpur – 482 002, Madhya Pradesh
11	The Principal Institute of Advanced Study in Education (Government College of Education) Tarbahar Naka Bilaspur – 495 001 Madhya Pradesh
12	The Principal Institute of Advanced Study in Education (Government College of Education) Railway Station Road Padampura Aurangabad – 431 005 Maharashtra
13	The Principal Radhanath Institute of Advanced Study in Education ChandniChowk Cuttak – 753 012 Orissa
14	The Principal Institute of Advanced Study in Education (Government College of Education) Lodawati Road Jalandhar

	Punjab
15	The Principal Institute of Advanced Study in Education Bikaner – 334 001 Rajasthan
16	The Principal Government Institute of Advanced Study in Education Meerashali Ajmer – 305 001, Rajasthan
17	The Principal VidyaBhawan G.S. Teacher College Institute of Advanced Study in Education Udaipur – 313 001 Rajasthan
18	The Principal Institute of Advanced Study in Education (David Hare Training College) 25/3, Ballygunge Circular Road Calcutta – 700 019 West Bengal
19	The Principal Faculty of Education Institute of Advanced Study in Education Lucknow University Lucknow Uttar Pradesh
20	The Principal Institute of Advanced Study in Education RohilKhand University

	Bareilly – 243 006 Uttar Pradesh
21	The Principal Institute of Advanced Study in Education (Central Pedagogical Institute) Mahatma Gandhi Marg Allahabad – 211 002 Uttar Pradesh
22	The Principal Institute of Advanced Study in Education (Central Pedagogical Institute) Mahatma Gandhi Marg Allahabad – 211 002 Uttar Pradesh
23	The Principal Lady Willingdon Institute of Advanced Study in Education South Beach Road KamrajarSalai Madras – 600 005 Tamil Nadu
24	The Principal/Head Institute of Advanced Study in Education Chengalpattu Saidapet (MSB District) Madras – 600 083 Tamil Nadu
25	The Head & Dean

	<p>Department of Education, C.I.E. Institute of Advanced Study in Education 33, ChhatraMarg Delhi – 110 007</p>
26	<p>The Principal/Head Institute of Advanced Study in Education JamiaMilliaIslamia Jamia Nagar New Delhi – 110 025</p>
27	<p>The Principal/Head Institute of Advanced Study in Education M.S. University Baroda Gujarat</p>
28	<p>The Principal/Head Institute of Advanced Study in Education VaidyaSshri M.M. Patel Education College 627, GulbaiTekra, PankajVidyalaya Compound Ellisbridge Ahmedabad – 380 006 Gujarat</p>
29	<p>The Principal/Head Institute of Advanced Study in Education SohanLal DAV College of Education Ambala Haryana</p>

Availability in IASEs of:

- Faculty (number and quality);
- Technical and support staff;
- Infrastructure for trainings (including residential facilities, library, computers etc.).

Nature of courses carried out:

i) Pre-service.

ii) In- service

- Reporting structure for the IASEs
- Plan making and decision making
- Grant release pattern
- Membership of state committees
- Role in RMSA trainings, research studies, material development
- Empowerment status to co-ordinate institutions
- Flexibility to raise resources

IN EACH IASE:

- Accreditation to NAAC
- Proposals to UGC for research
- Relationship with the University
- Role in teacher education curriculum formulation and all aspects of its implementation
- Relationship and networking with other organisations.
- Own Faculty development plan
- Nature of programs envisaged for CTEs and DIET's
- The perspective, content, extent of programs . Alignment with the NCF -2005 and NCFTE -2009 and 204.
- Time-table, transaction plan and the materials suggested. (Numbers and subjects)
- Meetings with CTEs, DIETs, other IASEs, university faculty at own or peer initiative

3.7.College of Teacher Education (CTE)

VISION:

Not only expand the quantity and quality of secondary school teachers but also reinvent themselves to proactively integrate with the larger state teacher education system.

- **Achieving the vision through**

Training and academic support to the teachers of secondary and senior secondary classes in the districts under the CTEs;

Continuous engagement with the schools and teachers to ensure effective training programs and to capture feedback to strengthen the training further;

Reinventing itself with latest knowledge: Professional development of its own cadres and seek professional help while planning and execution.

- **Networking with-**

Other CTEs and IASEs.

Other colleges that have secondary teacher preparation.

University for curricular reform in pre-service teacher preparation.

Supporting the RMSA in preparing orientation programs and preparing resource persons

Developing materials for secondary classes in vernacular languages [handbook, Work-sheets, supplementary readings for teachers etc.]

- **CTE activities proposed under CSS :**

- Pre-service and in-service training programs for secondary school teachers.
- Need analysis and baseline surveys for teacher needs in trainings and material.
- Impact studies to study effect of training in classrooms processes and learning outcomes.
- Prepare implementation guidelines for plan activities including training and projects.
- Provide extension and support to schools and other bodies.

- **Activities under RMSA**

The CTEs have to closely plan with the District Education Officer of each of the districts on the long-term and short-term requirements of secondary school teachers, especially in the context of RMSA. Careful analysis also has to be done on subject-wise teacher requirement.

CTEs have to plan meticulously on the training needs of the in-service teachers.

- **Nature of courses** carried out:

i) Pre-service:

ii) In-service

Observing patterns in the State

- Reporting structure for the CTEs.
- Plan making and decision making.
- Grant release pattern.
- Membership of district committees.
- Role in RMSA trainings, research studies, material development.
- Empowerment status to co-ordinate institutions.
- Flexibility to raise resources

Observing in each CTE

- Own Faculty development plan.
- Nature of programs envisaged for schools

(The perspective, content, extent, alignment with the NCF 05 and NCFTE 09).

- Time-table, transaction plan and the materials suggested. (Numbers and subjects).
- Budgets and expenditure plans
- Plans for infrastructure development.