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# CHRONICLE OF HUMANITIES AND CULTURAL STUDIES

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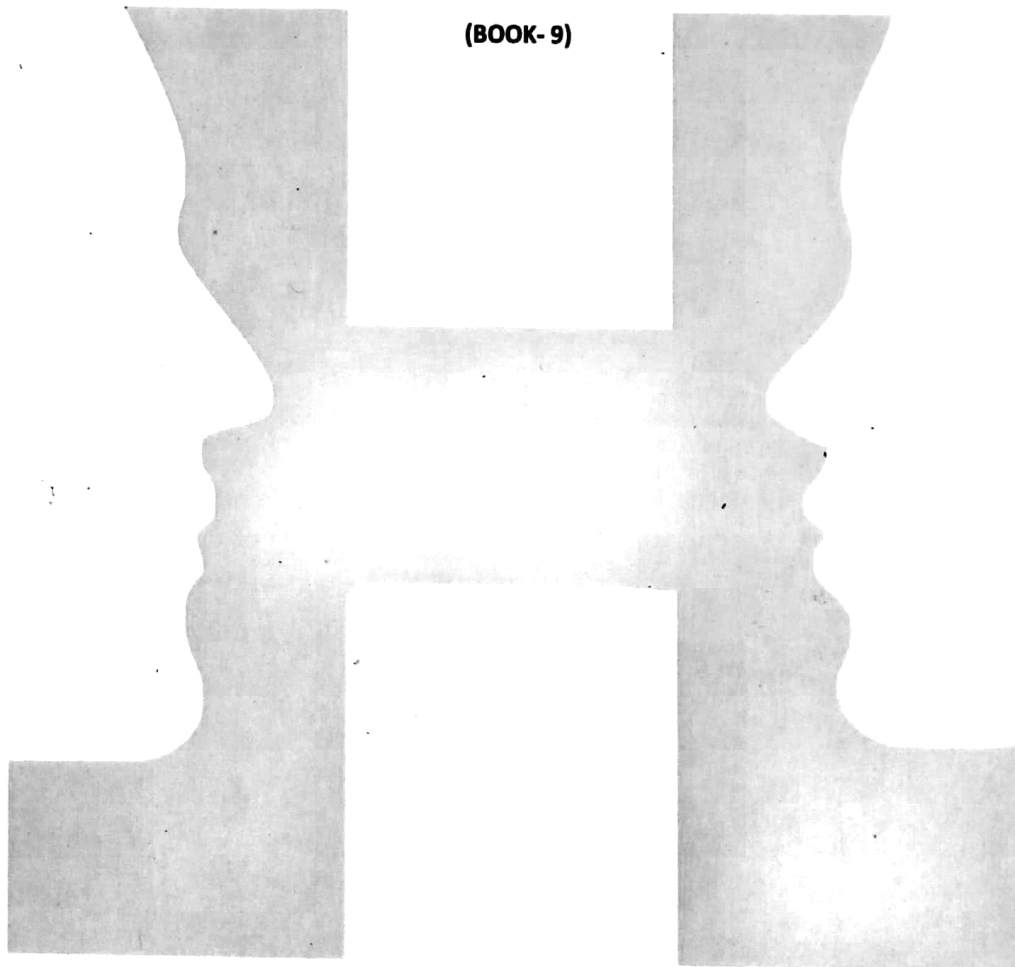
## SPECIAL ISSUE

On the Occasion of One Day International Conference On

## RECENT ADVANCES IN LANGUAGES, LITERATURE AND SOCIAL SCIENCES

17<sup>th</sup> February, 2018

(BOOK- 9)



*Guest Editors*

**Dr. Chatrapati Pangarkar**  
**Dr. Sachin Bhume**

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*No manuscript will be considered which has already been published or is being considered by another journal / book.*

*Papers should be typed in MS Word 2003/2007.*

*Paper size: A4, Font & size: Times New Roman 12, line spacing: 1, Margin of 1 inch on all sides.*

*The tables and figures in the text should be centralized.*

*References should be cited in MLA parenthetical style. (Name of the author and page numbers in the parenthesis in the text and list of the works cited arranged alphabetically at the end of the paper)*

*The paper must be accompanied by a brief CV of the contributor, self declaration certificate, postal address, phone/cell numbers, E-mail ID(s).*

*Contributors are advised to check spelling, punctuation, sentence structure, and the mechanical elements of arrangements, spacing, length, and consistency of usage in form and descriptions before submission.*

*Contributors should note that they will not be paid for their writings.*



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## The Role and Functions of Educational Agencies on the Teacher Education

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**INTRODUCTION :** Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Such training needs are satisfied by different agencies at different levels. Here we will discuss the role of different agencies and their functions towards teacher education at state, national and international level.

**AGENCIES OF TEACHER EDUCATION AT STATE LEVEL :** State Council of Educational Research and Training (SCERT) State Board of Teacher Education (SBTE)

**State Institute of Education (SIE) :** Training, preparation of teaching aids and evaluation needs continuity to achieve quality education. Considering this aspect, Maharashtra state has established —State Institute of Education (SIE). Initially, SIE looked after primary education only. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as —Maharashtra State Council of Education Research and Training (MSCERT).

**State Council of Educational Research and Training (SCERT) :** 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 (MSCERT) carries the responsibility of teacher education, research and evaluation.

**Objectives :**

- To enhance quality of education by conducting various types of educational research.
- To improve teacher education
- To enhance quality of educational institutions
- To upgrade educational methodology
- To offer publicity to educational innovations.

**Structure :** Main office of MSCERT is at Pune. It is an academic wing of education. It is headed by Director of education. Its various departments are looked after by second class gazetted officer. It has an

advisory Board presided by Education Minister of the State.

**Role and Functions :** The Role primarily concerned with ensuring quality in respect of **Planning, Management, Research, Evaluation and Training.**

**Functions are as under:**

- ✓ To improve school - education, continuing education, non-formal education and special education.
- ✓ To impart in service - training to the inspectors of preprimary to higher secondary education.
- ✓ To impart in service - training to the teachers from pre-primary to higher secondary schools.
- ✓ To make available extension - services to teacher - education - institutions and co-ordinate the same.
- ✓ To prepare teaching aids for educational institutions.
- ✓ To motivate teachers to undertake /investigative research regarding content cum methodology.

**MSCERT functions through following departments -** Teacher - education department. Extension services department, Research department, Evaluation department, curriculum development department, Population Education department, Publicity Department.

**State Board of Teacher Education (SBTE) :** Kothari Commission for the first time in 1966 recommended for establishing SBTE, whose main function was to develop teacher education in the state to be administered by the state board. State boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973. Ministry of education forced states to have SBTE suggestions NCERT such boards almost all states established. **functions are below as:-**

- Determine the standards of TE Institutions.
- Modifying and improving the curriculum, text books and the system of TE of the state.
- Developing the criterion for the recognition of the TE institutions.
- Organizing the guidance facility of TE institutions.
- Developing the criteria for admission in TE and evaluating the teacher efficiency of pupil teachers.
- Preparing the plan for the qualitative and quantitative development of teacher education.