

## CTE Roles and Functions

Discussions regarding improvement in teacher quality and teacher education are now widening to include not just elementary but secondary education as well. The recently initiated RMSA stresses the need to improve the access and quality of secondary education across the country. The efforts towards improving the elementary teachers' capacity building processes have highlighted the fact that similar efforts have not taken place for secondary and senior secondary teacher education and are urgently required. The DSERT, Education Department proposes an organized attempt towards building capacity of teachers in secondary schools.

In this, context the role of Colleges of Teacher Education (CTEs) becomes crucial, especially over the next 5 years.

- It is envisioned that CTEs play the major role in the field of secondary teacher education and development, also guiding the various secondary teacher education institutions in the districts under them.
- They have to see themselves as Centre's for developing excellence in secondary teacher education and in secondary classrooms at school.
- The CTEs, in order to improve the quality of secondary education, shall conduct training need analysis and base line surveys for organizing training programs.
- They shall prepare context specific teacher handbooks and training modules for quality training.
- They shall also undertake the impact studies to study the effect of training programs on classroom processes and learning outcomes.
- They shall prepare implementation guidelines for conducting plan activities including training and projects for ensuring optimum utilization of funds with financial accountability.
- They should design a training program that is open-ended, leaving more scope for the trainee for self-learning and to equip himself/herself to meet the challenging needs and demands of the profession.
- *Another point to be examined is whether it is possible and desirable to have an omnibus type of teacher training which would equip the teacher at different levels.*
- A program of teacher preparation derives its theoretical sustenance from a basic philosophy of education, the historical, sociological forces shaping education and psychological view-points on how human beings learn. The philosophical and sociological considerations have already been referred to before. What remains to be done is a consideration of the different theoretical stances of psychology regarding the understanding of human behavior and its modification especially as they influence teacher education practices.