

Institute of advanced studies in education - IASE

Numbers of Teacher Education Institutes sponsored and funded by the Central Government for elementary and secondary schools-- District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institutes of Advanced Study in Education (IASEs).

Institutional Objectives:

To contribute to the creation of knowledge and to search for the meaning of life. To be a bridge between the rural-urban divide, taking the benefits of education to the poor and the marginalized, aiming at their empowerment.

Role and functions of IASE (Institutes of Advanced Studies in Education)

The creation of Institutes of Advanced Studies in Education (IASEs) came about as a result of the National Policy on Education (NPE) 1986 which states that teacher Education is a continuous process and its pre-service and in-service components are inseparable. As a first step, the system of Teacher Education needs to be overhauled. This led to a centrally sponsored scheme and as part of the proposal, it was suggested that about 250 existing Secondary Teacher Education Institutes (STETs) of an adequate standard and good reputation be financially assisted, on a project basis, to competently discharge their envisaged role. It was also recommended that 50 of these would be designated as Institutes of Advanced Studies (IASEs) as they had an additional mandate of developing into centres of excellence and research, while the other upgraded STETs would be called Colleges of Teacher Education (CTEs). The focus of these new structures was to be on secondary education as far as teacher preparation was concerned. Their work in the area of elementary education was limited and mostly concerned with preparation of teacher educators. There are 31 IASEs at present in the country but these have not been set up uniformly and none of the union territories and a few of the states (Goa, Chattisgarh, Himachal Pradesh, Jammu Kashmir to name a few) do not have IASEs (NCERT Report Aug. 2009). The vision of IASE should be to improve the quality of teacher education at the secondary, elementary and primary level. They have to see themselves as the centres for developing excellence in secondary teacher education and involving a wide set of capable and committed institutions as well as individuals in this process.

IASE Roles and Functions

Organize pre-service Teacher Education Courses;

Organize subject-oriented & theme-specific in-service programmes;

Provide extension & resource support to schools, school complexes and individual teachers

- Conduct experimentation and innovation in school education ;
- Provide training and resource support for the new areas of educational concern;
- Provide support to professional bodies;
- Encourage community participation in teacher preparation programmes;
- Conduct programmes in elementary teacher-education;
- Conduct regular M.Ed., M.Phil. and Ph.D. programmes;
- Conduct in-service courses for teacher -educators, principals, etc;
- Conduct advanced level fundamental & applied research;
- Conduct training programmes for preparation of non-print software and use of ICT;
- Provide academic guidance to DIETs & resource support to CTEs;
- Monitor & provide academic support to Schools for Excellence;

The IASEs along with the CTEs were expected to become the academic lead institutions and central support organizations in the field of secondary teacher education. At present, not all states have IASEs and some of the established ones are no longer functional. The current scheme provides central assistance up to a maximum of Rs 2.25 crore per IASE. The criteria for setting up of IASEs are dependent on the number of districts in the state. But due to the additional demands and the knowledge that this number is far from sufficient, it is proposed to upgrade all Departments of Education in Central and State Universities into IASEs.