

**REPORT OF THE JOINT REVIEW MISSION
ON THE CENTRALLY SPONSORED SCHEME OF TEACHER EDUCATION
[CSSTE]**

SEPTEMBER 10 - 21, 2015

INDEX OF CONTENTS

| <u>TITLE</u> | <u>Page Numbers</u> |
|--|----------------------------|
| 1. Executive Summary..... | 1 |
| 2. Joint Review Mission..... | 1 |
| 2.1 Context | 1 |
| 2.2 Objectives..... | 2 |
| 2.3 State Reports..... | 2 |
| 3. Institutional Structure of Teacher Education..... | 3 |
| 4. State Council of Educational Research and Training [SCERT]..... | 3 |
| 5. Institute of Advanced Studies in Education [IASE]..... | 4 |
| 6. College of Teacher Education [CTE]..... | 5 |
| 7. District Institute of Education and Training [DIET]..... | 6 |
| 8. Budget..... | 9 |
| 9. Recommended Improvement Pathway..... | 11 |
| 9.1 Recommendations for Immediate Actions..... | 11 |
| 9.2 Medium Term Recommendations..... | 12 |
| 10. List of Members of JRM..... | 16 |
| 11. Annexures (I – V)..... | 17-21 |
| 12. State Reports | |
| 12.1 Rajasthan..... | 22-27 |
| 12.2 Manipur..... | 28-37 |
| 12.3 Sikkim..... | 38-48 |
| 12.4 Telangana..... | 49-54 |
| 12.5 Arunachal Pradesh..... | 55-75 |

Report of the Joint Review Mission on the Centrally Sponsored Scheme of Teacher Education [CSSTE] (September 10-21, 2015)

1. EXECUTIVE SUMMARY

The CSSTE, in its current form as approved in the 12th plan, is a successor to programmes for teacher education supported by the Government of India since 1987, and has been formulated in pursuance of the legal requirement under the Right to Education Act, 2009. Assistance is provided to the State Governments for strengthening and upgradation of Teacher Education Institutions [TEIs] such as State Councils for Educational Research & Training [SCERT], Institutes of Advanced Studies in Education [IASEs], Colleges of Teacher Education [CTEs] and District Institutes of Education & Training [DIETs]. While central assistance in this sector has facilitated the growth of these Institutions, there are still serious and persisting problems arising out of poor physical infrastructure, unempowered teacher educators, vacant positions and minimal state support. More seriously, even in the best endowed institutions, the nature and quality of classroom interaction is doubtful. In many states there is insufficient co-ordination between teacher education and school education and the CSSTE has not succeeded in conveying the message that the only test of the success of a programme of teacher education can be in the classroom. It has long been known that teacher education is a long term process which is multi-dimensional in content, process and context. However, teacher education has remained a neglected sector. It is essential that this is rectified at both national and state levels and that all future interventions must focus on quality, empowerment of teacher educators, greater ownership by the states, improved teaching resources and learning infrastructure, better communication skills, better language abilities, upgraded science and mathematics teaching, better use of ICT in raising the level of teaching and learning and an enhanced ability to comprehend, and subsequently communicate, complex ideas related to access, rights and constitutional obligations.

2. JOINT REVIEW MISSION

2.1 CONTEXT

A ten member JRM was constituted by the Department of School Education and Literacy to undertake a review of the implementation of the CSSTE in the five States of Rajasthan, Arunachal Pradesh, Sikkim, Manipur and Telangana. The list of members is annexed. Twenty one other States have been reviewed in this manner over the last 2 years. The current exercise differs from the earlier exercises in that each of the five States was visited by two members of the JRM whereas in the earlier cases each State was visited by several members of the JRM. It is necessary to mention this point because the present review has

been conducted by small teams over a few days. Without doubt if the team has been larger and the duration of the visits longer more meaningful evidence would have been produced. Even so, there are significant lessons which have come to the fore. There are also suggestions which apply to all states and which could be taken into account in the planning of future interventions in the sector.

2.2 OBJECTIVES

The JRM was required to review the current state of budget approvals and fund releases, performance, quality of the curriculum of pre-service programmes, quality of resource material, etc. The mission members are of the view that it would have been more appropriate if the terms of reference could have also included visits to schools and interaction with officials of Sarva Shiksha Abhiyan [SSA] and Rashtriya Madhyamik Shiksha Abhiyan [RMSA]. Some JRM teams managed to include visits to some schools. ***The unfortunate reality is that there is little connection on the ground between TEI and programmes for teacher education with programmes for school education.*** While there is a need for a robust Quality Assurance Framework for teacher education, the ultimate test of any such programme can only be assessed through outcomes in the classroom.

2.3 STATE REPORTS

Five individual state reports are annexed to this main report. These may be referred to for specific details. It is relevant that several states have good practices which can be commended to other states as for instance the functioning of the DIET-Karimnagar in Telangana, an Institution running on Gandhian principles while also maintaining a high standard of teacher education.

Another good practice noted in Manipur, Sikkim and Arunachal Pradesh is the Faculty Development Programme organized by the MHRD [this is true of other states as well], with the Arizona State University under the In- STEP USAID. The SCERT of the erstwhile Andhra Pradesh had undertaken the publication of textbooks in all the eight languages spoken in the state, a practice continued by SCERT Telengana. Rajasthan has adopted a practice of administering a pre- and post- test to participants in in-service programmes and has also obtained feedback on the programme from the participants along with an action plan for utilization of the capacity gained from the programme. Telengana has also launched 'Mana TV' on two dedicated channels under SAPNET to telecast various programmes targeted to schools and TEIs. SCERT Arunachal Pradesh has nearly completed a State Level Achievement Survey for children at the end of Class IV and VII.

Some CTEs publish out e-magazines while ICTE, Imphal West has subscribed for Inflightnet and Jamdoli CTE has access to almost 271 e-journals. DIET East Gangtok was also involved in training of Post-Graduate Teachers as there is no CTE or IASE in Sikkim. Some DIETs were also involved in capacity building of members of School Management Committees. DIETs in Sikkim were bright, airy and well equipped. The library at DIET Gangtok was particularly impressive in terms of its size, number of titles, furniture, utilisation and general upkeep. DIET Karimnagar has developed e-content on curricular subjects and community based

projects involving its students. DIETs in Sikkim reported that even if there is a delay in receiving Centre's share of the CSSTE funds, the state releases its own share to ensure smooth functioning of the institution.

There are also specific problems in the states. In Manipur, salary payments to DIETs have been delayed. In Telangana no funds have been received in either 2014-15 or 2015-16. There are some common problems, including unfilled vacancies, poor maintenance of buildings, lack of funds for repair, lack of barrier free access and lack of hostel facility.

3. INSTITUTIONAL STRUCTURE OF TEACHER EDUCATION

3.1 The structure of teacher education in the government system is uniform across the country. At the apex level, following the recommendations of the National Policy on Education (NPE), 1986 every state is expected to have a State Council of Educational Research & Training (SCERT) parallel to the NCERT at the national level. Then there are the Institutes of Advanced Studies in Education (IASEs) which conduct B.Ed., M.Ed., Ph.D. programmes and in-service training for teachers and teacher educators, the Colleges of Teacher Education (CTEs) which conduct B.Ed. and in-service training programmes for secondary school teachers and the District Institutes of Education & Training (DIETs) which conduct D.El.Ed. and in-service training programmes for elementary school teachers. There are also Block Institutes of Teacher Education (BITEs) that conduct D.El.Ed.

3.2 The above description should not convey the impression that these institutions, starting from the BITE and ending with the SCERT, are constituted in any organically natural way. In practice, they tend to be standalone institutions with administrative responsibilities divided amongst different departments within the Department of Education. Institutions of teacher education also tend to be isolated from schools, both primary and secondary, and from the board of examinations. It is worth noting that a clear distinction is perceived between teacher education and school education. ***It is not readily recognized in the states that the success of teacher education programmes and the quality of teacher education have a direct impact on the quality of classroom performance and consequently on the overall success of the school system.***

4. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING [SCERT]

The National Policy on Education (NPE) 1986 and Programme of Action (POA) assigned to these state level apex organizations the role to guide, support and assist state Departments of Education and function as state resource institutions to provide academic support at all stages of school education. Further, the Right to Education Act, 2009 has mandated SCERTs to be the academic authority on school education in the states. They are expected to co-ordinate all academic matters relating to school education and to maintain appropriate linkages with other educational organizations and have the mandate to look after, supervise and support district and sub-district level institutions. Over time, and particularly after the introduction of the National Curriculum Framework, 2005, issues such as the professional development of teachers both pre-service and in-service, the need for a code of ethics for

teachers and the governance and management of teacher education systems have become important.

4.1 Current status

The JRM observed that, by and large, SCERTs are located in their own premises. Upgradation of SIERT has happened in most states except Rajasthan; however structural reform of the SCERTs has not happened in the states studied. Administrative responsibility for the SCERT tends to differ between states. The JRM has noted that this is exercised in Manipur by the Department of Higher Education, and in Arunachal Pradesh and Rajasthan by the Department of Elementary Education. Such a variation would doubtless be noticed in other states. Many states reported a high vacancy situation and even where officers are posted they are not always qualified as per the rules.

In the five states visited by the JRM the SCERTs/SIERT have revised the D.El.Ed syllabi as per NCTE norms 2009 and are undertaking revision as per NCTE norms 2014. However, linkages with SSA and RMSA are tenuous. Linkages with the university system, though maintained in theory, do not appear to greatly influence the work of the SCERT. The Sikkim SCERT appears to have made efforts in both these areas. In-service programmes are also conducted by the SCERT/SIERT in all states.

5. INSTITUTE OF ADVANCED STUDIES IN EDUCATION [IASE]

Institutes of Advanced Studies in Education (IASE) are the highest level of institutions of teacher education at the state level. As envisaged under the Centrally Sponsored Scheme of Restructuring & Reorganization of Teacher Education, these institutions are expected to educate the teacher educators of DIETs and CTEs through in-service education, conduct advanced level research, develop resource materials, including training modules/packages and run Ph. D programmes. The IASEs are also mandated to become Centres of Excellence in the field of teacher education, and thus assume the responsibility of creating a professional cadre of teacher educators.

5.1 Current Status

Of the five states covered under this JRM, only two states have IASEs. The JRM visited Government IASE, Hyderabad, and IASE, Ajmer. In Hyderabad, 66% teaching posts are vacant and training programmes are mostly conducted through the traditional mode. The post of Principal in both IASEs is vacant. No impact analysis/study has reported to be made by these Institutes in respect of pre-service and/or in-service programmes. Funds available to IASEs for continuous professional development of their faculty under the CSSTE are not fully utilised. ***Though the IASEs are required to work independently at their own level in the conduct of research and training of teacher educators, their work plans and programmes reveal that they mostly play a supportive role in these activities, and that too only of the SCERT.***

The buildings of both IASEs require urgent repair and maintenance. While there is no hostel for students in IASE, Hyderabad, IASE, Ajmer has hostels that are unfit for use. The Institutes have subject specific laboratories but without adequate and updated equipments/provisions. The libraries lack required textbooks and reference books to meet the requirements of the new syllabi. While some research is undertaken there is no noteworthy innovation resulting from the research. Computer labs are well equipped with systems purchased out of UGC grant. However, ICT integration in teacher education, pre-service as well as in service, is mostly restricted to power point and video presentations. The IASEs work in collaboration with state level institutes, and are study centres for the Indira Gandhi National Open University (IGNOU) and the universities to which they are affiliated. There is a need to strengthen the linkages of these institutes with the CTEs and DIETs of the respective states in terms of sharing of resources.

6. COLLEGE OF TEACHER EDUCATION [CTE]

Colleges of Teacher Education (CTEs) are designed to work in the field of secondary teacher education, both pre-service and in-service. In addition, they also have the responsibility of carrying out research, innovation, material development and provide extension and support to schools and other bodies. In the context of the Rashtriya Madhyamik Shiksha Abhiyan [RMSA], CTEs have an extremely important role in expanding the quantity and quality of secondary school teachers. They would also need to reinvent themselves to proactively integrate with the larger state teacher education system.

6.1 Current status

The JRM visited two CTEs in Rajasthan, one in Telangana, and one in Manipur. It was observed that CTE is considered as an add-on to existing colleges. The role and functions of the CTE as visualized under the scheme have not been fully internalized. ***These teacher education institutions have not transformed fully either structurally or functionally, from their earlier status as private colleges of education to acquire the status of the CTE as envisioned in CSSTE. The staff required as per the scheme has not been filled in any of the CTEs. This is mainly due to lack of awareness about the CSSTE in its totality and the role of the state in this context.***

The JRM noted that there is no uniformity in B.Ed. curriculum across CTEs as they are affiliated to different universities. While it is desirable for universities to have flexibility in the matter of curriculum, it is also necessary that the 2-year B.Ed. curriculum structure, courses of study and mode of assessment reflect the National Curriculum Framework for Teacher Education [NCFTE] 2009 and the B.Ed. model curriculum based on norms and standards of National Council of Teacher Education (NCTE) Regulations 2014. The one feature of these regulations which has been adopted is the increase in duration of internship in teaching to 20 weeks. In Rajasthan some of the subject pedagogy courses offered in the two year B.Ed curriculum are not actually related to the subjects taught at the secondary school level but at the senior secondary level. The JRM had no opportunity to observe transaction of the curriculum in any of the CTEs as the admission process was in progress. However, interaction with the faculty reveals that the pedagogical practices

followed in CTEs do not reflect the espoused practices recommended in NCFSE 2005 and NCFTE 2009. The states have no clear policy on providing continuous professional development for teacher educators of the CTEs. The teaching-learning material available in the laboratories are out-of-date, and not just in the light of current technology, although all the CTEs have the equipment for smart classrooms. Libraries in all the CTEs need to be equipped with recent titles/publications on major themes in courses of study to be offered in the B.Ed. programme.

There is a wide variation in the staff positions both within and across the States. More than 75% posts are vacant in CTE Warangal and 35% staff is on part time basis in Imphal West. There is also a shortage of faculty in all CTEs in relation to their intake capacity and the other pre-service programmes. However positions are not as per the guidelines of the CSSTE. Research activities in CTEs are undertaken by individual faculty for their career advancement and not as an institutional activity. These studies have little evidence of either improving the quality of teacher education and school education. There is also no evidence to suggest that findings of the research have been used in planning and implementation of pre-service and in- service teacher education programmes. The CTEs have weak linkages with the regional and national level organisations such as Regional Institutes of Education (RIEs), NCERT, National University of Educational Planning and Administration (NUEPA), and is limited to participating in the programmes of these institutions. The research base concerning improvement of teacher education is weak. ***It is therefore recommended that NCTE commission large scale and longitudinal studies that relate specific components of teacher preparation in the areas of pedagogy, subject matter, and school experiences, to the effects on their classroom teaching practices and on student achievement.*** There is also a need to have a research resource group to review and approve research proposals submitted in the Annual Work Plan [AWP] and to monitor progress of the research studies.

ICT facilities in all the CTEs are used mainly for administrative purposes and are limited to using basic computer skills, on proprietary software like Microsoft Word, for Power Point presentation and internet surfing with no integration into the teaching-learning process. CSSTE guidelines mandate the AWP of each CTE to be developed and recommended by the Programme Advisory Committee [PAC] of the institute to be fed into the state AWP for approval by Teacher Education Approval Board (TEAB). There is no evidence that this process is being followed by the institutions.

Among the three States having CTEs, only CTEs in Rajasthan have been regularly receiving funds from the SIERT. While Telangana has reported that they have created a cadre of teacher educators, many continue to hold administrative positions like Deputy District Education Officers and headmasters of secondary schools. Rajasthan and Manipur have not created separate cadre for teacher educators.

7. DISTRICT INSTITUTE OF EDUCATION AND TRAINING [DIET]

The DIET is without doubt the most important level at which teacher education activity should take place. In an ideal situation the DIET should be at the heart of the entire school system in the district, providing teaching and learning opportunities for all school teachers at the elementary level. The DIET should be a hive of creative activity with primary

emphasis on D.El.Ed. ***The fact of the matter, however, as even the CSSTE Guidelines recognize, is that the DIETs “have remained marginal to the key activities of the States in teacher professional development and school improvement”. The CSSTE must recognize this as the most basic challenge.***

Traditionally, as an institution within the education sector and as per laid down norms, the DIET has limited itself only to working with teachers and school leaders. In a more evolved system with better linkages between the various agencies responsible for social development, the DIET could also play a role in the teaching and skill upgradation of field level workers such as *Anganwadi* workers, *ASHA*, *ANM*, Co-ordinators of *Mahila Samakhya*, and Public Health & Social Welfare workers of all types. It is unlikely that any DIET has truly explored its full potential which is unfortunate given that many of them have been established on large tracts of lands and with big buildings. This kind of infrastructure must be used better, though admittedly this will call for a huge shift in attitudes within the Departments of Education and the TEI.

7.1 Current Status

The JRM visited 9 DIETs and 1 District Resource Centre across 5 states and noted that while all the DIETs were using D.El.Ed curriculum which had been revised as per the NCFTE 2009, revision of the D.El.Ed curriculum on the basis of NCTE Regulations 2014 is underway in some states. However, the revision of the curriculum had apparently been done in a hurry in most states with few changes by way of adaptation in the model curriculum for D.El.Ed published by the NCTE. ***The faculty had a limited understanding of the curriculum, especially the paradigm shift envisaged in the NCF 2005, RTE Act 2009, NCFTE 2009 and NCTE Regulations 2014. This has translated into a conventional approach to teaching-learning at the DIETs. Though DIETs integrate many activities in classroom transactions the essential approach remains transfer of information rather than facilitating construction of knowledge.*** All states in this JRM barring Rajasthan have a multilingual environment even at the district level. This is a major challenge for both pre-service as well as in-service programmes and the teacher educators are not fully equipped to ensure learning of student teachers. In Rajasthan, which is monolingual in Hindi, there are problems arising from the fact that much of the material is in English. The JRM has observed the use of Hindi teaching guides to accompany textbooks in English.

Most teacher educators teach a number of subjects / topics for many of which they have no experience/background. This naturally undermines the quality of courses despite commendable efforts made by individuals. Though school internship was reported to be a regular part of the D El Ed, it was noticed that the DIETs face administrative and resource constraints in organising this process.

The quality of the programmes does not appear to be effective and substantially more importance needs to be given to the relevance of the curriculum, quality of material being prepared, the nature of classroom transactions and learning of the participants. Though some teacher educators have undergone different types of capacity building programmes,

there appears to be a strong need for upscaling this activity both in terms of number of faculty involved as well as relevance and quality of the programmes. ***None of the DIETs had any system in place to determine the capacity building needs of the teacher educators*** and were dependent on programmes run by agencies like NUEPA, NCERT, North Eastern Regional Institute of Education (NERIE). Expectedly, many programmes attended by teacher educators are generic and are not directly relevant for their respective roles in the DIET. All DIETs had libraries which, with the exception of Sikkim, were inadequate. Most DIETs did not have functional/usable hostels and the outstation students have to stay in rented accommodation. Most DIETs did not have proper laboratories for any of the subjects and those with designated laboratory rooms had very little material available. Faculty in some DIETs had tried to come up with low-cost material for the laboratories which was commendable but not adequate. Only about half the DIETs have websites but are not updated regularly. One exception is DIET Gangtok which updates its website regularly. Internet connectivity in general is poor and ICT has not been leveraged.

None of DIETs visited appeared to be playing a leadership role in their district envisaged for them and appeared to have limited influence due to large vacancies and limited resources. All DIETs reported some research activities but this is not accorded adequate priority and the nature, quality and quantity of the research leaves a lot to be desired. An exception was DIET Kakching which had collaborated with NUEPA to conduct a high quality research on status of education in the district.

Fund flow was reported to be a key constraint by several DIETs. Most DIETs were observed to be functioning as a resource institution for SSA and RMSA, organising training programmes on their behalf. This nature of 'linkage' needs to be improved. The qualifications of DIET faculty are not uniform across the states and wide variations exist within each institution as well. There are large number of vacancies in non-academic personnel. Some DRCs in Sikkim and Arunachal Pradesh have been considered as DIETs and have been provided limited funding support under the scheme. Such institutions do not have adequate number of faculty; many faculty members working in such institutions have been appointed on an ad hoc basis and have been working in as such for 3-4 years.

As a general recommendation, DIETs must start functioning as visualised in the revised CSSTE 2012. SCERTs must ensure that the D.El.Ed curriculum is revised as per the NCTE Regulations 2014 and is made available to the DIETs at the earliest, together with the detailed syllabus and reading material. Capacities of the DIET faculty must be further enhanced so that they can facilitate the revised D.El.Ed curriculum in letter and spirit. In fact a Training Management System must be implemented for the DIET faculty where each individual's needs are identified based on what s/he needs to be able to do at present and in near future. Infrastructure at the DIETs needs to be upgraded. Vacancies at DIETs need to be filled urgently with appropriately qualified and experienced individuals. The states must ensure that eligibility criteria for teacher educators is as per the NCTE Regulations 2014 and is followed during recruitments and promotion. DIETs must play an active role in determining the training requirements of elementary teachers together with SSA and the Department of Education in their respective district, and not function merely as a resource organisation. This will have a direct impact on the quality of in-service training programmes

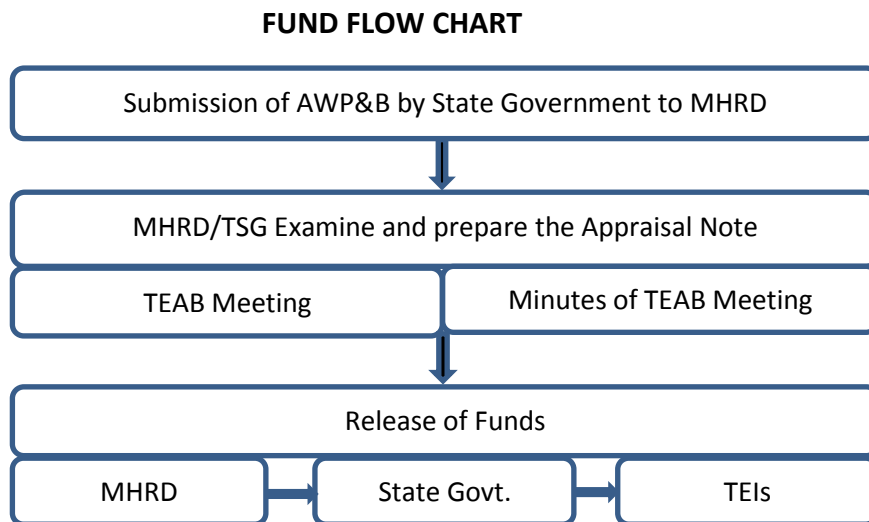
being offered by the DIETs. Department of School Education must be persuaded to view school internship of D.El.Ed students beneficial for the schools and the state. The quality and quantity of research at the DIETs must be enhanced by building capacities of faculty members to identify relevant topics; choose and implement appropriate approaches for data collection and analysis; and report writing. This will also demand availability of necessary resources and systematic guidance from SCERT and other experts. The states must ensure that the intake capacity of the DIETs is fully utilised.

All the sanctioned BITEs need to be operationalized and proposals need to be submitted for other identified BITEs. The JRM was not able to visit a functioning BITE in any of the five states. ***Though funds have been sanctioned/released, this activity appears to be a non-starter.***

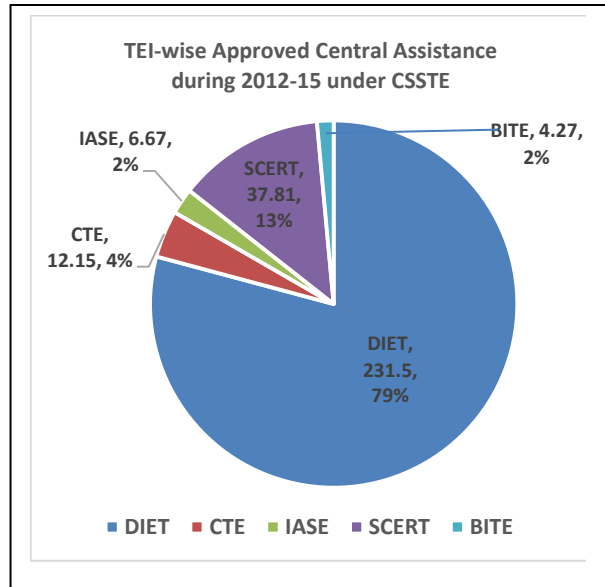
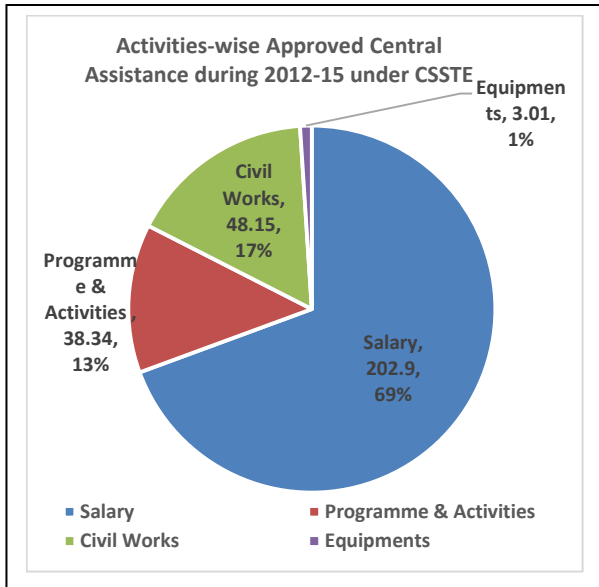
8. BUDGET

The funding pattern of CSSTE has been revised from 100% funding to ratio of 75:25 between the centre and the states to ensure that state governments also have a fair degree of financial stake in implementation of this scheme and institutions for which financial assistance is provided (SCERTs, DIETs, CTEs and IASEs) which are in any case are state owned institutions. Once AWP and Budget are approved, funds are released to respective states under three heads i.e. (i) General (ii) Scheduled Caste Sub Plan (SCSP) (iii) Tribal Sub Plan (TSP). Further release of funds is based on receipt of utilization certificates. TEIs submit their proposals to respective department for further authorizations of funds for various activities. Therefore, funds are made available directly to these respective institutions.

The following chart explains the process of approval and release of funds:

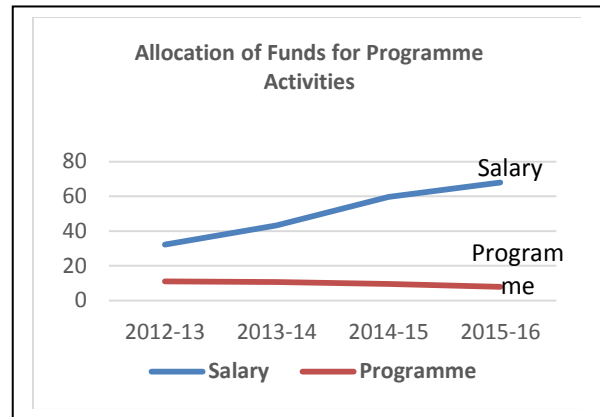


The state wise and year wise details of funds approved and released to state governments for various TEIs are given in Annexure I - V. Central assistance of Rs. 292.41 crores has been approved for Rajasthan (Rs.144.31 crore), Manipur (Rs.77.66 crore), Arunachal Pradesh (Rs. 34.34 crore) and Sikkim (Rs.16.14 crore) during 2012-15.



The following graphs compiled from the annexures indicates activity & TEI wise summary of approved central assistance during 2012-2015 :

Analysis of approved central assistance under CSSTE reveals that highest allocation has been for DIETs and salary component. Allocation for programme activities have gone down over the years whereas civil works have not progressed well.



Central Assistance approved and released during 2012-14 and levels of Utilization

| States Name | Approved | Released | % of Utilization |
|-------------------|----------|----------|------------------|
| Rajasthan | 112.35 | 93.60 | 75 |
| Manipur | 67.13 | 41.48 | 39 |
| Arunachal Pradesh | 26.32 | 15.10 | 80 |
| Sikkim | 11.52 | 10.34 | 78 |

(Rs. in crores)

Source : Compiled from the information furnished by TSG-TE

There is a substantial gap between approved and actual releases of funds and is mainly due to non-receipt of utilization certificate from the States. Significant improvement in terms of the flow of funds to TEIs is evident but still fund releases tend to take place in the 2nd quarter and second installment in the 4th quarter. Release of first instalment in the first quarter must be ensured by the Department of School Education & Literacy. Manipur has reported that about 30-40 days are taken by the state government to authorize funds to various TEIs. Some CTEs have explored funding from U.G.C. for strengthening of academic activities and capacity building in terms of ICT facilities. This is a welcome trend.

There are budget and fund release related issues in all states. In some cases salary of the employees is not paid in time. Delay in submission of Utilization Certificates continues to hamper release of fresh funds, putting ongoing activities at risk of closure. Telangana, in particular, is in a difficult situation with almost no funds being released. Lack of funds for construction activities is an issue, but even where funds are available, pace of work on civil works is dismal. The Government of Sikkim must be recognized for providing resources from the state budget in case there is a delay in release of central assistance, but this is not a general practice across states.

It is essential that allocations for maintenance/repair, capacity building, content development, in-service training etc. are enhanced. It is also necessary for proper monitoring of civil works, utilization certificates, and physical progress under various components particularly under SCSP and TSP.

In order to develop basic infrastructural facilities like hostels, ICT facilities, barrier free infrastructure, student support, etc., TEIs may explore funding from NEC, DONER, Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs and the Ministry of Minority Affairs.

9. RECOMMENDED IMPROVEMENT PATHWAY

9.1 RECOMMENDATIONS FOR IMMEDIATE ACTIONS

9.1.1 The CSSTE clearly plays an essential role in supporting the structure of teacher education in the States. If the CSSTE were not to extend support there would be no investment in any sort in teacher education. State Governments do not appear to be giving adequate weight to the sector. Across the States there is evidence that buildings are in state of disrepair, no funds are available for upkeep and maintenance and hostel facilities are completely inadequate. ***Not only must the CSSTE continue but it should seek to extend assistance to the states, at least to the level envisioned in the XIIth Plan. It is also necessary to ensure timely release of funds. Without denying the importance of utilization certificates, this cannot be allowed to become a bottleneck in the way of successful programme implementation. It must also be recognized that the states, and the TEIs, have prepared 5-year perspective plans in most cases, but these are languishing for the want of adequate budgetary support.***

9.1.2 In every state there are issues related to poor maintenance of existing buildings, lack of funds for essential repairs and new construction, poor quality of construction, unusable hostels, etc. It is essential to recognize that physical infrastructure has to be protected and strengthened. No programme activity can take place if classrooms are decrepit or if students have no place to stay. All TEIs must have functional and well equipped laboratories and libraries. ***CSSTE must therefore begin to extend support for physical infrastructure, both repair of existing facilities and new construction.***

9.1.3 Several States face a problem of inadequate staffing in TEIs, especially at the level of the DIETs. ***This situation can be improved only if State Governments recognize that it is a problem and it is necessary to invest physical, financial and human resources into teacher education and teaching-learning practices.*** Administrative bottlenecks and litigation relating to gradation lists, promotions, etc. need to be resolved. Any amount of additional investment will not produce commensurate results unless there is an adequate number of trained staff. ***While increasing support to states, they must also be encouraged, possibly through incentives, to invest more budgetary resources into the sector.*** In addition to ensuring the posting of trained staff to TEI, it is particularly necessary, especially at the level of the DIET, for a Training Management System to be implemented where each individual's needs are identified based on what s/he needs to be able to do at present and in near future.

9.1.4 ***Programme Advisory Committees must be constituted and made functional at all levels where they are prescribed by the CSSTE.***

9.2 MEDIUM TERM RECOMMENDATIONS

9.2.1 Additional investment should, of course, be linked to structural reform and better performance. States must upgrade the apex institutions to the level of SCERT, which should work closely with the Directorate of Teacher Education. ***A full time Director, SCERT drawn from the Education Department must have administrative and financial control over the network of IASE, CTE, DIET and BITE. The Director, SCERT could be, ex-officio, Director of Teacher Education.*** Across the states, the demand within the teacher education system is for a cadre of teacher educators. Such a cadre exists in Sikkim and Telangana. This idea must be carefully considered. There are administrative and logistic advantages in having such a cadre; however one must guard against the possibility of a complete separation between teacher education and school education. This would be very unfortunate. ***States may therefore wish to consider creating a single cadre with entry level recruitment be done by the public service commission, for teacher educators.*** Since it is essential that teacher education must at all time recognize the reality of the classrooms, it should be made a condition that all selected candidates should compulsorily have relevant experience of teaching at schools. When constituting a teacher educator cadre, attention needs to be given to the prospects of vertical mobility within the cadre.

9.2.2 ***The SCERT and its subordinate bodies must also activate existing links with the State Board of Examination and with Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), as also with the university system.*** One possible way of ensuring

this is for funds for professional development of teachers under SSA and RMSA to be routed through the SCERT. A common Training Management System may be created for all teachers which should be followed by all institutions while designing their work plans. Clearly the content of textbooks and classroom material [SSA, RMSA, SCERT] must be aligned to curriculum and syllabus [Board of Secondary Education] and both of these must work in harmony with examination agencies [State Board of Examinations]. TEI [principally DIETs] must comprehend and work towards the objectives of the SSA and RMSA.

9.2.3 It needs to be examined whether the overall structure as presently recommended, needs to be the same throughout the country. This is particularly relevant for the states in the NE region, and other small states, which need a leaner, more responsive, more collaborative structure.

9.2.4 Several States have created informal cadres of teachers known as *Shiksha Karmis, Shiksha Bandhu, Shiksha Mitra*, etc. The JRM has not gone in any detail into how these persons are recruited, trained or used. However, wherever they are functioning, whether or not they are government servants, they need to be provided with in-service training and any other support they may need to improve classroom performance. ***The Department of School Education and Literacy, which probably has more information, State-wise, on the deployment of such persons, should include a component within the CSSTE specifically for the training of informal teachers.***

9.2.5 The time has come for greater interaction between schools and TEI in the government sector with similar institutes in the private sector. Across the country more than 50% of all schools are private. This is not the place to undertake an evaluation of the relative merits of the private education system. However, it is clear that in the common perception, even amongst persons with relatively low incomes, the private schools deliver more than government schools. Even if the quality of the classroom transactions is not noticeably better, private schools are seen as being able to better enforce teacher attendance. In a sad reflection on the exact nature of what is happening in education today, students are seeking to move to the private schools while trained teachers are seeking jobs in Government schools. It is also necessary to study the linkages between the private schools and the Boards of the Examinations to which they are affiliated. ***It is essential that teachers in government and private schools, who have trained together at the D.El.Ed. or B.Ed. level, are also trained together in in-service programmes.*** Public-Private-Partnership models should be studied, with private schools paying for the training for the teachers and public institutions sharing their experience. The JRM has not gone into the question of private TEI as these are currently not supported under the CSSTE but clearly these institutions should benefit from the experience of the SCERT and its linked organizations.

9.2.6 Specific attention needs to be given to the teaching of mathematics and science. ***All secondary schools should be in a position to offer science teaching in classes IX – XII, with laboratories as necessary.*** States must undertake a proper assessment of the number of science and mathematics teachers who will be needed and must undertake specific recruitment of such persons.

9.2.7 Specific attention needs to be also given to teaching at the elementary school level in the local language, and to teaching of English at all levels. ***It is absolutely essential for each State to review its current policy on the teaching of English and to plan for the recruitment appropriately qualified teachers.*** It is an unfortunate truth that English is taught, by and large, in the local language. This cannot be considered satisfactory under any circumstances. The JRM is not offering an opinion on whether or not English is to be taught; however if the State Government has decided that English is to be taught, it must be taught properly.

9.2.8 ***Considerably more attention is needed to the purposeful use of ICT in the classroom.*** Most TEI have computers. Most, if not all, schools have received computers under SSA. Some States even have distance learning programmes in operation. However, the general impression is that computer skills are used merely to facilitate very simple operations. Schools, and teachers, must be encouraged to use the wide range of skills offered by computer usage. To help TEI evolve into Centres of Excellence which would also expose teachers to the efficacy and efficiency of the teaching learning process through the use of technology enabled education, the TEI should be equipped with at least one Smart Classroom. Teachers should also be encouraged to draw on the vast range of resources offered by the internet to supplement existing teaching material.

9.2.9 The unevenness of technology development, lack of internet access and inadequate bandwidth, has impeded the effective use of new technology for teacher training. However convergence with other National Technology initiatives could enable TEIs to take advantage of existing platforms like the National Knowledge Network.

9.2.10 ***An assessment is required of the performance of the IGNOU courses conducted in several TEI, and in particular whether they confirm to the principles of Open and Distance Learning*** that enable participants to learn at any place, at any time and at their own pace. It is also worth considering whether teacher education can appropriately be taught through Blended ODL methods or whether face to face interaction is always preferable.

9.2.11 There is significant potential to use of Open Education Resources (OER) to improve the quality of curricula and enhance access to school-based teacher development through the use of resources produced by teachers and teacher educators that support teachers' work. Such material should be freely downloaded, adapted, translated and integrated with other materials in courses and programmes for teachers at no cost.

9.2.12 The Kendriya Vidyalayas and the Jawahar Navodaya Vidyalayas, the flagship schools of the government educational system, are the best resourced and best structured public schools. They are affiliated to the CBSE which is the country's leading Board of Examinations. ***It is necessary for these schools to take the lead in upgrading levels of teaching and classroom performance in the districts where they are located.*** It is undeniable that they have better libraries and laboratories and possibly also better trained teachers. Building on these strengths they must participate in in-service programmes, involving a sharing of resources, being conducted at the CTEs and DIETs. None of this will

happen without clear and unambiguous directions from the Department of School Education and Literacy and we urge that instructions issue at the earliest.

9.2.13 The JRM has reviewed research activities being conducted in the TEI. ***The quality and relevance of these researches need to be properly evaluated, possibly through an academic advisory committee which assists the TEAB in its work.*** There is no indication that any of this research work is being used in any manner to influence either textbook writing or classroom practice. It is true that all research need not have an immediate, practical application. Some research is meant only to advance the state of knowledge on any subject. However, in a dynamic area such as teacher education it can be argued that research must have a practical application. Systematic efforts must be made to encourage institutional research, innovative practices, peer review and publication in reputed journals and sharing of experiences.

9.2.14 To avoid data duplication, particularly in cases where funding is related to actual number of students or teachers, a fool-proof system is needed to ensure integrity of data. The use of AADHAR cards in this context may be considered.

9.2.15 ***Performance in all TEI must be assessed by external, third party evaluators and must include assessment of classroom performance.*** Such an Education Audit must also include an assessment of subject matter knowledge, of the capacity to communicate with students at different levels of age and abilities, and of the capacity to understand and communicate concepts such as gender equality, protection of human rights, environmental protection and scientific temper. Assessment of teacher educators should not be limited to performance in D.El.Ed or B.Ed. exams. It is also relevant that several States have reported low pass percentages in the Teacher Eligibility Test [TET] examinations which persons who have qualified with D.El.Ed. and B.Ed. have to pass if they are to obtain employment. Failure in TET examination clearly suggests low standards both of teaching and learning in the TEI, as also weak selection processes. There are also serious implications in the creation of large pools of unemployed, TET-failed teachers.

9.2.16 ***It is also necessary for a detailed strategic exercise to be conducted to assess the requirement of teachers for all subjects, at the elementary, secondary and higher secondary stages in all schools, both Government and Private, in all States, for the period 2015 to 2030.*** Such an exercise will outline the size of the challenge and will enable Government to estimate the scale of resources required to appropriately train an adequate number of teachers. This will also indicate how many more TEI are required. The Strategic Plan could be supplemented by an assessment of appropriate Public-Private Partnership models, the creation of a National Repository of Teacher Education Content including Open Education Resources (OER) and the development and continuous evaluation of Benchmarks and Quality Assurance Standards for Teacher Education.

10. LIST OF MEMBERS OF JOINT REVIEW MISSION

| Sl. No. | Name | Designation | State |
|---------|--|--|----------------------|
| 1 | Shri Keshav Desiraju (Team Leader) | Former Secretary, Ministry of Health & Family Welfare | Rajasthan |
| 2 | Professor K. Dorasami (Member) | Former Head, Dept. of Educational Survey & Data Processing, NCERT | |
| 3 | Shri R.C. Meena (Member) | Former Sr. Economic Advisor (Higher Education), MHRD | Telangana |
| 4 | Professor N. Pradhan (Member) | Head, NERIE, Shillong | |
| 5 | Professor B.P. Bhardwaj (Member) | Head, Department of Teacher Education, NCERT, New Delhi | Sikkim |
| 6 | Shri Nikhil Mathur (Member) | Consultant, Rajiv Gandhi Foundation (North East) | |
| 7 | Shri Guilherme Vaz (Member) | Consultant, School Education, Mumbai | Manipur |
| 8 | Dr. Jyoti Bawane (Member) | Associate Professor, Centre of Education Studies, IIE, Pune | |
| 9 | Professor S.M. Sungoh (Member) | Department of Education, NEHU | Arunachal Pradesh |
| 10 | Dr. Sarwat Ali (Member) | Associate Professor, Dept. of Teachers Training and Non-Formal Education, Jamia Millia Islamia, Delhi | |

ARUNACHAL PRADESH

(Rs. In lakhs)

| Years | Head | Approved Amount by TEAB (100%) | Central Share 75% (90% in Case of NER) | Components | Approved Amount | | | | | | Released Amount | | | | Grand Total Released | Status of Utilization Certificate Awaited |
|---------|---------------|--------------------------------|--|-------------------------|-----------------|------|-------|-------|------|----------------|---------------------|---------------------|-------------|----------------|----------------------|---|
| | | | | | DIETs | CTEs | IASEs | SCERT | BITE | Total Approved | 1st Intall. | 2nd Intall. | 3rd Intall. | Total Released | | |
| | | | | | | | | | | | Date | Date | Date | | | |
| 2012-13 | Recurring | 812.17 | 730.95 | Salary | 535.29 | - | - | - | - | 535.29 | 365.67 4.12.2012 | - | - | 365.67 | 709.47 | Nil |
| | | | | Prog. Activity & Others | 195.66 | - | - | - | - | 195.66 | | | | | | |
| | Non-Recurring | 382 | 343.80 | Civil Works | 198.00 | - | - | - | - | 198.00 | 171.90 26.7.2013 | 171.90 14.7.2014 | - | 343.80 | | UC of 2nd installment of Rs. 171.90 lakh is awaited |
| | | | | Equipments & Others | 145.80 | - | - | - | - | 145.80 | | | | | | |
| 2013-14 | Recurring | 909.01 | 818.09 | Salary | 591.62 | - | - | - | - | 591.62 | 349.42 27.9.2013 | 59.63 2.12.2013 | - | 409.05 | 436.05 | Nil |
| | | | | Prog. Activity & Others | 194.51 | - | - | 31.96 | - | 226.47 | | | | | | |
| | Non-Recurring | 27 | - | Civil Works | - | - | - | - | - | - | 27.00 31.3.2014 | - | - | 27.00 | | Nil |
| | | | | Equipments & Others | - | - | - | 27.00 | - | 27.00 | | | | | | |
| 2014-15 | Recurring | 801.5 | 726.64 | Salary | 619.83 | - | - | - | - | 619.83 | 363.31 12.8.2014 | - | - | 363.31 | 363.31 | UC is awaited |
| | | | | Prog. Activity & Others | 64.55 | - | - | 28.00 | - | 92.55 | | | | | | |
| | Non-Recurring | - | - | Civil Works | - | - | - | - | - | - | - | - | - | - | | |
| | | | | Equipments & Others | - | - | - | - | - | - | | | | | | |
| 2015-16 | Recurring | 891.11 | 802.00 | Salary | 676.16 | - | - | - | - | 676.16 | - | - | - | - | - | - |
| | | | | Prog. Activity & Others | 97.83 | - | - | 28.01 | - | 125.84 | | | | | | |
| | Non-Recurring | 0.00 | 0.00 | Civil Works | - | - | - | - | - | 0.00 | - | - | - | - | | |
| | | | | Equipments & Others | - | - | - | - | - | 0.00 | | | | | | |

**JOINT REVIEW MISSION ON CENTRALLY SPONSORED SCHEME FOR TEACHER EDUCATION
[CSSTE]
RAJASTHAN
September 10 to 14, 2015**

1. Introduction

A Joint Review Mission on the Centrally Sponsored Scheme for Teacher Education [CSSTE], constituted by the Department of School Education & Literacy and consisting of Shri Keshav Desiraju and Professor K. Dorasami, visited Rajasthan over September 10 to 14, 2015. In the course of the visit, the team interacted with the Director, In-charge and other faculty of the State Institute of Education Research & Training (SIERT), Udaipur and also held a meeting with Principals of all District Institutes of Education & Training (DIETs), Colleges of Teacher Education [CTEs] and Institutes of Advanced Study in Education [IASEs]. In addition, the team visited the DIET-Udaipur, CTE-Udaipur, DIET-Nathdwara, District, Rajsamand, the IASE-Ajmer and CTE-Jamdoli, District Jaipur. At the request of the team members, visit were also organized to three schools in Udaipur, Nathdwara and Jaipur.

At the conclusion of the visit, a wrap up meeting was held in Secretariat, Jaipur. Unfortunately, no senior officer of the Government of Rajasthan was able to attend and discussions were held with some Principals of DIETs, CTEs and IASEs and some middle level officials of the Government.

The team wishes to record its appreciation of the assistance extended by Smt. Rashmi Bhargava, Deputy Director, Teacher Education and Shri Jagdish Kumawat, Technical Officer in facilitating the visit.

2. Objective

The JRM was required to review the current state of budget approvals and fund releases, performance, quality of the curriculum of training programmes, quality of resource material, etc. The mission members are of the view that it would have been more appropriate if the terms of reference could have also included visits to schools and interaction with officials of SSA and RMSA. The unfortunate reality is that there is little connection on the ground between Institutions of Teacher Education and programmes for Teacher Education with programmes for School Education. The ultimate test of any programme for Teacher Education can only be conducted in the class room. In Rajasthan, the problem is aggravated by the physical dispersal of the various relevant bodies. SIERT is in Udaipur, the Director, Elementary Education has his office in Bikaner and the Commissioner, RMSA is in Jaipur. There is also evidence of poor co-ordination between the Departments of Elementary Education and Secondary Education at the Secretariat. The net result is that several of the fairly senior persons we met at SIERT, IASE and CTEs had no idea of the current state of class room activity. They did not also seem to know, for instance, on whether the text books produced in the SIERT were

being used constructively or not. **The mission, therefore, recommends that close co-ordination with SSA and RMSA be made an integral part of the CSSTE.**

3. Background

There are 54,665 lower primary schools in Rajasthan (or 41,523 according to another statement provided to the mission), 38,807 upper primary schools (or 37,572 according to another statement provided to the mission), 11,318 secondary schools and 15,585 senior secondary schools making a total of 26,903 (or 27,356 according to another statement provided to the mission). A little less than half of all schools (34,039 out of 72,412) are private. The CSSTE attempts to support Institutions such as SIERT, IASE, CTE and DIETs, all of which serve only government schools. There is no evidence of any interaction between Institutions of Teacher Education, similar institutions in the private sector and the private school system. **The Mission recommends that at least in the medium term, it would be necessary for such interaction to be started, especially in matters in textbook writing and in-service training.** The mission was not able to find out about linkages between CBSE and the State Board of Education or even whether the syllabi approved by the State Board conform to the NCF, 2005. Private schools must be encouraged to benefit from the expertise developed in the government system especially when almost half the number of schools are private and more than half the number of admissions are in private schools.

Rajasthan has 2 functional IASEs, of which the mission was able to visit the IASE-Ajmer. There are 8 functional CTEs of which the mission was able to visit two, Vidya Bhawan in Udaipur and Jamdoli in Jaipur. There are 33 DIETs, though the exact situation with regard to DIET-Pratapgarh is not very clear. The mission visited DIET-Udaipur and DIET-Nathdwara, District, Rajsamand. There are 4 sanctioned BITEs; however none are functional.

4. Major Issues

Three major issues may be identified as causing concern and needing early intervention. These are resource availability and disbursement, staffing and human resource development and quality of content.

A) **Resource Availability and Disbursement** : The table below gives details of disbursement of funds under the Scheme :

(Rs. In lakhs)

| Year | Approval Budget | | Funds Released | | Funds Utilized | Remarks |
|---------|-----------------|---------|----------------|-------------|----------------|------------------------------------|
| | Total | GOI | GOI | State | | |
| 2014-15 | 4693.92 | 3520.44 | 3520.44 | 1173.48 | 4693.92 | |
| 2013-14 | 4272.51 | 3279.38 | 3279.38 | 1093.13 | 4058.01 | Remaining fund adjusted in 2014-15 |
| 2012-13 | 2983.68 | 2240.89 | 2240.89 | 725.79 | 2983.68 | |
| Non- | 211.91 | 35.42 | 35.42 | Transferred | 35.42 | UC Due |

| | | | | | | |
|--------------------------------|-------------------------------|--|--|-----------------------|----------|--|
| Recurring 2012-13 (20%) | Deduction of due UC 176.50 | | | to SSA for DIET- Prgh | (UC Due) | |
|--------------------------------|-------------------------------|--|--|-----------------------|----------|--|

There were no complaints about non-receipt of funds as per action plans and, indeed, the overall figures of expenditure are impressive. However, it is also true that each institution receives a fairly small sum under the CSSTE, and even that is not always spent. For instance, in 2012-13, SIERT-Udaipur received a total of Rs. 50.82 lakh (Rs. 38.11 lakh as Central Share and Rs. 12.71 lakh as State Share) of which expenditure was only Rs. 2.51 lakh. In the year, 2013-14, of total of Rs. 123.10 lakh (Rs. 92.33 as Central Share and Rs. 30.77 lakh as State Share), expenditure was only Rs. 60.76 lakh. In the year, 2014-15, only Rs. 15.00 lakh was provided of which Rs. 10.00 lakh was spent. Even in the current year, 2015-16, MHRD has only approved Rs. 30.00 lakh for the SIERT.

In the case of DIETs, in the current year 2015-16, MHRD has approved Rs. 60.28 crore for 33 DIETs, of which Rs. 57.11 crore is towards salaries. This leaves approximately, Rs. 10.00 lakh per DIET for programme activities.

Institutions of Teacher Education in Rajasthan are suffering for want of support for maintenance and upkeep. The buildings are generally in a state of low maintenance. The mission was informed that while most DIETs have constructed hostel buildings, not a single one is in use. The condition of the private Institutions which have been given in the status of CTE is marginally better. ***It is very clear that either CSSTE will have to provide funds towards construction, maintenance and repair or that the Government of Rajasthan needs to be pressurized into providing budgetary support.*** It is true that CSSTE bears the entire salary load in the DIETs. However, having committed this much it may be necessary for GOI to commit more.

- B) **Staffing and Human Resource Development:** The difficulties caused by inadequate infrastructure and low quality of physical resources are aggravated by the very poor staffing position in Institutions of Teacher Education. The table below gives the details :

| Institutions | Sanction Post | | Filled Post | | Vacant Post | |
|---------------|---------------|--------------|-------------|--------------|-------------|--------------|
| | Academic | Non-Academic | Academic | Non-Academic | Academic | Non-Academic |
| SCERT (SIERT) | 67 | 91 | 38 | 57 | 29 | 34 |
| DIETs | 712 | 448 | 360 | 229 | 352 | 219 |
| CTEs | 30 | 32 | 24 | 26 | 06 | 06 |
| IASEs | 43+29 | 37+32 | 32+21 | 25+29 | 11+8 | 12+3 |
| BITEs | 28 | 28 | - | - | 28 | 28 |

It will be noticed that the situation is most difficult in the DIETs. The BITEs are, in any case, non-functional though we may anticipate severe problem in staffing when

they do become functional as they are located in remote and hard areas where finding, willing staff is always a problem. DIETs bear the load of conducting the D.El.Ed. programme as also in-service programmes. In the absence of adequate number of academic staff there are obvious weaknesses in how these programmes are being run. It is particularly surprising that there should be so many vacancies given that the salary burden is borne by CSSTE. One reason for this could be that Rajasthan does not have a separate cadre for Teacher Education. All the staff in the DIETs and other Institutions come from the Department of Elementary Education for whom filling vacancies in schools is possibly of greater priority. ***It is essential that a separate cadre for Teacher Education be formed and that, in anticipation of such a move, for vacancies to be filled in a systematic way.*** A separate cadre could have entry level positions in the BITEs and DIETs, with promotion opportunities to the CTEs, IASEs, SIERT and the Directorate of Teacher Education.

The D.El.Ed. programme is a professional qualification for appointment of teachers at the primary and upper primary levels. Those persons who have Class XII plus D.El.Ed are appointed to primary classes [I-V] and those with Graduation plus D.El.Ed are appointed to upper primary classes [VI-VIII]. It is well recognized that one does not need to be a graduate in order to learn to teach classes I - V. The mission was also informed that D.El.Ed. Graduates generally find it easy to get jobs in government schools so much so that even persons with B.Ed. qualification have begun to join D.El.Ed. programmes. On the whole it was observed that D.El.Ed teaching is being done reasonably well.

It appears that in-service training programmes are being routinely conducted in all Institutions of Teacher Educations, though poor participation is a serious problem. As per information provided a total of 55,364 persons participated in camps, workshops etc. in the year 2014-15, as against a target of 1,35,920. A target of 1,34,140 has been proposed for the year 2015-16. One possible reason for poor participation is very low level of Daily Allowance. Apparently participants are paid the approved SSA rate of Rs. 50 per day, which is quite clearly inadequate. As mentioned earlier, hostels are unusable and the DA amount is simply not enough to cover costs of board and lodging. There is also a case for increasing the honorarium amount paid to guest lecturers. There is also no clear evidence that any substantial improvement in teacher performance has resulted from in-service training programmes. The emphasis seems to be on accomplishment of the target and expenditure of funds received and not on quality of training or assessment of impact of training.

While both the above points relating to physical infrastructure and human resource strengthening are important and necessary for the longterm impact of CSSTE there is a much more crucial short term factor to be considered. At the present point of time, Rajasthan stands to receive no funds from GOI because of pending utilization certificates. Three particular cases were highlighted in the TEAB meeting of 27th March, 2015. A reply has been sent by the Government of Rajasthan on 10th September, 2015 in one matter. Despite our best efforts, no one in the

Secretariat was able to inform us of the current status of the other pending utilization certificates. It was impressed upon the State Government representatives that no funds would be available in the absence of utilization certificates. ***It may be necessary for the Department of School Education & Literacy to make special efforts to reconcile accounts, etc. if CSSTE to be implemented at all in Rajasthan in the current year.***

- C) **Quality of Training:** Considerable emphasis has been placed on achievement of targets under CSSTE, expenditure of funds, submission of utilization certificates, etc. The terms of reference of the present JRM likewise reflect this emphasis. ***However, substantially more importance needs to be given to the quality of the materials being prepared, the nature of class room transactions, the levels of comprehension achieved both by the teachers and the taught and the nature and relevance of the curriculum.*** This approach needs to be given both to the activities in the Institutions of Teacher Education and the activities in the schools. The inescapable conclusion that the mission has drawn is that even where all targets have been met and all positions filled and all funds spent, the quality of work is dubious. Some of the teaching material is in English and it is clear that there are very low levels of familiarity among Teacher Educators with the use of English or with the ability to negotiate text books written in English. Every institution we visited has documentation related to research undertaken but it is hard to believe that these documents have been written by persons whose knowledge of the language is clearly inadequate. ***The quality and relevance of the researches conducted also need proper evaluation.***

At another level it is necessary for the Government of Rajasthan to consider whether English should continue to be a compulsory subject in schools. From our limited interaction in three schools it is clear that what passes for teaching in English is wholly inadequate. There is no connection between the level of the text books prepared by SIERT and elsewhere and actual classroom transactions. ***The Government of Rajasthan is well advised to investigate how students are said to be passing examinations in English when, clearly, a large number are in no position to do so.***

Another weakness observed both in the Institutions of Teacher Education and in schools is that methods of teaching are wholly didactic. The teacher reads from the text and the students write what is read to them. There was no evidence that any dialogue or question is possible, or even encouraged.

All DIETs have computer laboratories but they are generally not in use for want of qualified faculty. It is also not clear that computer applications are being integrated with teaching of content and pedagogy. The situation is better in CTEs and IASEs where M.Ed. students use computer facilities for data analysis, advanced readings, etc.

5. Conclusions and Recommendations :

- a) The CSSTE must develop greater interaction with SSA and RMSA. Achievements under CSSTE must be measured in the classroom and by the performance of the teachers in Elementary and Secondary Schools and not simply by expenditure under the CSSTE.
- b) Urgent efforts are needed to reconcile past accounts and obtain utilization certificates, in the absence of which no work would happen in the current year.
- c) The Government of Rajasthan must be urged to provide budgetary support for construction, maintenance and upkeep of Institutions of Teacher Education. At the same time, the Department of School Education & Literacy must also support such activities under CSSTE. It would be short sighted to refuse to support such activities in the expectation that the State Government would do so.
- d) The SIERT, Udaipur must be upgraded to a SCERT as per CSSTE guidelines so that the entire range of school education activities can be managed in a coordinated manner.
- e) The Government of Rajasthan must be urged to fill vacancies in the DIETs, and in other Institutions of Teacher Education. The Government must also consider the proposal to create a separate cadre for Teacher Educators.
- f) It is necessary for the quality of classroom interactions both at the Elementary and the Secondary state to be independently audited by a third party. This will involve interaction with the State Board of Secondary Education, the SIERT, the IASEs and CTEs, the DIETs and with teachers and students.

JOINT REVIEW MISSION ON CENTRALLY SPONSORED SCHEME FOR TEACHER EDUCATION [CSSTE]

MANIPUR
September 11 to 15, 2015

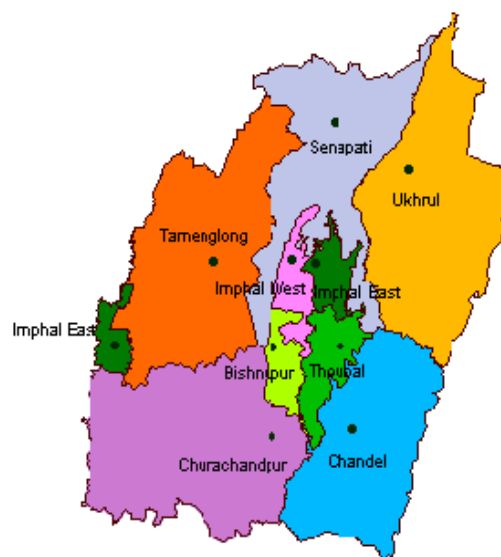
Introduction

The State of Manipur comprising with a total area of 22327 sq. kms is one of the Border States in the north-eastern part of the country, bounded by Nagaland in the north, Assam in the west and Mizoram in the south and with Myanmar in the southeast. Geographically, the State of Manipur consists of nine districts and these could be divided into two regions, viz. the hill and the valley. The valley lies in the central part of the State and the hills surround the valley. The hill region comprises of five districts viz. Senapati, Tamenglong, Churachandpur, Chandel and Ukhul and the valley region consists of four districts, viz. Imphal East, Imphal West, Thoubal and Bishnupur. The hill districts (both foot and surrounding hills) occupy about 90 percent (20089 sq km) of the total area of the State and the valley occupies only about tenth (2238 sq km) of the total area of the State. Imphal is the capital city of Manipur.

According to the 2011 Census, the density of population of the four valley districts was found to be 735 persons per sq km, while the density in five hill districts was only 47 persons per sq km.

Historical Background

Manipur existed as a princely State in its early stage and was involved in a number of disputes with its neighbour Burma (Myanmar). As it links the Indian subcontinent to Southeast Asia, migration of people, cultures and religions continued for long. It also witnessed several wars, including World War II, wherein it witnessed battles between the Japanese and Allied forces. It regained its lost political status of a Sovereign independent Kingdom in the year 1947 on August 15. The same year the Manipur Constitution Act, 1947 was enacted by the Maharaja of Manipur, establishing a democratic form of government with the Maharaja as the Executive Head and an elected legislative assembly. On 15th October 1949, Manipur became a part of the Indian union and it achieved its statehood in the year 1972.



Social Unrest

The State is home to several ethnic communities and its geographical distribution is a determinant factor for socio-political and historical development of

these different communities. Geo-politically, Manipur is recognized to be a sensitive state and in the last decade, rise in ethnic conflicts has been frequent thereby disturbing the regular functioning of both social life and as well as of the educational participation of children in schools.

Just prior to the visit made by the JRM team, there was an agitation to protect the identity and land-rights of agitators and Manipur experienced unrest. Several Houses of lawmakers were torched, government offices damaged, curfews defied, resulting in violent clashes between agitators and security personnel on the streets. At least 10 agitators have lost their lives in the previous few weeks. On the day of arrival of the JRM team, a bandh was in force in the city of Imphal and some districts continued to experience a bandh for subsequent days. Due to this continued unrest in the hills, JRM team had to confine its visits only to the institutions located in the valley.

It is against the background of Manipur's history and present unrest that this first JRM on the Centrally Sponsored Scheme on Teacher Education must be considered. Hence, any diagnosis of Manipur and its State of Teacher Education must take into account the larger political and social situation and any prognosis and prescription must therefore be realistic and relevant to the peculiar circumstances of the state.

The JRM Team

The Joint Review Mission team to Manipur was conducted by Mr. Guilherme Vaz, an Independent Consultant and Dr. Jyoti Bawane, Associate Professor, Indian Institute of Education, Pune. The team visited the State from 11th September 2015 to 15th September 2015. The schedule of the team is provided in the below table.

| Date | Institutions Visited |
|-------------|--|
| 12/09/15 | 1. Athokpam Junior High School, Thoubal |
| | 2. Sora High School, Thobal (Minority School) |
| | 3. DIET, Kakching |
| 13/09/15 | 1. DIET, Moinrang, Distric Bhisnapur |
| 14/09/15 | 1. Government CTE, Imphal |
| | 2. Pitambara English School – Private management |
| | 3. Meeting with the Commissioner, Higher Education/SCERT |
| | 4. Meeting with the SCERT |
| 15/09/15 | 1. Meeting with the Secretary of Education/ SSA |

Educational Profile

According to the 2011 census, the literacy rate in the State is 79.85 (male- 86.49 and females- 73.17), and among the nine districts, Namenglong showed the lowest rate of 70.40, while Imphal West has the highest literacy rate of 86.70. The data furnished to the JRM indicates that currently, the number of lower primary schools is 2335, upper primary schools- 891, secondary schools – 664, and senior secondary schools – 331. In terms of educational participation, the retention rate at primary level

was 63%, drop-out rate- 9% and attendance of students and teachers for the year 2012-13 was found to be below the national average.

Attendance Rate for the year 2012-13

| Group | Primary | Upper Primary | National Average |
|----------|---------|---------------|------------------|
| Students | 67.1 | 68.3 | 77.8 |
| Teachers | 78.4 | 81.7 | 81.3 |

Soure: Annual work plan and Budget of SSA-RTE , 2014-15

However school visits of the JRM revealed, from the school attendance records, that the attendance rate was even lower ranging between 65 to below 30 percent. It is believed the recent agitations have hampered school functioning and hence such lower attendance. The teachers also identified poverty, less favourable attitude of parents towards education and recent floods to be some of the causes of low attendance in the past few months. All the textbooks at the elementary level are published in English, while the teachers taught these subjects in their local language.

Teacher availability

The State has been facing paucity of trained teachers at the elementary level. The school visits also revealed that largely the B.Ed qualified teachers were handling the lower and upper primary classrooms and teachers trained for teaching at elementary level was minimal. Currently there are 6583 untrained teachers at the elementary level, out of which 4792 are presently enrolled in the 2 year ODL D.El.Ed programme offered by IGNOU in different DIETs. The State has also initiated a six-month special elementary teacher training programme for B.Ed qualified teachers, that would be offered by the SCERT in DIETs from the third week of September 2015.

The detail on the number of trained, untrained and enrolled for training are provided in the following table.

Status of Teacher Posts and Vacancies

| Category | Sanctioned Posts | Working Teachers | | | Vacancies |
|------------------|------------------|------------------|------------|------------------|---------------|
| | | Trained | Undergoing | Purely untrained | |
| Elementary | 18462* | 11879 | 4792 | 1791 | Nil |
| Secondary | 2971** | 1840 | - | 1131 | Not available |
| Higher Secondary | 1383** | 499 | -do- | 884 | -do- |

** Source- SSA, Manipur; ** Source – RMSA, Manipur*

Teacher Education Institutions

The State currently has eight functional DIETs and one CTE under CSSTE. The ninth DIET at Imphal East is under construction and the six sanctioned BITES are yet to begin

operation. Civil works of Imphal East DIET and BITEs buildings have been approved and sanctioned. 90% of the construction works of Imphal East DIET have been completed and amount for BITEs also deposited to the work agency. In addition to one Government CTE, the State has nine private-unaided B.Ed colleges of education.

Status of Different TEIs in the State

| No. | Institution | Eligibility | Approved | Functional |
|-----|-------------|-------------|----------|------------|
| 1. | DIETs | 9 | 9 | 8 |
| 2. | BITEs | 6 | 6 | Nil |
| 3. | CTEs | 1 | 1 | 1 |

Source- SCERT, Manipur

Teacher Availability

In all, the number of sanctioned posts of 8 functional DIET is 208 out which 135 (64.90%) are filled up. Thirty five percent of the academic positions are found to be vacant in the DIETs, while all the CTE positions are shown as filled in the in table below, during the visit it was revealed that 35 per cent are filled on part-time basis.

Table: Status of Positions filled in the State

| Institution | Sanctioned post | | Filled Post | | Vacant Post | |
|-------------|---|--------------|-------------|--------------|-------------|--------------|
| | Academic | Non-Academic | Academic | Non-Academic | Academic | Non-Academic |
| SCERT | 13 | 36 | 13 | 31 | Nil | 5 |
| DIETs | 208 | 176 | 135 | 176 | 73 | nil |
| CTEs | * 18 | - | * 18 | - | - | - |
| IASEs | No IASEs | | | | | |
| BITEs | 6 BITEs have been sanctioned but posts are yet to be sanctioned. | | | | | |

** Source: Directorate of Higher Education, Govt. of Manipur.*

The vacancy of 73 in DIETs includes mainly 5 posts of principals, 56 of vice principals/ senior lecturers and 12 lecturers. The vacant posts according to the SCERT are in the process of filling up as the cabinet approval has been obtained and are being referred to the Public Service Commission. However, both the two DIETs visited had all their positions filled and it was also informed that the State Cabinet has accorded approval to the creation of posts for Vice Principal/Sr. Lecturer and official order is awaited (Source: SCERT, Manipur).

Functioning of the DIETs

The team visited two DIETs, Kakching and Moirang, both located in the valley region of the State. These institutions had adequate classrooms, a computer lab not supported by the Internet and poorly maintained libraries with inadequate books. Both the Librarians expressed concern that the books available were not relevant to the programmes they were offering. Interestingly, when this issue was placed before the Commissioner of Higher Education, it was expressed that books are being regularly

supplied to the DIETs and there is a possibility that these books are used by the staff for personal use and hence not available in library.

With regard to the number of classrooms, although, the current number seemed adequate, this number may not suffice in future, since the DIETs are in the process of implementing an additional 6th month in-service elementary training for the untrained teachers, apart from the two-year ODL teacher education programme and regular two-year D.El.Ed programme.

Some involvement in training and research is noticed among the DIET faculty. However, this is prominent among very few, while the rest of the faculty are largely involved in the D.El.Ed and ODL programme.

Salaries of DIET employees have been disbursed under DDO, SCERT by depositing to their respective Bank accounts. From the response of the DIET it is revealed that the DIET faculty have not received their salaries since February 2015 till date. This has been one of the major grievances of the faculty and in this regard, the SCERT responded that this took place due to the delays in approvals.

Since the two DIETs visited by the JRM teams were those located in the main valley, there is a likelihood that these DIETs may be better equipped than the DIETs located in the hilly region.

Functioning of the CTE

The Dhanamanjuri College of Teacher Education (DMCTE) is the only government CTE that was established in 1952 as a college, renamed as post-graduate teacher training in 1972 and subsequently upgraded as a College of Teacher Education (CTE) in 1997. The College currently imparts B. Ed and M. Ed programme with an intake capacity 230 for B.Ed and 35 for the M. Ed, as approved by the NCTE. Out of the total seat of 230 for B.Ed, 92 seats are reserved for pre-service candidates as per the state government's reservation policy. The college was earlier first affiliated to Guwahati University and since 1980 its affiliated has been with the Manipur University.

The college has a total strength of 18 academic staff among which seven are guest/part-time teachers. The full-time staff receives salaries as per the State Government norms. Interactions with the faculty revealed that they had not received capacity building from other organizations. Occasionally the faculty organized seminars and workshops.

The college is equipped with four lecture halls, among which only one classroom has a provision for carrying out transactions through electronic media like smart board and two classrooms are supported by public address system. Faculty had Computers in their offices, but tended to use laptops. They had a functional computer lab equipped with 32 computers, supported by Internet facility. The college had a well-equipped library, which housed 14,500 books and also had infibnet facility. According to the librarian they received Rs.600 per year for the library.

Hostel accommodation is available for boys only and the capacity for accommodation is 40. The CTE has also applied for up gradation to IASE.

SCERT

The Manipur SCERT reports to the Commissioner, Higher Education. The SCERT is housed in a spacious campus and equipped with adequate infrastructure. The strength of its academic staff is 14 (excluding 2 vacant and four on deputation from DIETs). Out of the 37 sanctioned non-academic posts, 25 are filled and 12 are vacant. From the profile of its academic staff, it is seen that four of them hold a Ph.D degree, two with M.Ed and one with M.A education. Keeping in view their educational qualifications, the staff is unsure how they would be accommodated in the proposed new structure of SCERT. The process of restructuring of the SCERT and creation of separate cadre of teacher educators as per the MHRD guidelines has not yet taken place.

Functioning

The SCERT faculty are actively involved in activities related to development of curriculum and syllabus for the D.El.Ed teacher education programme, (face to face and sixth month in-service programme for untrained teachers). The two year Diploma in Elementary Education/D.El.Ed Program for teacher Educators offered by DIETs under SCERT was revised in the light of NCFTE- 2009, while the same curriculum syllabi is being revised according to the NCTE's new regulations of 2014. The draft syllabus is ready and awaiting approval so that the same can be implemented from the Academic Session 2015.

They are also implementing a new 6-month training programme, approved by the NCTE, for untrained elementary teachers, from 16th October 2015. The capacity for this programme is 500 and the entry qualification is a B.Ed degree.

In terms of capacity building the SCERT has conducted different training programmes for various stakeholders like the secondary school teachers, elementary teachers, head teachers, DIET faculty, and teacher educators. Few have also been in collaboration with the DIETs. They have also taken initiatives to enroll their staff, including those from DIETs in faculty development programme conducted by the NE-RIE Shillong, NCERT, CCRT, NUEPA and RIE Bhubaneshwor.

Five teacher Educators (SCERT and DIET's), including Director SCERT attended in the 3 months faculty Development Programme in the Arizona State University under the In- STEP USAID sponsored by the MHRD, Govt, of India. Exposure visits have also been made to other SCERTs, DIETs and RIEs to share experiences.

Development of resources has largely been towards development of curriculum, syllabus and reading material for the D.El.Ed teacher education programme. The SCERT had also developed audio-video film titled 'New Life' which showed the impact of a first

generation learner to help his family overcome being victims of their illiteracy. The self-learning materials developed by the SCERT for teacher training are as follows;

- Curriculum and syllabus of 6 month special elementary education programme
- Curriculum and syllabus of 2 year D.El.Ed (Hindi)
- Reading materials for 6 month special elementary education programme
- Source Book on CCE
- Classroom management and techniques
- Teacher's guidebook
- Training module on Yoga education
- State TET curriculum and syllabi
- Questionnaires, test tools, training manual for SLAS
- Academic calendars of different courses of DIETs

In terms of research, some amount of research activities is noticed in the SCERT and these are funded by the SCERT itself. The areas of research conducted by the faculty were related to the following areas;

- 1) Comparative studies between Government and Private Elementary Education.
- 2) Assessment on performance of Elementary teachers of Bishnupur District and Wangoi zone.
- 3) A study of evaluation system and extent of internal efficiency through input-output ratio.
- 4) Gender Difference in Intelligence among school Children.
- 5) A study on the Effectiveness of In- service Teacher's Training Programme in classroom transaction at Elementary level of New Lamka Cluster, Churachandur.
- 6) A study on Surrogate teachers of the Govt. Pry schools under Tamei TD Block.
- 7) Attitude of the Headmasters of Govt. Elementary schools towards school management under RTE Act- 2009.
- 8) Enrolment trends in the Elementary school of Chandel district.

SCERT takes a lead role in getting all the amount sanctioned for activities by calling proposals from different DIETs. Once the fund is sanctioned, allocation of funds is provided to DIETs as per the work programme submitted by individual DIET. However, looking at the work performance of the DIETs, it is noticed that the involvement of the DIETs in research activities is relatively low and the budget also reflects no allocation had been made for the DIETS in this regard.

[Note: Although the salaries of the SCERT faculty are being paid on time, they raised concern regarding discrepancies in their pay scales when compared to the other north-eastern States.]

Observations and Recommendations

Being the first JRM on CSSTE to the State, the observations could form the base for greater examination and future course of action. Further, these observations are made keeping in view of the unique and complex situation of Manipur, which is different even from the other North-Eastern States. The observations of the team on the different institutions are as follows;

On SCERT

1. The SCERT is involved in activities related to capacity building, material development, including some level of research. Efforts have also been made to showcase their efforts at the national level and they have also received an award for one of their films they have produced. However, it is recommended that the SCERT take efforts to mobilize the DIETs by strengthening their linkage with them and undertake more collaborative and capacity building activities.
2. The SCERT has not been able to initiate proposed project activities for the current academic year, due to the delay in the release of funds from the Centre. However, in comparison to the past, it is observed that the time of delay in the release of funds from the Centre has reduced.
3. The low-cost teaching materials available at the SCERT and developed by the faculty themselves were not up-to-date. More workshops could be arranged to develop low-cost teaching aids with the teachers, and teacher educators (DIETs and CTEs). The prepared teaching aids could be gifted as takeaways to the participants to enable them to use the same in their classrooms.
4. Poor pass percentage of teachers appearing for the TET exam was reported to the team to be about 40%. To meet the demand of professionally trained teachers, at a faster rate, a plan of action would therefore need to be worked out to especially deal with the large and increasing pool of “unqualified” teachers who had not passed the TET.

On Schools:

1. The physical conditions of the schools visited were disappointing with no electricity; no teaching aids, and in some cases no blackboards. One school, in existence from 1942 did not even have a name-board for the school. These schools were just off the highway so one does not know the conditions in the interior areas. Hence, intensive monitoring and appropriate linkages with the DIETs could be established to maintain a vigorous data management system of the schools functioning within its jurisdiction.
2. There is a significant disparity between the students on rolls and those in attendance. It was explained to the team that about 30% absence is common

due to a variety of reasons including parents requiring the help of their children and in some cases the students could have moved to other schools. To tackle this issue, the SCERT indicated that linkage with Aadhar card could be used for admission. DIETs, on the other hand, with the support of schools teachers and head teachers could take a lead in developing a mechanism to systematically conduct periodic follow-up exercise, at least twice a year to track and record student mobility.

3. Presence of high dropout rate was prominent at the upper elementary level. To understand the dynamics of drop-outs and out-of-school children, both SCERT and the DIET faculty need to undertake exploratory research to trace the drop-outs, identify the reasons for drop-out in the State and devise alternative strategies for school education. This is an issue that would require a roadmap so that appropriate interventions and changes could be implemented.
4. Due to shortage of trained elementary teachers, it is a common feature that B.Ed trained teachers are compelled to teach at the elementary level. With the State having recently introduced a six month special training for the B.Ed teachers, to equip them with additional teaching competencies relevant at elementary level, the DIETs can initiate follow-up research activities to evaluate the effectiveness of such a programme.

b) On DIETS:

1. One of the major grievances of the Teachers is that their salaries are not released regularly. During the visit it was noticed that they have not been paid since February 2015. The State with the SCERT needs to ensure that this process of release of funds is streamlined with clear time-lines, since such delays are likely to de-motivate staff in performing their roles and functions effectively.
2. DIETs claim that salaries drawn by DIET Lecturers are lower than those of counterparts of other states, including that of other North Eastern States. This prevents the DIET Faculty to avail suitable travelling allowances especially for workshops and meetings conducted outside the State. However, at the same time it is highlighted that up-gradation of scales would cause an anomaly in feeder positions to the SCERT. The State may consider initiating special provisions to facilitate staff to attend such programmes.
3. Severe paucity of learning resources is apparent in both the DIETs visited. Intensive efforts need to be undertaken to upgrade the learning support system of the DIETs by investing more on purchase and development of teaching learning materials, ICT equipment, and relevant library books. It is also recommended that the DIETs invest on hosting a functional website to share their resources with the other institutions.

4. The relationship and academic leverage between DIETs, BRC and CRC need to be re-looked in order to strengthen convergence between these educational systems.
5. A data based management system should be initiated in every DIET and in the interest of greater transparency, information could be displayed highlighting the programme activities in every DIET.

c) On CTEs

It may be mentioned that when the team visited the government CTE, it was pointed out that they had just started after the two months closure due to the agitation that prevailed in the district. Hence, the team was not able to obtain a clear picture of the functioning of the institution. Yet the few observations made are;

1. The infrastructure including the library, laboratory and computer were adequately equipped. Even though, the library had sufficient books relating to programme they implemented, it was noticed that educational journals published by institutions like the NCERT, NCTE and NEUPA were not subscribed by the institution. Hence, subscription to research journals may be initiated by the CTE.
2. The institution requires to pay more attention towards the maintenance of their infrastructure, especially the computer lab since the maintenance was undertaken by the faculty in-charge himself.

General Comments

1. It needs to be examined whether the overall structure as recommended by the Centre needs to be exactly the same in every State. For example, there could well be a case for a more appropriate, leaner and more responsive and collaborative structure for the North-Eastern States
2. To avoid data duplication, particularly in cases where funding is related to actual number of students or teachers there needs to be a foolproof system to ensure integrity of Data. The proposal to use Aadhar Cards as unique identity should be taken up on a priority and time-bound basis.
3. To make the SCERT, DIETS & CTE as Centres of Excellence that would also expose teachers to the efficacy and efficiency of the Teaching Learning Process through the use of ICT, each of these units could be equipped with Smart Classrooms.

**Joint Review Mission on the
Centrally Sponsored Scheme on Teacher Education (CSSTE)
Sikkim
September 11th-15th, 2015**

Table of Contents

| S. No | Section | Page |
|--------------|--|-------------|
| 1 | Introduction | 3 |
| 2 | Overview of Sikkim | 4 |
| 3 | School Education in Sikkim | 4 |
| 4 | Teacher Education in Sikkim | 5 |
| 5 | Centrally Sponsored Scheme for Teacher Education in Sikkim | 6 |
| 6 | Observations | 8 |
| 7 | Key Issues and Challenges | 12 |
| 8 | Recommendations | 12 |

1. Introduction

The Joint Review Mission (JRM) on the Centrally Sponsored Scheme for Teacher Education (CSSTE) was conducted in the state of Sikkim during September 11-15, 2015. The JRM team consisted of the following members:

- Professor B P Bhardwaj, Head, Department of Teacher Education, National Council of Educational Research and Training (NCERT), New Delhi
- Mr Nikhil Mathur, Independent Researcher, New Delhi

The team had its first meeting with senior officials of Human Resource Development Department (HRDD) of the state on September 12 and its final meeting was conducted on September 14, 2015. A list of activities of the JRM are given in the table below:

| Date | Activity |
|--------------------|--|
| September 11, 2015 | Arrival at Gangtok, late evening |
| September 12, 2015 | Briefing by Director, SCERT Visit and interactions at SCERT Visit and interactions at DIET East, Gangtok Meeting with Honourable Minister of HRDD |
| September 13, 2015 | Visit and interactions at DRC South, Namchi |
| September 14, 2015 | Review of data and documents Interactions with Director, SCERT Development of draft report Meeting and sharing of report with Principal Secretary, HRDD |
| September 15, 2015 | Departure from Gangtok, early morning |

2. Overview of Sikkim

Sikkim is a landlocked state located in the Himalayan region of the country. It is the least populous and the second smallest state in the country. Sikkim is nonetheless geographically diverse due to its location in the Himalayas; the climate ranges from subtropical to high alpine, and Kanchenjunga, the world's third-highest peak, is located on Sikkim's border with Nepal. Sikkim is a popular tourist destination, owing to its culture, scenery and biodiversity.

Sikkim has 11 official languages: Nepali (which is its lingua franca), Sikkimese, Lepcha, Tamang, Limbu, Newari, Rai, Gurung, Magar, Sunwar and English. English is the medium of instruction in schools and used in government documents.

There are four districts in Sikkim – East, West, North and South. The capital of the state is Gangtok which is located in the East district. North is the largest district but is least populous. About a third of the state is heavily forested and mountainous.

Some key aspects which policy makers must keep in view while taking decisions include:

- Sikkim shares a long international borders with three countries. Borders with two of these countries are fairly open with same communities straddling both sides of the border; with the third there is a perceived latent threat of aggression.
- Another defining feature of the state is that it merged with the Indian union only in 1975, before which it was a monarchy. Socio-political legacy of the pre-merger era is still palpable and the discourse around democracy is less matured than the rest of India.
- The economy of Sikkim is heavily dependent upon tourism and state is promoting the sector through multiple strategies.

3. School Education in Sikkim

Schools in Sikkim are primarily government and private numbering 767 and 443 respectively. The distribution of schools across various levels and districts is given in the tables below, based on data given in the website of Sikkim Human Resources Development Department. There are only 5 private-aided schools in the state. It is important to note that the state does not have a board of education; all government and most private schools are recognised by the Central Board of Secondary Education (CBSE).

| State Government Schools in Sikkim | | | | | |
|------------------------------------|------------|------------|------------|-----------|------------|
| Category of Schools | East | West | South | North | Total |
| Primary Schools | 108 | 134 | 120 | 44 | 406 |
| Junior High Schools | 63 | 42 | 58 | 16 | 179 |
| Secondary Schools | 37 | 35 | 34 | 12 | 118 |
| Senior Secondary Schools | 24 | 18 | 17 | 5 | 64 |
| Total | 232 | 229 | 229 | 77 | 767 |

| Private Schools in Sikkim | | | | | |
|---------------------------|------------|------------|------------|-----------|------------|
| Category of Schools | East | West | South | North | Total |
| Lower Primary Schools | 9 | 9 | 19 | 2 | 39 |
| Primary Schools | 70 | 60 | 75 | 12 | 217 |
| Junior High Schools | 66 | 39 | 36 | 7 | 148 |
| Secondary Schools | 14 | 7 | 6 | 1 | 28 |
| Senior Secondary Schools | 5 | 2 | 3 | 1 | 11 |
| Total | 164 | 117 | 139 | 23 | 443 |

4. Teacher Education in Sikkim

Different institutions in the state offer the D El Ed, B Ed and M Ed courses. These are largely government institutions though there are a couple of private institutions as well. The examining authority of all D El Ed institutions is the SCERT while Sikkim University is examining authority for the B Ed and M Ed courses. A few institutions are also offering distance mode programmes for in-service teachers affiliated to IGNOU. The details of the courses offered, as per information provided by the SCERT, are given in the tables below:

Teacher Educators (M Ed)

| S.No. | Name of Institution | Annual Intake | Management |
|-------|---|---------------|------------|
| 1 | Harkamaya College of Education, 5 th Mile Tadong | 50 | Private |

Teacher Education at Secondary Level (B.Ed)

| S.No. | Name of Institution | Annual Intake | Management | Remark |
|-------|---|---------------|------------|---|
| 1 | Govt. B.Ed College, Soreng, West Sikkim | 100 | Government | <ul style="list-style-type: none"> • Study centre for 2 years In-service B.Ed through IGNOU. • M.Ed course is proposed to be started from this year for which proposal has been moved |
| 2 | Loyola B.Ed College, Namchi South Sikkim | 100 | Private | <ul style="list-style-type: none"> • Study centre for 2 years In-service B.Ed through IGNOU |
| 3 | Harkamaya College of Education, 5 th Mile Tadong | 100 | Private | |

Teacher Education at Elementary Level (D EI Ed)

| S.No. | Name of Institution | Annual Intake | Management |
|-------|---|---------------|------------|
| 1 | DIET East , Lower Burtuk Near Helipad, Gangtok | 50 | Government |
| 2 | DRC West, Kyongsa Geyzing , West Sikk | 50 | Government |
| 3 | DRC South, Namchi, South Sikkim | 50 | Government |
| 4 | Carmel Teacher Training Institute, Pakyong, East Sikkim | 50 | Private |

In-Service Distance Programme in Teacher Education through IGNOU

| S.No. | Name of Institution | Course | Candidates |
|-------|---|---------|---|
| 1 | DIET East , Lower Burtuk Near Helipad, Gangtok | D El Ed | <ul style="list-style-type: none"> • 2013 -15 Batch - 87 • 2014-16 Batch - 98 • 2015-17 Batch - 47 |
| 2 | DRC West, Kyongsa Geyzing , West Sikk | D El Ed | <ul style="list-style-type: none"> • 2013 -15 Batch - 31 • 2014-16 Batch - 37 |
| 3 | DRC South, Namchi, South Sikkim | D El Ed | <ul style="list-style-type: none"> • 2013 -15 Batch - • 2014-16 Batch - • 2015-17 Batch - |
| 4 | SCERT Gangtok | B Ed | |
| 5 | Govt. B.Ed College, Soreng, West Sikkim | B Ed | |

Education as a Subject in Liberal Studies

| S.No | Name of College | Title of Course |
|------|---------------------------|-------------------------------|
| 1 | 5 Government Colleges | BA (Hons) Education – 3 years |
| 2 | Sikkim Central University | MA Education |

5. Centrally Sponsored Scheme for Teacher Education in Sikkim

As per the minutes of the TEAB of the state of Sikkim, the following table depicts funds approved for the state under the CSSTE:

| Amount Sanctioned under CSSTE for Sikkim | | | |
|--|----------------|---------------|-------------|
| Year | Total Approved | Central Share | State Share |
| 2012 - 13 | 404.15 | 363.74 | 40.40 |
| 2013 - 14 | 628.12 | 565.30 | 62.82 |
| 2014 - 15 | 496.37 | 446.73 | 49.60 |
| 2015 - 16 | 508.32 | 457.49 | 50.83 |

Fund flow is smooth and there is a timely release of fund. In the event that there is a delay in release of central share, the state government releases its share to the institutions.

6. Observations and Findings

SCERT, Gangtok

There was a detailed discussion with the Director Dr Rabin Chhetri, Joint Director Ms Indira Joshi, Deputy Director Dr Shanti Ram Adhikari and other faculty members. The JRM team visited the different departments / sections of the SCERT and interacted with the faculty and officers on various activities taken up by the SCERT. The State Institute of Education (SIE), Sikkim was upgraded as the SCERT in 2011 through a notification.

SCERT presently occupies a part of the building of DIET East. Land for SCERT campus has been identified and approvals have been taken. Funds for construction of building were not sanctioned under CSSTE in the TEAB this year because of some issues to costing and paucity of funds. As appraised by Director SCERT, a revised DPR for building construction has already been submitted to MHRD.

SIE was strengthened by government notification in 2004 by Sikkim State Educational Training Service Rules 2004. The position created were:

- Assistant Director - 8
- Deputy Director – 6
- Joint Director - 2

In 2013, to strengthen the SCERT 16 positions were created. These include:

- Director
- Additional Director – 3
- Assistant Lecturer – 12

There are 17 members (officers and faculty) at the SCERT of which 3 are on deputation to other institutions. These include:

- Director - 1
- Additional Director – 1 (presently on deputation to Government Degree College, Gangtok)
- Joint Director - 1
- Deputy Director – 6 (4 are present in SCERT while 2 are on deputation)
- Coordinator Math – 1 (School Principal on deputation to SCERT)
- Chief Tutor, District Centre for English – 1 (PGT on deputation to SCERT)
- Resource Person – 2 (PGTs English on deputation to SCERT)
- Lecturer – 3 (1 Head Master Junior High School, 1 Head Master of Secondary School and 1 Graduate Teacher on deputation to SCERT)
- Coordinator – 1 (Graduate Teacher on deputation to SCERT)

A perusal of the qualifications of the SCERT members indicates the following:

- Only 4 members have a PhD – Director, Additional Director, one Deputy Director and one Lecturer (Graduate Teacher)
- 8 members have an M Ed degree – 5 Deputy Directors, Coordinator (Math), 1 Resource Person (PGT English) and Coordinator
- One member has an M Ed degree together with a Bachelors' degree
- One member has a Bachelors' degree and a B Ed

Initiative taken to restructure the SCERT as per CSSTE 2012

The JRM was informed that the process of restructuring has been initiated and a proposal has been submitted to the GoS for consideration. The proposed structure of the SCERT was shared with the JRM team. The thrust of this restructuring clearly is to enhance the academic capacities of the SCERT so that it can fulfil its role of the academic authority of the state. Presently, the administrative and

academic functions are performed by the same set of persons; in the revised structure, it is proposed to segregate these. The proposed structure is attached as Annexure A.

Linkages with other educational institutions/departments

- SCERT is the certification and examination body for the teacher education institutions at elementary level (D El Ed).
- SCERT has academic linkages with SSA and RMSA. In a recent development it has been decided that the training component of both the programmes will be managed by the SCERT and the funds have already been transferred.
- SCERT and DIET / DRCs are the study centres B Ed and D El Ed (in-service teachers) of IGNOU
- SCERT is managing the academic part of the State Teacher Eligibility Test, including development of question papers and evaluation.

The programmes and activities of SCERT for the years 2013-14 and 2014-15 were presented and discussed. Some of the main activities are:

- SCERT is the programme centre for 2 year B.Ed under IGNOU –Distance mode with an intake of 100. So far 6 batches have completed in-service D.El.Ed through IGNOU.
- SCERT regularly conducts short term training for in service teachers teaching various subjects at different levels in Govt. schools. The detail of teachers trained in last two years is as follows:
 - Trained in SCERT : 940
 - Trained through CCRT : 159+
 - Trained through NCERT-NEUPA : 063
- SCERT conducts Action Research and other Research Studies at the State/District level.
- Conducts National Achievement Survey in collaboration with NCERT SCERT in collaboration with Exam Cell of HRDD has conducted STET for 2013, 2014 and 2015.

A detailed list of activities is attached as Annexure B.

There is a separate cadre for teacher education in Sikkim which is known as Sikkim State Educational Training Service. Faculty of SCERT and DIETs in Sikkim belong to this cadre whereas those in administration belong to the Sikkim Education Service cadre.

DIET East district located at Gangtok

The DIET was visited by the JRM team on the same day. The campus was well maintained and was neat and clean. The team interacted with the D El Ed students and faculty members. The DIET had a well maintained library with over 10000 titles. The issue register reflects that students are using the library regularly. This is an old teacher education institution which was started in the year ____ in another campus.

Pre-service Courses

- Two years D EL Ed programme was started in DIET Gangtok in 2003 for pre-service candidates. This is a regular programme of the DIET with an intake of 50 students.
- In addition to this, the DIET also conducted D El Ed for in-service teachers 2010-2014 for 3 batches.

The details of the pre-service courses conducted by the DIET are attached as Annexure C.

In-service Courses

In-service programme for teachers is a regular activity of this DIET which include training programmes for primary teachers, Head Masters, CRCs, SMC members, Graduate Teachers and Post Graduate teachers in the last three years. Apart from subject based trainings the other issues covered by the DIET include disaster management, leadership and life skills, and ICT. The details are attached as Annexure D.

DRC West District located Geyzing

The DRC Principal briefly appraised the JRM team at SCERT Gangtok. The DRC offers the D El Ed course and conducts in-service training programmes for elementary teachers. The DRC is led by a Principal and has 5 Lecturers, 3 of whom have an M Ed degree. However, only 2 Lecturers are regular appointees while the other 3 are ad hoc.

Interaction with IN STEP participant

The JRM team had a brief interaction with Ms Larissa Lepcha, faculty at the SCERT, who was a participant of IN STEP programme for the year 2014. She was very appreciative of the programme and said that the exposure was quite enriching. Though she is constrained by lack of resources available, she together with her colleagues at SCERT is trying to utilise her learning through designing capacity building programmes for in-service teachers in the area of special education.

Meeting with Honourable Minister of Human Resource Development Department (HRDD), Mr. R B Subba

The JRM team along with the Director SCERT visited the Honourable Minister, Human Resource Development Department in the afternoon of September 12, 2015. The team had a detailed discussion about various issues under the CSSTE and overall education scenario of the state. Among other things, it was appraised by JRM team that the B Ed College could be upgraded to a CTE under the scheme if the state considers appropriate. The Minister also mentioned that they have a very good Government B Ed College which has a huge land and good infrastructure and he was keen to know more about the Scheme.

DRC South district located at Namchi

The JRM team visited the DRC on September 13, 2015. The team appraised the building and infrastructure at the DRC and interacted with the D El Ed students and faculty members. This DRC was notified in 2004 but started functioning in 2010 and is housed in a building previously occupied by Government College, Namchi. NCTE has recognised this institution for conducting D EL Ed with an intake capacity of 50. However, this DRC has not been notified as a DIET by the state government as yet; however this is often referred to as a DIET. The observations of the team area as follows:

- Two batches are currently undergoing pre-service D El Ed with 46 and 33 students in 2014-16 and 2015-17 batches respectively. The lower number of students in 2015-17 was attributed to low demand and to some delays in the admission process. The low demand in turn was attributed to delays in recruitment.
- Both batches had reasonable number of students from the science and maths subjects.

- The size and the condition of the building is good and can in fact accommodate a bigger batch of students.
- This DRC has 6 full-time faculty members of which 3 are regular appointees while the other 3 are ad-hoc. One of the ad-hoc faculty members had an M Ed degree. The Institution also utilises the services of 4 part time lecturers. The ad hoc faculty members have already gone through interview and other recruitment processes for regular appointment, conducted by SPSC, and await final results.
- The environment of the DRC including class rooms and common areas was positive, print-rich and conducive to teaching-learning.
- The Principal of the DRC has a PhD.
- The DRC regularly organises training programmes for in-services teachers
- The DRC has completed two batches of D El Ed for in-service teachers and one batch of pre-service D El Ed.
- The DRC had a separate room each for Mathematics, Languages, Music, Art and Craft and Sports. There was a specially designated Common Room for girls with a bed and attached toilet.
- DRC had a large multi-purpose hall which was used for conducting training programmes and other events. This room was well furnished and had been tastefully painted / decorated by the faculty and students themselves.
- Of the 10 non-teaching staff members at the DRC only 3 were regular appointees while 7 were appointed on an ad hoc basis.
- The DRC is a study center of IGNOU for the ODL D El Ed course since 2012.
- Faculty members of the DRC regularly participate in faculty development programmes organised by the state and national agencies.
- Co-curricular activities and field trips are a regular feature at the DRC
- Students of the DRC perceive that the government schools are performing as well or better than private schools. This was attributed to the presence of trained teachers in government schools.

Meeting with Principal Secretary, HRDD, Mr G P Upadhyaya

The JRM Team along with the Director SCERT appraised the report with the Principal Secretary HRDD Mr G P Upadhyaya on September 14, 2015. All the issues and recommendations were shared with the PS. He concurred with all the observations and issues of the JRM and agreed to pursue the recommendations with Government of Sikkim and Government of India.

7. Key Issues and Constraints for Teacher Development in Sikkim

- a. Academic positions at SCERT are limited and the SCERT does not have a full-fledged premises as yet. This impedes the capacity of the SCERT to play the role of academic authority of the state and to utilise the CSSTE optimally.
- b. SCERT and the DIET/DRCs have access to only limited resources beyond the amounts approved under the CSSTE.
- c. The DRCs are yet to be notified as DIETs which undermines the effectiveness of the teacher educators.
- d. Large number of ad hoc / contractual teacher educators and staff members in DIET/DRC.

- e. Faculty members in SCERT and in DIETs/DRC are recruited under different Recruitment Rules, which implies that this is a separate cadre.
- f. Lack of CTE and IASE is affecting the capacity building of secondary and senior secondary teachers as well as of in-service teacher educators.
- g. Intake capacity of teacher education institutions is limited, inspite of availability of good infrastructure and support available through CSSTE.
- h. Awareness of teacher educators about the paradigm shift visualised by NCF 2005, RtE 2009, NCFTE 2009 and NCTE Regulations 2014 is limited and further exposure and professional development of teacher educators is needed.
- i. Some minor anomalies exist in the salary structure of teacher educators. The grade pay of Principal of a Secondary School is higher than Principal of a DIET.
- j. The medium of instruction in Sikkim right from first standard is English. While this may have been done to address the challenges of the multilingual environment in the state, this may put a great burden on the teachers as they help young children in learning.

8. Recommendations

- a. The State Government may take up construction of SCERT campus
- b. The State Government may expedite the restructuring and recruitment at SCERT
- c. The State Government may upgrade both DRCs to DIET
- d. The State Government may take up the issue of upgrading existing Government B Ed College as College of Teacher Education (CTE) and submit suitable proposal to MHRD
- e. Professional development programmes for teacher educators at elementary level need to be taken up immediately by SCERT.
- f. D El Ed curriculum may be revised and two year B Ed curriculum may be developed in respect of NCTE Regulations 2014 by the State Government / University.

**JOINT REVIEW MISSION ON CENTRALLY SPONSORED SCHEME FOR TEACHER EDUCATION
(CSSTE) TELENGANA**

September 11-14, 2015.

1. Backdrop

The Joint Review Mission on Teacher Education consisting of two members, namely Sri R.C. Meena, Ex-Senior Economic Advisor, Ministry of HRD and Prof. N. Pradhan, Head, Dept. of Extension Education, NERIE-NCERT, Shillong, hold discussion with the major stakeholders of Teacher Education of the State, including faculty members of SCERT and Principals of 08 DIETs, 03 CTEs and 01 IASE; pupil teachers of 02 DIETs; and visited IASE, Hyderabad; DIET, Karimnagar; CTE, Warangal; and DIET, Warangal to review the progress in the implementation of Centrally Sponsored Scheme on Teacher Education (CSSTE). The Mission made a thorough review of the scheme, *inter-alia*, with reference to the major initiatives taken up at the State, institutional and individual levels; and innovative/ good practices designed and/ or followed at the institutional and/or individual levels. On the basis of the outcomes of the day long discussion with the stakeholders and field visits, the Mission made some observations on the aspects of the scheme and put suggestions for the effective implementation of CSSTE in the State of Telangana.

At the end of the visit, the team met the senior officials of the state, including Principal Secretary, Education, Director, School Education, Director, SCERT, in a wrap up session at the State Secretariat, Hyderabad, and apprised them about the outcomes of the visit.

Schedule of Visit

**Table 1
Schedule of JRM Visit**

| | | |
|-------------|-----------|--|
| 11.09.2015 | Forenoon | Discussion with Stake holders : SCERT DIET Principal- 8 CTE Principal - 3 IASE Principal - 01 |
| | Afternoon | Visit to IASE, Hyderabad |
| 12. 09.2015 | Forenoon | Visit to DIET, Karimnagar |
| | Afternoon | Visit to CTE, Warangal |
| 13.09.2015 | Forenoon | Visit to DIET, Warangal |
| 14.09.2015 | | Wrap up meeting with Principal Secretary Education Director, School Education Director, SCERT |

2. An Overview of Teacher Education in Telangana

Consequent upon the bifurcation of the state of Telangana from the state of the Andhra Pradesh in June, 2014, the SCERT was divided, particularly with reference to staff, both academic and administrative, in the ratio of 42:58 (Telangana: Andhra Pradesh). The State at present has one Institutes of Advanced Studies in Education (IASSE), three Colleges of Teacher Education; and 10 DIETs (one for each district). These institutes offer various Teacher Education programs, Master of Education (M.Ed.), Bachelor of Education (B.Ed.), Diploma in Education (D.Ed.), Telugu Pandit Training (TPT), Hindi Pandit Training (HPT), keeping in view the needs of the state. Besides, as many as 259 private institutes are offering D.Ed. program, each with annual intake of 50 pupil teachers; and 245 private institute offering B.Ed program with total annual intake of 25, 407 pupil teachers.

The details of Teacher Education program offered both in Govt. as well as private sectors with their annual intake can be seen from table –I as follows:

Table-2
Teacher Education Program-wise Annual Intake of Pupil Teachers in Government and Other Sectors

| Details of Teacher Education Institutions & intake capacity | | | | | | | | | |
|---|--|--------------------|-----------------|--------------------|-----------------|----------------------|-----------------|--------------------|-----------------|
| Sl. No | Type of Teacher Education Institutions | Government | | Private | | Aided & Universities | | Total | |
| | | No.of Institutions | Intake capacity | No.of Institutions | Intake capacity | No.of Institutions | Intake capacity | No.of Institutions | Intake capacity |
| 1 | Pre-Primary | 0 | 0 | 01 | 75 | 0 | 0 | 01 | 75 |
| 2 | Elementary Level (D.Ed) | 10 | 1400 | 258 | 13500 | 0 | 0 | 268 | 14900 |
| 3 | Secondary Level - B.Ed | 04 | 544 | 213 | 22207 | 06 | 733 | 223 | 23484 |
| 4 | PG Level - M.Ed | 01 | 35 | 13 | 380 | 04 | 105 | 18 | 520 |
| 5 | Telugu Pandit | 02 | 100 | 23 | 1700 | 0 | 0 | 25 | 1800 |
| 6 | Hindi Pandit | 02 | 200 | 25 | 1850 | 0 | 0 | 27 | 2050 |
| 7 | Urdu Pandit | 01 | 50 | 0 | 0 | 0 | 0 | 01 | 50 |
| 8 | College of | 01 | 60 | 03 | 250 | 01 | 50 | 05 | 360 |

| | | | | | | | | | |
|-------|------------------------|----|------|-----|-------|----|-----|-----|-------|
| | Phy. Edn. – B.P.Ed. | | | | | | | | |
| Total | | 21 | 2389 | 536 | 39962 | 11 | 888 | 568 | 42939 |

Source: Presentation of SCERT, Telengana.

3. Major Initiatives/ Practices

- The State has created a separate cadre of teacher educators with avenues for upward mobility. As per norm, 70% of the teacher educators are brought from among the qualified school teachers through promotion; and the remaining 30% through fresh recruitment.
- The State has revised the school curriculum and textbooks for classes I to X as per State Curriculum Framework which is based on the National Curriculum Framework, 2005.
- The teacher education curricula and syllabi for elementary (D.Ed.) as well as secondary (B.Ed.) levels are as per NCFTE-2009. The revision of both elementary and secondary teacher education curricula, as per new NCTE regulations 2014, is under way. While SCERT has taken the lead role in revising elementary teacher education curriculum, the respective Universities have been revising secondary level curriculum. The faculty members of SCERT are also associated with B.Ed. curriculum.
- SCERT has brought out a good number of quality learning resources, including textbooks (for classes I to X), training packages; and syllabi for classes I to X with the support of faculties of DIETs, CTEs and IASE.
- All the textbooks for classes I to X have been prepared in eight different languages of the State, viz. Telugu, Hindi, English, Marathi, Tamil, Kannad, Urdu, Odia andto facilitate learning in children’s mother tongue.
- There is interest and initiatives among the teacher educators to use and/or integrate ICT in teaching learning process. Some institutions, e.g. DIET, Karimnagar have developed e-contents on the curricular subjects and community based projects using ICT tools, while others have reported to initiate the process. In some cases, pupil teachers have been associated in developing such contents.

- The teacher educators, as reported by the pupil teachers, follow activity based and participatory approaches in curricular transaction, e.g. group-work strategy, discussion, brainstorming, team teaching.
- The 'Mana TV' of SCERT has launched two dedicated channels under SAPNET to telecast various programmes targeted to schools and TEIs. A number of lessons have been developed by Educational Technology Department of SCERT for telecast of programmes from Monday to Saturday.

3.1 Good/Innovative Practices

DIET, Karimnagar, with the initiatives of its dedicated Principal and faculty members, observes a host of practices that are in consonance with the Gandhian Principle of basic education/ basic training, e.g. (i) The pupil teachers cook their food in group, grow vegetables and distribute among themselves, manage cleaning of toilets, manage library and reading room; (ii) The Principal and teacher have contributed and mobilized funds from the community to implement a number of sustainable community based activities under NSS in its adopted Village; (iii) The institution has managed to develop a number of e-contents on curricular areas by the student-teachers with almost no cost involved. An atmosphere of self-learning and self-discipline; simple living; and learning to live together prevail in the institution. The institution can be declared as *"National Demonstration Institute of Education & Training."*

4. Major Issues and Challenges

- There is a huge shortage of regular teaching staff in all Teacher Education Institutions (TEIs): DIETs, CTEs and IASE, due to pending recruitment of fresh teacher educators as well as promotion of qualified teachers as teacher educators, since long.
- Many regular teacher educators are in additional charges of Deputy Educational Officers (Dy. EOs) and/or school headmasters, which hampers the academic activities of teacher education institutions. Some Teacher Educators reported to have been assigned two additional charges. There are good numbers of deputed school teachers in these institutions.
- All the teacher education institutions have reported to been facing financial deficiencies in meeting their day-to-day expenditure, e.g. contingency, repair and maintenance; conduct of research; and organization of in-service and curricular activities. They often depend upon SSA and/or RMSA fund for organization of in-service programmes.

- The infrastructure, particularly classrooms, hostels, and laboratories, of many teacher education institutions are not in good condition. The roofs of older TEIs, e.g. IASE, Hyderabad, CTE, Warangal, DIET, Karimnagar, are leaking causing damage to walls, doors, windows and electronic gadgets.
- The libraries and laboratories in almost all the teacher education institutions are not properly equipped and/or not updated. The textbooks as well as reference books available in libraries are inadequate and old.
- Most of the TEIs do not have barrier-free infrastructure to facilitate mobility of physically challenged learners.
- The late releases of funds to SCERT as well as TEIs, i.e. towards the fag end of financial year, often results in un-utilization and ultimately surrender of such funds.
- Non-receipt of 1st installment of recurring Central assistance for 2014-15 has affected organization of academic activities at the SCERT as well as TEIs levels; and has further resulted in non-release of the 2nd installment by the Centre.
- The State has not evolved a mechanism to monitor and/or review the activities or progress of TEIs on regular basis.
- The staffing pattern of SCERT and TEIs is not in consonance with that of the guidelines of restructuring and reorganization of the Centrally Sponsored Scheme of Teacher Education (CSSTE), 2012. The number of staff, both academic and administrative, of SCERT has been reduced after bifurcation of SCERT following bifurcation of State of AP and Telangana.
- There is no mechanism to ensure convergence/ networking; and mutual sharing of resources as well as knowledge among the TEIs of various levels. The approach to convergence among these institutions is piecemeal.

5. Recommendations/ Suggestions

- The buildings of TEIs, particularly older ones, need repair and maintenance on urgent basis in order to prevent them from further deterioration of conditions.
- The libraries and laboratories of TEIs need to be well equipped and updated.

- All TEIs need to be made barrier free, irrespective of whether there are physically challenged learners in them.
- The funds to SCERT as well as TEIs should be released on time to enable them get enough time to utilise the maximum amount in organizing programmes.
- The shortage of regular teachers in TEIs should be met through recruitment of fresh teacher educators. The additional charges given to the regular Teacher Educators be withdrawn as far as possible. All the vacant posts of teacher educators should be filled up through deputation of qualified and experienced teachers from schools till the issue of promotions pending is resolved.
- Necessary steps be initiated to transfer the first installment of recurring Central assistance for 2014-15, already lying with the Govt. of Andhra Pradesh, to the State of Telangana so as to enable SCERT, Telangana to utilise the fund and to submit Utilization Certificate to be eligible to receive the 2nd installment from the centre.
- A fresh monitoring mechanism with in-built monitoring tools, feedback and follow up process, should be developed to review the progress of activities of TEIs, from time to time, against a set of quality indicators.
- Steps should be taken to implement the staffing pattern of SCERT and TEIs of the State as per the revised guidelines of CSSTE, 2012.

Ministry of Human resource Development

(MHRD) Govt of India

JOINT REVIEW MISSION
ON CENTRALLY SPONSORED SCHEME FOR
TEACHER EDUCATION (CSSTE)

ARUNACHAL PRADESH

SEPTEMBER 11th to 14th, 2015

Table of Contents

[Table of Contents](#)

[Executive Summary](#)

[Observations of the JRM](#)

[Strengths of Teacher Education in Arunachal Pradesh](#)

[Recommendations of the JRM for Teacher Education in Arunachal Pradesh](#)

[Introduction](#)

[About Arunachal Pradesh](#)

[Diversity of Languages in Arunachal Pradesh](#)

[Languages of Arunachal Pradesh in 2001](#)

[Educational Profile](#)

[Primary, Middle and Secondary Schools](#)

[Existing status of Teacher Education](#)

[Table 1: Teacher Education Institutions \(2013-2014\) \(Source 5\)](#)

[Funding](#)

[Appraisal note on the annual work plan and budget for government of Arunachal Pradesh under teacher education scheme for the year 2015-16.](#)

[Table 2: Disbursement of funds under the CSSTE in lakhs. \(Source 5\)](#)

[Table 3: Disbursement under the Scheme for 2015- 2016. \(Source 5\)](#)

[I.A.S.E and Private Colleges](#)

[State Council of Educational Research and Training \(SCERT\), Arunachal Pradesh](#)

[Major Challenges of SCERT in Arunachal Pradesh](#)

[Specific recommendations for SCERT, Arunachal Pradesh](#)

[DIET's Arunachal Pradesh](#)

[Problem of Capacity Building of Faculty](#)

[DIET Nahrlagun](#)

[Infrastructural facilities](#)

[DIET Pasighat](#)

[Physical Infrastructure](#)

[Specific Recommendations for DIETs](#)

[BITEs](#)

[Additional Notes](#)

[Acknowledgement](#)

[Annexure 1: Schedule JRM \(Arunachal Pradesh\)](#)

Executive Summary

The Ministry of Human Resource Development, GOI, constituted Joint Review Missions (JRM) to assess the accomplishment of the Centrally Sponsored Scheme for Teacher Education in the North Eastern states, Telangana and Rajasthan and to recommend the road map for expansion and to assess the spaces for interventions in Teacher Education.

A two-member JRM team (Dr. S. M. Sungoh and Dr. Sarwat Ali) visited Arunachal Pradesh from 11th to 15th September 2015. The team interacted with state officials, functionaries, teacher educators, pre service teachers at DIETs and the Head of the Education Department, Rajiv Gandhi University. The schedule of visits is Annexed.

JRM visited two DIET's, SCERT and Department of Education at Rajiv Gandhi University. After the visits the observations were shared with the State Education Secretary. The scheduled visit to school could not be made due to time constraints that were exacerbated by extremely poor road conditions.

Observations of the JRM

- Program Advisory Committees (PAC) of the DIET and SCERT was not in place.
- 5 year perspective plan is not in place.
- B.Ed. courses are mostly run by private institutions except at the Department of Education at Rajiv Gandhi University, Itanagar. Full time M.Ed course is run only in state at the Education Department at Rajiv Gandhi University at Itanagar.
- Absence of CTE's and IASE is worth mentioning
- Restructuring of SCERT as per guidelines of CSSTE which has been upgraded from State Education Institute (SEI) is yet to be undertaken.
- SCERT is yet to play a role of academic authority/ Nodal agency.
- Absence of a cadre for teacher education which cuts across all the existing Teacher Education institutions was evident.
- No funding for organizing and participating in conferences and seminars at DIETs.
- No provisions and incentive for the teacher educators to work for research degrees in Education and no academic leave for teacher educators.¹Lack of infrastructural facilities, library staff, resource support and absence of good libraries with updated reading materials, learning resource centers were evident.
- Facilities of ICT conspicuously absent at DIETs.

¹ It was reported that the incentive to pursue research and PhD program is held up/lost by the fact that the school teachers at DIET's and SCERT are on deputation and seem to be fretful that they can be sent back to school as and when the state decides.

- The infrastructural facilities at DIET's are poor and need to be refreshed². Girls and boys hostels were in dismal state due to insufficient infrastructural facilities and maintenance.
- SCERT is housed in aesthetically smart building but sufficient rooms for teachers, seminar rooms for conducting in- service programs, furnishing and equipments are wanting.
- Researches generated are only in form of action researches and teacher's manuals. Pedagogical and curricular issues are yet to be considered.
- Context specific text books have not yet been developed. Though it is understood that contextualization is a significant pedagogical tool in general and especially in case of tribal belt, this understanding has not been put into practice.
- Medium of instruction is English across the board from primary to higher education and in teacher education. Poor English language skills lead to rote memorization and a feeble conceptual base. Pre service teachers memorize from the notes given to them by teachers. Critical thinking and analytical skills are not developed in the teachers.
- Variety of languages and dialect of the tribal residents have led the inhabitants to become multilingual. This potential has not been harnessed in formal education in schools and educational institutions. No evident effort was seen to translate the text in local languages. Teacher educators were mostly conversing in English. All of them could understand and speak Hindi. The schools and Hindi movies could perhaps be credited for promoting the language.
- There is an absence of professional development program for teacher educators at SCERT and DIETs on pedagogical and curricular issues. However there are opportunities for teacher educators to participate in programs organized by NERI, NCERT, NUEPA and other universities.
- There is complete isolation of DIETs except for the technical support provided to them by SCERT in conducting test for TET and provision of revised syllabi.
- Inter-linkages and convergence of Teacher Education with other state programs are not in place.
- Digital aloofness among the Teacher Education institutions is evident.
- Physical barriers due to distances, poor road conditions and absence of vehicle at DIETs and SCERT. Expenditure of huge amount on hiring vehicles. Purchase of new vehicles is banned as per the state policy.
- In-service training for school teachers is conducted by DIET faculty. They expressed their unease to manage it with confidence, due to lack of experience and conceptual base. There seem to be no in-service for teacher educators for pedagogical and curricular aspects.
- Except the principals of DIET's no teacher educator had M.Ed qualification.
- Absence of MIS data for centralized admission and record. Even if it exists no evidence was made available.
- Tests for Teacher eligibility tests in the state are designed by the SCERT faculty (School teachers with qualifications post graduation and B.Ed degree).

² DIET Naharlagun is functioning in the building with cracks due to landslides and torrential rains. Rooms of the boy's hostel are left vacant except one room. Staff quarters have been vacated for this reason. Boundary walls are washed by natural calamities and encroachment. The approach road does not allow taking vehicles in the campus. Using unsafe building has threat to life.

- Teaching practice/internship was found to be conducted in a casual manner and was found to be the weakest component, just 5 days in each semester.

Strengths of Teacher Education in Arunachal Pradesh

- Enthusiasm among the officials and teachers to learn and contribute.
- Three teacher educators from the DIETs of Arunachal Pradesh were selected for “India Support for Teacher Education program” (In-Step) at Mary Lou Fulton Teachers College, Arizona State University in collaboration with [India’s Ministry for Human Resources Development](#), for an intense, semester-long immersion in a world-class teacher education program. Project was funded by [U.S. Agency for International Development](#) for 110 Indian teacher educators.
- The admission process of the DIET is in place and the enrolment of pre service teachers was found to be increasing in most of the DIETs. Currently the intake is 30 in each DIET and proposal for further extending it to 50 has been sent by some of the DIETs. Drop out was found to be decreasing.
- The DIETs are the centers for IGNOU for the D.El.Ed course through distance mode. The enrolment of the teachers as per the data provided by DIETs seemed to be high even up to 200 in one of the DIETs. By and large JRM was informed that number of untrained teachers is negligible. Appointment of para teachers and untrained teacher is barred as per state policy.
- Websites for SCERT and DIETs is in process of being developed.
- Reflection of tribal art forms was evident in activities conducted for work education and CCA.
- In-service programs at DIETs and SCERT are being conducted on a regular basis; Numbers were found to be satisfactory but their quality could not be reviewed.

Recommendations of the JRM for Teacher Education in Arunachal Pradesh

- Program Advisory Committees (PAC) of the DIET and SCERT shall be constituted.
- 5 year perspective plan need to be prepared. (if necessary in-service for the same be conducted by SCERT for functionaries).
- B.Ed. courses mostly are run by private institutions in the state, except at the Department of Education at Rajiv Gandhi University, Itanagar which also has M.Ed program.
- CTE’s and IASE shall be established. Education Department of RGU may be considered for up gradation.
- Restructuring of SCERT as per guidelines of CSSTE shall be undertaken on urgent basis for it to play a role of academic authority/ Nodal agency.
- Cadre for teacher education which cuts across all the existing Teacher Education institutions as per guidelines shall be created and implemented.
- Funding for organizing and participating in conferences and seminars at DIETs and SCERT shall be set aside.

- Academic leave for teacher educators for professional development for conducting Ph.D and other research activities shall be considered.
- Funds exclusively for infrastructure, resource support and library staff, reference material and learning resources shall be sanctioned. Libraries shall be digitized.
- Funds for Facilities of ICT along with connectivity at DIETs shall be sanctioned. Culture of sharing need to be encouraged.
- Funds for renewal of infrastructural facilities for DIETs shall be sanctioned.
- Funds exclusively for hostel at SCERT and for renewal of Infrastructural facilities for the hostels at DIETs shall be sanctioned.
- Researches on Pedagogical and curricular issues shall be undertaken by DIET and SCERT faculty.
- Faculty at DIET and SCERT shall be encouraged to conduct researches and send their work for publication in online MHRD journal “Teacher’s Voices”, NCERT journals etc.
- Context specific teaching learning material shall be developed.
- Translation of text in local languages/ medium of instruction shall be initiated for school and teacher education.
- Revision of syllabi of D.EL.Ed as per NCTE 2014 rules and regulations shall be done, which shall be reviewed by experts/academic at university /educational institutions.
- In service programs professional development program for teacher educators at SCERT and DIETs on pedagogical and curricular issues shall be conducted that are aligned to constructivist approach.
- SCERT shall play a proactive role in providing academic support for strengthening DIETs such as conducting workshops and seminars especially on pedagogical and curricular aspects.
- Inter-linkages and convergence of Teacher Education with other state programs be established through digital mode and through interactions.
- MIS data for centralized admission and record shall be prepared.
- Tests for Teacher eligibility tests of state shall be evaluated by academic at university and other educational institutions.
- Teaching practice/internship shall be strengthened. Two months training in one semester.
- Collaborations such as In-STEP programs for intensive training at international level shall be regular feature for strengthening teacher education besides training programs at National and state level.

Introduction

The quality of teacher education has been a central focus of the Indian government and its associated committees post-Independence. The importance of this subject has only grown in the years to follow and it is a matter of critical priority in modern India. The Centrally Sponsored Scheme on Teacher Education (CSSTE) was implemented through the State Governments and Union Territories (UTs) in 1987 following the report of the National Policy of Education (NPE) in 1986. The CSSTE was modified in 2012 in view of the Right to Education Act (RTE) that was passed in 2009. The CSSTE aims to

establish and nurture a range of institutions and programs for teacher education. It is in this context the current JRM was conducted at Arunachal Pradesh. The goals were:

- to review the status of teacher education
- to understand the challenges being faced
- to understand the processes of planning and execution of teacher education programs
- to recommend measures for expansion and academic support of teacher education
- to identify potential spaces for interventions

Teacher education at Arunachal Pradesh is still struggling to have an identity. The state does not have a department or directorate of Teacher Education. Issues concerning teacher education are being administered primarily by the Directorate of Elementary Education.

The key issues that encase teacher education are:

- paucity of teacher educators
- backlog of untrained teachers in state
- enrollment and quality of pre-service & in-service programs
- training capacity for in-service teachers through SCERT, SSA, RMSA, DIETs and DRCs.
- infrastructural facilities at teacher education institutions (TEIs)
- high number of vacancies in TEIs and SCERTs
- separate cadre at teacher training institutions
- process in the flow of funds
- linkages and collaborations within and between institutions
- leveraging ICT and connectivity
- research innovations and publications
- professional development and issues of quality in teacher education

About Arunachal Pradesh

Arunachal Pradesh translates to "land of the dawn-lit mountains", is also known as the Orchid State of India or the Paradise of the Botanists. Geographically, it is the largest among the North-east Indian states. It holds the most north-eastern position among the other states of India. Arunachal Pradesh borders the states of Assam and Nagaland to the south, and shares international borders with Bhutan in the west, Burma in the east and China in the north. Itanagar is the capital of the state.

Arunachal Pradesh has the highest number of regional languages in South Asia enriched with diverse culture and traditions³.



Source: AWP & B (TE) 2015-16, Government of Arunachal Pradesh.

Diversity of Languages in Arunachal Pradesh

Modern-day Arunachal Pradesh is one of the linguistically richest and most diverse regions in all of Asia, being home to at least 30 and possibly as many as 50 distinct languages in addition to innumerable dialects and sub dialects thereof. Boundaries between languages very often correlate with tribal divisions.

The medium of instruction as of now across the board from schools to higher education and in teacher education is English; nevertheless Hindi is compulsory in schools. The tribal residents of Arunachal Pradesh are multilingual and can speak and understand Hindi well besides other local languages.

Languages of Arunachal Pradesh in 2001

Nishi (18.94%), Adi (17.57%), Bengali (8.8%), Nepali (8.5%), Hindi (7.3%), Assamese (4.6%), Monpa (5.1%) Wancho (4.3%), Tangsa (3.1%), Mishmi (3.1%), Mishing (3.0%), Nocte (2.9%), Other (11.5%)⁴.

³ https://en.wikipedia.org/wiki/Arunachal_Pradesh

⁴ https://en.wikipedia.org/wiki/Arunachal_Pradesh

Educational Profile

JRM could not visit local government schools due to very poor road conditions which caused long commute times. The information on schools is from secondary sources.

Arunachal Pradesh had three primary schools with an enrollment of only 35 students close to the time of independence. The tribals inhabited areas that were isolated from each other, deprived of the basic amenities of life. The system of school education began in early 1950s. In recent years, following the implementation of national level programs like SSA and RMSA the number of all categories of schools have increased manifold. Similarly, there has been remarkable progress in the enrolment of school-going children at various levels over the years. Now in 2014-15, the enrollment of students has reached 1,56,368 at primary level, 74,234 at upper primary level, 42,080 at secondary level, and 29,724 at higher secondary level.⁵

Primary, Middle and Secondary Schools

Arunachal Pradesh schools belong to the Arunachal State Board of Secondary Schools, Central Board of Secondary Education and to the Indian Certificate of Secondary School (only one school is with the ICSE). There is also a wide network of schools that are maintained by the education department of the state. There are about 1300 primary schools, more than 300 middle schools, 103 high schools and 68 higher secondary schools. The primary schools of Arunachal Pradesh play a very important role in maintaining the high literacy rate of the state. Arunachal Pradesh schools are distributed across the most remote tribal areas of the state.⁶ Literacy has risen in official figures to 66.95% in 2011 from 54.74% in 2001. The literate population is said to number 789,943. The number of literate males is 454,532 (73.69%) and the number of literate females is 335,411 (59.57%).⁷

Existing status of Teacher Education

With the increase in the demand for education and the establishment of new schools, the number of teachers has gone up. This has led to increased enrolment in D.El.Ed course because as per RTE norms 2009 the state has barred the appointment of untrained teachers. The enrolment of student teachers at each of the visited DIETs (Nahrlagun, Pasighat) has increased and the dropout rate has decreased. The two DIETs' have had full strength of 30 students each year making it a total of 60 students. A proposal for increasing the strength to 50 has been submitted according to the Principal of the DIET, Naharlagun. There has been considerable progress in the teacher education sector, nonetheless the quantities as well as quality are still significant challenges. There are a number of training institutions functioning in the state (Table 1).

⁵ AWP & B (TE) 2015-16, Government of Arunachal Pradesh.

⁶ <http://www.mapsofindia.com/arunachal-pradesh/education.html>

⁷ https://en.wikipedia.org/wiki/Arunachal_Pradesh

Table 1: Teacher Education Institutions (2013-2014) (Source ⁵)

| S. No | Teacher Education Institutions | Number | Course Offered | Annual Intake Capacity |
|-------|--|--------|----------------|------------------------|
| 1 | Department of Education (Rajiv Gandhi University)) | 01 | M.Ed B.Ed | 25 100 |
| 2 | IGNOU, Regional Center | 01 | M.Ed B.Ed | 25 100 |
| 3 | SCERT | 01 | - | - |
| 4 | B.Ed Colleges (Private) | 07 | B.Ed | 100x7=700 |
| 5 | DIETs | 07 | D.El.Ed | 30x7=210 |
| 6 | DRCs | 04 | D.El.Ed | 30x4=120 |
| 7 | BRCs | 100 | - | - |
| 8 | CRCs | 200 | - | - |

Funding

Appraisal note on the annual work plan and budget for government of Arunachal Pradesh under teacher education scheme for the year 2015-16.

The state government of Arunachal Pradesh has been submitted a proposal for teacher education for the state of Arunachal Pradesh for the year 2015-16 under the revised scheme of teacher education. The salient features of which are summarized below:

Table 2: Disbursement of funds under the CSSTE in lakhs. (Source ⁵)

| Year | Approved Budget (Central Share) | Funds released including U.B. (Central Share) | Funds Utilized | Remarks |
|-----------|---------------------------------|---|----------------|---|
| 2012-2013 | 709.27 | 709.27 | 709.27 | - |
| 2013-2014 | 409.05 | 409.05 | 409.95 | |
| 2014-2015 | 762.64 | 762.64 | 348.82 | 2 nd installment of recurring expenditure of Rs. 336.32 lakhs for salary component has been released on 3.3.2015 |

Table 3: Disbursement under the Scheme for 2015- 2016. (Source ⁵)

| Institution | Total Amount Proposed | Amount Appraised (Recurring Component) | Amount Appraised (Non-Recurring Component) | Total amount Appraised (Central + State Share) |
|-------------|-----------------------|--|--|--|
| | | | | |

| | | | | |
|-------|---------|--------|---|--------|
| DIETs | 1350.04 | 859.99 | - | 859.99 |
| SCERT | 655.52 | 31.12 | - | 31.12 |
| BITEs | 2823.88 | - | - | - |
| Total | 4829.44 | 891.11 | - | 891.11 |

I.A.S.E and Private Colleges

JRM was informed by the Deputy Director of Elementary Education that seven B.Ed colleges are privately managed and are affiliated to Rajiv Gandhi University (RGU), Itanagar. They have all been recognized by NCTE norms. Besides that B.Ed and M.Ed programs are running at RGU, Itanagar but there is no I.A.S.E. There is a need for establishing I.A.S.E and/or RGU Education Department need to be upgraded to the I.A.S.E level.

State Council of Educational Research and Training (SCERT), Arunachal Pradesh

During the VII plan period, following the adoption of the NPE (1986) and the plan of action (POA 1992), the SCERT was assigned the task of implementing several newly created Centrally Sponsored Schemes (CSS). Accordingly the Teacher Education Scheme, recurring and non-recurring assistance was provided to the SCERT's and they were envisioned as the nodal agency.

Arunachal Pradesh is one of the few states in the country which had an SIE functioning at Chanlang since 1982. SCERT was declared as the academic authority of the state as per Arunachal Pradesh State Education Act, 2010. Then in the year 2011, through Gazette notification the nomenclature of SIE was changed to SCERT and the institution was made functional at Itanagar.

A vision plan of teacher education was approved by the state government in 2013. The restructuring and reorganization of SCERT was an important component of this plan but is still pending. The

creation of cadre and sanction of the posts of “Director”, “Assistant Director”, “Professors”, “Associate Professors” and “Assistant Professors” is also pending.⁸

Currently, the SCERT is functioning in a beautiful and spacious building at Itanagar. The building has a well furnished conference hall with ICT facilities and a language lab. The installation of equipment in the language lab was being done during the JRM visit. The building also has a computer lab with an adequate number of computers with Internet connectivity. There is however a need for a teacher’s room and rooms for conducting in-service programs. There is also a need for equipment and teaching learning resources. There is a library but there is not enough space and it needs more material.

The SCERT has a 7 faculty members including principal and vice principal, 1 LDC, 1 driver (no vehicle) 1 peon and 4 contingency workers. Within these constraints, it engages in material development viz teacher’s manuals for CCE, training modules, graded readers and conducting in-service training programs for different levels along with SSA and RMSA. The SCERT also provides technical support to DIET’s in the state.

The SCERT depends on higher academic institutions and organizations such as NERIE Shillong, RIE Bhubaneswar, NCERT and NUEPA New Delhi and other universities for the professional development of its faculty. It is recommended that a pool of academic professionals be identified with the state of Arunachal Pradesh to provide assistance and guidance for professional development of the faculty. This will reduce the dependence on out of state institutions. “India Support for Teacher Education program” (In-Step) is an example of good practice for professional development of teacher educators at the international level. A similar program at state and national level would be worth considering to give better access to teacher educators working in the state.

The SCERT provides resource support to SSA/RMSA, Rajya Mission, SRC and NGOs working in the field of education in the state. Similarly the SCERT also extends its support and guidance to private B.Ed colleges in the state of Arunachal Pradesh.

The SCERT presently co-ordinates the functioning of all the 7 DIETs and 4 DRCs in the state including the running of the 2 year D.El.Ed course for PSTE candidates and conducting a variety of in-service training and orientation programmes for clientele groups in the districts. It also guides these district level teacher education institutions in conducting educational surveys.

SCERT has completed the revision of the D.El.Ed syllabi as per NCTE 2009 rules and regulations. Review of the same as per NCTE 2014 is yet to be initiated. SCERT prepares and evaluates the Teacher Eligibility Test. It should be noted that the subject teachers who are assigned these tasks do not even have M.Ed qualifications (except the principal). An academic review process of the TET papers is likely to reveal quality concerns. One way to alleviate this problem could be to prepare a thoroughly reviewed question bank. Review of resource material and training programs revealed the pedagogical and curricular issues are not being taken into account. Researchers have been confined merely to

⁸ It was reported that the incentive to pursue research and PhD program is held up/lost by the fact that the school teachers at DIET’s and SCERT are on deputation and seem to be fretful that they can be sent back to school as and when the state decides.

undertaking action researches that cannot be generalized and conducting The State Level Achievement Survey for children. Funds for these activities are coming from the SSA.

Major Challenges of SCERT in Arunachal Pradesh

The major challenges of SCERT in Arunachal Pradesh are:

- the lack of adequate infrastructure and equipments.
- the lack of manpower for performing and organizing various academic programmes.
- the lack of exposure and capacity building of the existing SCERT faculty..
- the dependence on resource persons outside the State.
- the lack of orientation for faculty for Research purposes.
- the geographical diversity and vastness of the state.
- the tribal diversity and language concern in curriculum transaction.
- the need for more regular monitoring and evaluation.
- the limitation of the cascading effect of training programmes.
- the lack of alternative methods of training.
- the lack of integration of ICT tools and techniques in teaching learning process
- the proposed additional posts have not been sanctioned.
- a separate cadre for SCERT faculty has not been made till date.
- the recruitment and placement Policy of SCERT faculty has not been finalized.
- the lack of functional autonomy on the part of SCERT hampers its day to day functioning.

Specific recommendations for SCERT, Arunachal Pradesh

- Separate Cadre for SCERT faculty as per guidelines be created.
- Provision of adequate infrastructure facilities.
- Provision of adequate furniture and equipments.
- Provision for space and staff for the digitized library with updated reference books, journals/ online journals, policy documents and reports of commissions etc.
- Building science and mathematics labs
- Special cells to address gender issues, guidance and counseling for differently abled children
- Capacity building of the existing SCERT faculty
- Creating an academic resource pool from the universities and other educational institutions within and from outside Arunachal Pradesh.
- Provision of adequate manpower for implementing various activities in the SCERT
- Recruitment and placement policy of the faculty of SCERT be finalized
- Provision of hostel facilities for in-service training programs because the location of the SCERT's is not easily accessible and the approach roads are in poor condition

DIET's Arunachal Pradesh

The first District Institute of Education and Training (DIET) in Arunachal Pradesh came up in Chanlang in 1988 as an upgrade of the Buniyadi Shiksha Bhavan (BSB). Thereafter, 5 more DIET's came up in 2000. The DIET at Daporizo was made functional in 2007 bringing the number up to seven. Presently there are 11 DIETS/DRCs in Arunachal Pradesh which cater to both the pre-Service and in-Service teacher training programs. All the DIETS/DRCs are running the 2 year D.El.Ed for PSTE course with an annual intake capacity of 30 each. The 4 DRC's functioning in the state are yet to get NCTE recognition for running the PSTE program in their respective districts. The JRM visited two DIET's located at Naharlagun and Pasighat.

During the ensuing interactions, the JRM noticed enthusiasm among the officials and teachers to learn and contribute. The principals of the two DIETs visited and also the DIET from Dhirang made presentations.

DIET's across the board are under staffed and the process of cadre creation is not yet initiated. The teacher educators are deputed from schools and do not possess M.Ed. degrees (except the principal). None of them had a PhD degree nor did they have any research publications to their credit despite having labs for intervention. There is no provision for study leave.

The teacher educators can assist in understanding the learning processes of the tribal children through interventions. No interventions have been designed or implemented. The rich potential of the local teacher educators is not being harnessed.

Medium of instruction is English in TEI's and all the teacher educators were conversant in Hindi and English. The libraries were stacked with guides, students informed that they learn from the notes given to them by teachers which they memorize for the exam.

The admission process of the DIET is in place and the enrolment of pre service teachers was found to be increasing in most of the DIETs. Currently the intake is 30 in each DIET and proposal for extending it to 50 has been sent by some of the DIETs. Drop out rate was found to be decreasing. The DIETs are the centers for IGNOU for the D.El.Ed course through distance mode. The enrolment of the teachers as per the data provided by DIETs seemed to be high even up to 200 in one of the DIETs. By and large JRM was informed that number of untrained teachers is negligible. Appointment of para teachers and untrained teacher is barred as per state policy.

Three teacher educators from the DIETs of Arunachal Pradesh were selected for "India Support for Teacher Education program" (In-Step) at Mary Lou Fulton Teachers College, Arizona State University in collaboration with India's Ministry for Human Resources Development for an intense, semester-long immersion in a world-class teacher education program. Project was funded by U.S. Agency for International Development for 110 Indian teacher educators.

Websites for SCERT and DIETs were in the process of being developed at SCERT. Reflection of tribal art forms was evident in activities conducted for work education and CCA.

In-service programs at DIETs and SCERT are being conducted on a regular basis; Numbers were found to be satisfactory but their quality could not be reviewed.

Problem of Capacity Building of Faculty

Another major point of concern confronting the functioning of DIETs in Arunachal Pradesh is that there is no dedicated cadre for teacher education. Till very recently, teaching staffs for DIET were drawn from the Department of School Education. Even the current Faculty of the DIETs are from the parent department on deputation. This creates a sense of professional uncertainty and in the long term, affects teacher productivity. While the recent recruitment of DIET Faculty across the State has been a boost in taking forward teacher education in the state the absence of any orientation training to new faculty members or specialised exposure / refresher courses in training of teachers has impacted the quality of training. Even professional growth of senior faculty members has not been optimal due to absence of a support mechanism.

DIET Nahrlagun

Infrastructural facilities

Situated within the capital region, the DIET, Naharlagun is expected to stand as a flagship of all DIETs in the State. However, that has not been the case owing to a series of constraints, outlined below: For the last 8 years, there has been a severe problem of massive erosion and landslides due to heavy rains and unplanned earth cutting, all along the boundary of the campus. The entire campus is under the severe threat of collapse owing to landslide on all sides, which is threat to life. Since the last 2 years, the Principal of the DIET had to shift the residents of the girls' hostel to the Principal's quarter. The Art Room has been evacuated due to damages caused, as also few teachers' quarters, as reflected in the enclosed pictures. The Boys' hostel had already been evacuated earlier. The Library and Store has also been shifted to safer buildings within the campus. Furthermore, hostel seats could not be allotted to students in the current session (2015-17), even though the DIET is planned to be a residential campus. At present, almost all the Faculty Members have shifted out of the campus and are staying in rented accommodation in the city area because of this.

Certain initiatives were taken by the DIET to mitigate the damages caused by reconstructing the approach road and present retaining wall measuring 85 meters on self-help basis twice by the faculty members and students. In addition to the above, a series of correspondences were made to the Department authorities to apprise them of the situation of threat to life and government property.

DIET Pasighat

Physical Infrastructure

The JRM observed that the infrastructure facilities in the DIET were not adequate. There was a shortage of classrooms. Further, there was absence of labs for Science, Maths and Languages. There were no separate rooms for the faculty members. It was also observed that a Resource Room for the Education of the handicapped including space for faculty member was not available. At present, almost all the Faculty Members are staying in rented houses in the city area. Furthermore, The hostels for boys and girls in the DIET exist but both the hostels and their toilets are in a dilapidated state, which to our opinion was unhealthy and unfit for residing in such kind of hostels.

Specific Recommendations for DIETs

- Creation of cadre and recruitment to fill vacant positions at different levels.
- Funding for organizing and participating in conferences and seminars at DIETs is needed.
- Program Advisory Committees (PAC) of the DIET needs to be put in place
- Promotions of teacher's educators.
- Professional empowerment of faculty members of TEIs through planned capacity building strategies is required..
- Strengthening research capacities of teacher educators.
- Creation of a separate Teacher Education Cadre
- Infrastructure needs to be improved.
- Hostel must be constructed for both boys and girls;
- Library needs to be improved.
- Setting up of ICT facilities required.

BITEs

The State Government is entitled for 11 new BITEs to be established at Changlang, East Kameng, East Siang, Lower Subansiri, Papum Pare, Tawang, Tirap, Upper Siang, Upper Subansiri, West Kameng, West Siang Districts. For 2015-2016, the State Government has proposed establishment of 3 new BITEs in Tezu, in Lohit District, Sagalee in Papum Pare District and Laaying in Kurung Kormey District. The State Government has informed that land has been earmarked for establishment of these new BITEs. The PWD estimate along with the Map Plan has also been submitted, as informed by the Deputy Director of Elementary Education, Government of Arunachal Pradesh.

Additional Notes

The JRM would be more efficient if the schedule of visits is drawn after the review and approval by the members of the team.

Better coordination and planning of the travel and commute for JRM team members would improve productivity.

Acknowledgement

Thanks to the Ministry of Human Resource Development for this opportunity. Thank you to the officials and teacher educators in Arunachal Pradesh for their hospitality. Special thanks to the team leaders and team members for providing support.

Professor S.M. Sungoh, Nehu University, Shillong, Meghalaya

Dr. Sarwat Ali, Associate Professor, Jamia Millia Islamia, New Delhi

Annexure 1: Schedule JRM (Arunachal Pradesh)

| Date | Time | Visits |
|------------|----------|---|
| 11.09.2015 | 8.30 am | Departure for Delhi airport |
| | 1:00 pm | Arrival at Guwahati airport |
| | 2pm | Departure by vehicle from Guwahati airport |
| | 12:05am | Arrival at Naharlagun House after covering a distance of 470km & 10 hrs journey |
| 12.09.2015 | 9:30am | Departure from State Guest house |
| | 9:50 am | Arrival at DIET, Naharlagun |
| | 10:00am | Interaction with the faculty, principals of DIET's, Naharlagun, Dhirang and, pste students and examining infrastructure |
| | 1:30pm | Lunch |
| | 2:00pm | Departure from Naharlagun (State guest house) |
| | 3:00pm | Arrival at Rajiv Gandhi University (RGU), interaction with Prof K.C.Kapoor, Head Department of Education |
| | 4:00pm | Departure from RGU |
| | 5:00pm | Arrival at Guest house |
| 13.09.2015 | 6:30am | Departure from Naharlagun (state guest house) |
| | 12:30 pm | Arrival at DIET Pasighat after covering a distance of 245km (6hrs journey) |
| | 12:45 pm | Interaction with the and faculty/Pste students & Inspection of Infrastructure |
| | 3:00pm | Lunch |
| | 4:00pm | Departure from diet, Pasighat |
| | 10:00pm | Arrival at Naharlagun (State Guest House) (6 hrs journey) |
| 14.09.2015 | 10:00am | Departure from state guest house (Naharlagun) |
| | 11:00am | Arrival at SCERT, Itanagar interaction with faculty and examining infrastructure facilities |

| | | |
|------------|---------|---|
| | 2:30pm | Lunch |
| | 3:00pm | Meeting with Secretary Education |
| | 4:00pm | Department from Itanagar |
| | 5:00pm | Arrival to State Guest house |
| | 7:45pm | Departure from state guest house |
| | 8:30pm | Arrival at railway station, Naharlagun |
| | 9:00pm | Departure by train at 9pm |
| 15.09.2015 | 6.30 am | Arrival at Guwahati |
| | 8am | Arrival at Hotel |
| | 3pm | Departure from the hotel for the Guwhati airport. |
| | 5pm | Departure from the Guwhati airport for Delhi |
| | 7pm | Arrival at Delhi airport |
