

JOINT REVIEW MISSION (JRM) REPORT

ON THE IMPLEMENTATION OF

**CENTRALLY SPONSORED SCHEME OF
TEACHER EDUCATION [CSSTE]**

IN

DELHI, GOA, HIMACHAL PRADESH AND NAGALAND

(March 15th – 22nd, 2016)

UNDER THE LEADERSHIP OF

Ms. Vibha Puri Das

(Former Secretary, Higher Education)

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Report of the Joint Review Mission on CSSTE

(15th to 22nd March, 2016)

1. Preamble

CSSTE a continuing scheme of the Government of India was revamped in the context of the Right to Education Act, 2009 (RTE) mandate. The financial assistance from the Union budget serves to incentivize and optimize resources deployed by state governments in provisioning teacher education. Institutions like the IASE, CTEs, DIETs and BITEs provided assistance under the CSSTE are expected to contribute meaningfully to teacher education and development. The vision of the NCFTE and the revamped scheme of 2014, was expected to empower the programme, bring about a shift in the import attached to teacher education, reorient and refocus institutions of teacher educators, and strengthen the implementation of the RTE. Experience so far, points to continuing challenges in inter institution collaboration, institution spread and provisioning, convergence with Curriculum Framework for teacher education and persistent lack of awareness of needs in this sector. While most issues of concern to TE have already been flagged by missions set up in the past, the experience of the present JRM corroborates similar issues and problems which plague all states, persistence of in different way and of differing scale.

2. Joint Review Mission

2.1 Context

An eight member JRM was constituted by the Department of School Education and Literacy to undertake a review of the implementation of the CSSTE in the four States of Delhi, Goa, Himachal Pradesh and Nagaland. The list of members is annexed. Twenty-Six other States have been reviewed in this manner over the last 2 years. This JRM had a total visit time of two and

a half days and two members were allotted to each state. The period of time available for field visits, the number and strength of resources available to take in the inputs received, were serious constraints in this JRM whereas in the earlier cases each State was visited by several members of the JRM for a longer period. The report should therefore be seen against this background.

2.2 Vision

The seminal documents of RTE 2009 NCF 2005 and NCFTE constitute the backdrop for the scheme; the JRM was unable to discern an overarching vision guiding the TE sector in all the 4 States visited. There seemed inadequate self-conscious appreciation of the role of key institutions involved in supporting teacher education and existing gaps in teaching-learning continuum as well as the manner in which they should be addressed. While all institutions performed jobs they have been entrusted, the urgency of the task of teacher education/improvement and the need to constantly have an interface with the school system justify a more dedicated and converged involvement. Many of the key teacher education institutions seemed to lack agency in the appreciation of a vision much less implementation of that vision. Training large numbers of in-service teachers for short duration without an empowering vision of teacher education, is further eroding the capacity of the system to look at 'education' in a meaningful manner.

Further, while teachers need to be supported with training, efforts to remove the structural irritants in the environment which challenge teachers in several ways are as much part of the overall envisioning. It is not Teacher Education alone which can help create all those conditions in the environment which facilitate good teaching-learning practices in schools. Accordingly, both teachers and teacher educators need to be professionally supported, financially compensated and treated with dignity and provided with avenues for their professional growth and personal satisfaction. A disempowered teacher educator is unlikely to empower the student-teacher and prospective

teacher to give confidence to learn meaningfully in schools and make sense of the world which she lives in.

A key requirement is the orientation of these institutions to the NCFTE, role clarity of each institution and the plugging of gaps in conceptualization of training of school teacher as well as in the teacher educator cadre. Conceptualization of Teacher Education would be incomplete without an empowering vision. Experience of visiting institutions in the 4 States (Nagaland, Goa, Himachal Pradesh and Delhi) reveals a combination of fragmented institutional frame, programme implementing machineries inadequately engaged with each other, and presently seen operating in a policy vacuum without central reference to the basic tenets of either NCF 2005 or NCFTE 2009.

Institutional autonomy, inclusive approach and supportive academic leadership should be sacrosanct values in a teacher education institution. The enthusiasm, energy and commitment available at the DIETs seemed to languish in the absence of a more present role of the lead institution of SCERT. Effective academic leadership at this level would be able to choreograph entire programme through IASE, CTEs as well as DIETs and provide a meaningful orientation to teachers both newly recruited as well as in-service. What was visible on the ground, however pointed to multiple challenges.

3. Issues of concern

Nature of relationship between SCERT and DIETs

While SCERTs were differently resourced across the four States, their contribution to DIET effort for TE seemed sub optimal is clearly engaged in activities related to training, research and material production, with the support of DIETs, one needs to

have a clearer picture of the extent of academic and other support extended by SCERT to these Institutes. Reports based on conversations with DIET faculty revealed that SCERT depended extensively for support from DIET faculty. Himachal Pradesh and Goa presented pictures of well-endowed SCERT. But academic leadership still remained an issue across states. Vacancies were rampant across all states and positions filled also had large proportion of ad hoc, contractual recruits, compromising their ability to perform coordination roles and have a sufficiently long term view of the task of teacher education.

3.1 Institution Strength and inter institution connections

It is relevant to point out that SCERT, DIETs, and even the SSA and RMSA hierarchies also operate at strengths far lower than viable and certainly much lower than desirable. TEIs are generally operating with lower human resources, which is even lower than what is desirable. Contractual employees and guest faculty, who are filling in for the missing faculty, lack the mental equipment and experience requisite for teacher educators. Considering the expansion in capacity across all institutions, it will be a challenge to find the numbers, hence it is important to see how in the interregnum, the gap will be filled, through ICT, through shared resources, through a more proactive and supportive IASE and University Departments. In Delhi the issues of pay parity agitated DIET staff and JRM team was informed that a large number of faculties of DIETs had left to join premier institutions of higher learning because of poor working conditions and decreasing pay parity vis-a-vis peer group. This indicates two realities: the job description of DIETs is exciting enough to attract talented academics and many such had indeed joined these institutions which render them their dynamism today; however, the working conditions are today forcing many such talented individuals to migrate to other avowedly less interesting but more remunerative positions. This situation needs early redressal.

3.1.1 DIETs

DIETs across four states are the key institutions which even where they are inadequately resourced, have the enthusiasm, motivation, and administrative and academic competence to carry teacher education forward.

- Academic support, in keeping with the curricular reform undertaken patchily across states, is needed so that the entire teaching learning process, production of teaching material and research has greater efficacy and is handled with continuity and integrity.
- Staff at DIETs ranges between 40-60% of sanctioned strength. The sanctioned strength has also not kept pace with the increased numbers and increased duration of courses.
- Teacher educator cadre is absent in most states and that militates against composite look at staff position. It also compromises the efficacy of the TEI as talented teacher educators may be lost to the institution in the combined cadre.
- Basic Infrastructure is in position except in Nagaland where this seems to be the major constraint most other features having been addressed. But academic specific infrastructure classrooms, libraries, laboratories remain seriously challenged.

3.1.2 SCERT

- This level seems the most challenged across all states except Nagaland where they have the full complement of staff, but with minimal infrastructure. This patchy situation of staff in some states and infrastructure in others and changeable transferable staff makes for an overall weak system.
- SCERT needs to be empowered to take their own decisions for providing academic leadership to all TEIs. Role clarity of various TEIs like IASE, CTEs and DIETs may be re-visited for effective co-ordination and getting the best out of these TEIs.

3.1.3 IASE and CTEs

These institutions seem to be engaged in considerable teaching learning and research activities. They also are well resourced in infrastructure as well as financial outlays. There seems to be a need however, for closer and more direct engagement with school education reality. It is only then that teachers coming out of this system both from the pre-service as well as in-service programme, can be well equipped to address school education needs. Faculty members from these institutions need clarity in terms of their expected roles and responsibilities. The interface of these institutions with institutions like SCERT, DIETs, needs strengthening. An important activity is providing need based in-service programmes for the benefit of high school as well as Higher Secondary/Senior Secondary teachers which also needs to be undertaken through collaboration with RMSA and SCERT.

Universities have historically run summer schools for subject teachers and contributed meaningfully to in-service growth. It is not evident whether such programmes are being run or conceived as on today.

3.1.4 Academic leadership

A body like SCERT needs to essentially provide academic leadership to all other organisations with a vision for strengthening teacher education, recognising and forging linkages between school and higher education and reiterating the need for professional support for school teachers, both fresh entrants and practicing teachers and also seeing how training eventually impacts the experience that children get in schools. While reasons differed across States, the experience uniformly was that SCERT contribution to TE leaves much space for improvement.

3.2 Infrastructure

While the DIETs, CTEs, IASEs and SCERT seemed well resourced in terms of physical infrastructure except in Nagaland, equipment, its usage and deployment, presented a patchy picture. It is obvious that the CSSTE has played a major role in expanding facilities and infrastructure but considering the doubling/tripling of capacities, expansion of facilities is called for urgently. Financial outlay under the CSSTE will require expansion to ensure that buildings, classrooms, laboratories, computer facilities keep pace with both increased numbers in annual intake as well as due to doubling of duration. What is of concern is that facilities for administrative use are privileged over education/classroom use. This suggests a misplaced order of priorities.

3.2.1 Library

Library facilities seemed to be given uniformly low priority with poor access, small space, unimaginative housing, and choice of books and reading material left to chance with no consistent pattern to book procurement or encouraging reading. The SCERTs and other TEIs visited have a small room with poor access, functioning as library while much larger rooms are available for administrative use. Libraries visited in all TEIs were under-stocked. There was hardly any space for students to sit in the library and use it as a Reading room. The books seemed severely challenged in terms of appropriate titles and quality publications. Neither did the libraries look inviting, nor was there sufficient space for student teachers to sit, nor latest and relevant books to support their education. One hardly saw any journals subscribed on a regular basis by DIETs. Libraries in most institutions seemed inadequate for the task at hand and the process for purchase of books, journals etc. does not involve any academic support or oversight, leading to subscriptions to books and journals which may either be dated, may not be relevant for teacher Education institutions

and may also be adding material which could be more easily accessed through sister organizations. Adequate processes for acquisition of books, journals and periodicals need to be developed and followed. At least the bare minimum prescribed books and readings may be made available. Since last year, with the grant for library not being earmarked by the Ministry, the ability to buy books for library has been seriously undermined. Libraries, conceived as library and resource centres, must work to a plan so that the way they are conceived and housed and the use they are put to is better planned. States may explore the option of joining e-libraries and accessing e-resources for the use of the teachers and student community in the TEIs.

3.2.2 Classroom and Laboratories

Classrooms in many TEIs seem poorly provisioned as compared to staff rooms. Laboratory and computer labs had evidence of work in terms of art work, computer terminals and in some cases computer assistants enabled by the American Indian Association, but their ability to answer the learning objectives rather than merely provide for power point presentations and office support, seemed minimal. Computer labs did have computers but the issue of what use they are being put to, and whether the resources guiding their use are being provisioned has not been addressed.

Provisioning classrooms with adequate furniture and equipment for meeting requirements of in-service training which are now an integral part of the DIET workload, is an area which all levels recognized as a shortcoming but little had been attempted by way of remediation.

4. Convergence Issues – Higher Education Teacher Education and School Education

The concept and vision of TE has to encompass the entire education continuum if it has to be effective and empowering. Teacher Education, handled by disparate institutions, and in the absence of University engagement on a continuing basis, is likely to end up as teacher training, poorly conceived and ineffectively delivered. SCERT with academic leadership is expected to network with the IASEs and CTEs and exercise oversight over the DIETs. With expanded capacity, the SCERT may be able to provide better leadership to DIETs. However, linkage with higher education presupposes an understanding of the critical policy issues, pedagogical dimensions, programmatic content, and appreciate linkages to be forged across institutions. Historically, universities organised summer schools for teachers especially for science subjects. Active engagement of universities in competence building of school teachers in an ongoing and consistent manner can be a meaningful way of transforming learning environments in schools.

University faculty is presently represented on RAC and PAC attached to SCERT and DIETs in Delhi. This should be followed with their consistent engagement, along with universities using the teaching learning, research and teaching material produced as inputs into the research and project work in the universities both in Education and even other departments. This may be recommended to other states/UTs.

Expertise and resources of the IASEs and CTEs must be available in larger measure to the teaching learning process through constant interaction with teacher educators, with school teaching and quality of resources deployed for the same.

The involvement of teacher educators in school education and its everyday life can be envisaged in meaningful ways so as to feedback into the materials, programmes at SCERT and other TEIs. At the same time, school teachers may be encouraged to share their pedagogic insights and field realities at the TEIs. Moving upwards, this spiral could also energise teaching and research in university departments of education and the IASEs.

4.1 Linkage with Universities

SCERT in Delhi invites well experienced subject experts from various organisation and institutes viz. Delhi University, JNU, Jamia Millia Islamia, IGNOU, CBSE, NUEPA, NCERT, National Institute of Fashion Technology (NIFT), Secretarial Practices, Bal Bhawan, Delhi School of Arts, Delhi School of Economics, National AIDS Control Organisation (NACO), SSA, DOE and various NGOs. Many such institutions are represented on the RAC and PACs of various TEIs. This pattern needs to be followed in other states and a continuing linkage established

4.2 Quality of Resource/learning material

DIETs have produced large volumes of training material. It was not evident whether each DIET has chosen a specific area of specialization in which it creates literature. It was also not immediately clear whether the material produced had been through a peer review process. Further, additional reading materials, training materials and manuals for addressing training needs of teachers must be relevant to their local contexts.

4.3 Nature of research conducted by Teacher Educators

Research conducted by teacher educators needs to be supported by senior faculty from universities. It is important that there is continuous engagement between teacher educators and university experts, each carrying messages and learnings from the engagement to their own core work and enriching the same. Before printing and dissemination of resources, they need to be assessed by persons with expertise in the area in order that both consistency and standards are maintained while innovations are encouraged and also recognised at the university level.. Workshops need to be organised around conceptualising teaching-learning resources and changing trends in assessment etc.

Action research is different both in its objective and methodology from general research. JRM did not find too many action research studies in DIETs. DIETs need to invite academics from universities and collaborative networks need to be forged with universities so that academics engaged with higher education can mentor the work of faculty.

5. Inclusion

Attempts to elicit patterns of inclusion practice followed, in various TEI revealed that conceptually, inclusion was regarded minimally in terms of following provisions of the Persons with disabilities (equal opportunities, protection of rights and full participation) Act. That teachers need to be sensitive to diversity issues, that inclusion is a core value in a classroom, however constructed, seems inadequately prioritized.

That besides organising workshops on craft, value education etc, workshops should be organised around themes of diversity, inclusion and social justice seemed inadequately conceived. The RtE act 2009 should not simply be understood as making elementary education accessible to children but also giving quality education experiences to all children, especially the disadvantaged sections of society. Since one did not see this kind of a focus in TEIs visited, special and focused efforts need to be made towards this end.

Further teachers with special needs may require further enabling to render them effective in a classroom situation. Separate modules of education and skill building may need to be readied. A set of guidelines and enabling provisions to indicate what support such trainees will require on a continued basis, beyond classroom and after they have completed their pre-service teacher education courses to make them effective teachers, is essential.

Some SCERTs were seen as imparting training to teachers on the methodologies to integrate these children into regular schools to help them socialize and build their confidence. SCERT Delhi had also set up introduced a specialized resource center for hearing impairment in one of the DIETs. We were pleased to find manuals on following themes readied by SCERTs:

- Gearing up for Inclusive Education
- Towards Inclusive Education for Special Teachers
- Towards Inclusive Education for General Teachers
- Towards Inclusive Education for Educational Administrators

Some of these initiatives could be recommended to other states.

6. NAS (National Achievement Survey)

Apart from the NAS sponsored by the NCERT, the SCERT was seen to be involved in the State level achievement survey. NGOs and other organizations are also running achievement surveys. Multiple achievement surveys with ill-defined objectives and loose architecture are likely to detract precious resources from their core tasks of teacher education. JRM would like to caution against multiple achievement surveys in both their impact on the immediate taking away teacher educators from their task but also in a more substantial sense of the issues that get prioritized in teacher education.

7. Other Best Practices

- SCERT, Nagaland introduced a programme of designing a common curriculum and syllabus in Modern Indian languages (MIL) based on 16 naga

tribal languages for class 1-8 for substituting the same as the second language.

- JRM observed that teacher educators and student teachers were engaged in cleaning their own TEIs in Nagaland. Given the relationship between education and society, this upsetting of the manual-mental binaries augurs well for an institution engaged in education.
- SCERT, Delhi has introduced a specialized resource center for hearing impairment in one of the DIETs. While this is at an early stage of evolution, it constitutes a major step in more inclusive teacher education. Another 2 DIETs were innovating in using art integrated learning and documentation of skill and crafts of the neighboring community (Hunar Khoj). The location of community's arts and aesthetics in education is a breath of fresh air. Civic engagement with the arts may be further pursued to play a large role in education to be socially transformative.

8. Additional Recommendations

- Since all States now stand covered by JRM review, it is suggested that key relevant recommendations submitted by JRMs so far may be subject to a national consultation to take them forward before any further such reviews are mounted.
- NCERT had, some years ago, organized a Conference of teacher educators. Regional conferences culminating in a national consultation around the revamped NCFTE and including issues of teacher recruitment policies inclusion and other key concepts so as to provide an overarching vision is the need of the hour.
- Large number of in-service teachers being put through short duration training by various institutions places a heavy burden on the teacher cadre without yielding concomitant results. Conversely, SCERTs may be encouraged to formalize annual in-service training plans in consultation with IASEs, CTEs

which could be of longer duration of one week/two weeks. The syllabus/ content, pedagogic methodologies, resource personnel could be worked out in the beginning of the academic year based on the needs of the stake holders for making the in-service training programme meaningful.

- Pre-service programme are supposed to have incorporated changes as per the new curriculum framework but consistent oversight to ensure rigour and compliance with spirit of the framework is crucial.
- Monitoring, evaluation and supportive supervision.
- Continuous professional development may be an integral part of whole process. Open Education Resources (OERs) and MOOC Courses could also be developed.
- Linkages and convergence of different stake holders working in the area of School Education and Teacher Education should be ensured through policy dialogue and mutual understanding for the benefit of the wider community.

Annexure I

Joint Review Mission- Teacher Education (CSSTE): List of States/Members

S. No.	State	Name	Designation
1.	Delhi	Ms. Vibha Puri Das	Former Secretary, Higher Education
		Prof. Disha Nawani	Tata Institute of Social Science, Mumbai
2.	Himachal Pradesh	Dr. Nidhi Gulati	Assistant Prof, Dept. of Elementary Education, Institute of Home Economics, University of Delhi
		Mr. J. Inbaraj	Senior Faculty, SCERT Tamil Nadu
3.	Nagaland	Dr. Vijayan Kannothe	Assistant Professor, Dept. of Teacher Education, NCERT
		Mr. Sushant Verma	Country Director, TESS India
4.	Goa	Mr. C.R. Biswal	Former Principal Secretary, Education, Andhra Pradesh
		Prof. Sadhna Saxena	Central Institute of Education, Delhi University

Annexure II

State Reports

- 1) Delhi**
- 2) Goa**
- 3) Himachal Pradesh**
- 4) Nagaland**

I. DELHI

Joint Review Mission Report

Team Members : Ms. Vibha Puri Das
: Prof. Disha Nawani

1. Introduction

The state of Delhi has twelve districts. It has nine District Institutes of Education Training (DIETs), two Institutes of Advanced Studies in Education (IASE) (Jamia Milia Islamia and Central Institute of Education in Delhi University) and one State Council of Education Research and Training (SCERT). Delhi being the national capital has proximity and access to several resources and therefore should be in a leading position to show the way forward to Teacher Education Institutions (TEIs) in other states.

2. Methodology

The team visited four DIETs in the city- RK Puram, Moti Bagh, Rajendra Nagar and Dilshad Garden, IASE in Jamia Milia Islamia and SCERT. Visits to these Institutes constituted interactions with the teacher education faculty, Heads of the Institutes, student teachers and a cursory inspection of the campus and resources produced and printed by them.

3. Observations and Reflections

3.1 DIETs

DIETs are the lifeline of any teacher education programme in a district. They address the pre-service teacher education needs of a district and also support the in-service teachers by providing them with the requisite support. The DIETs observed in Delhi were robust and were clearly working beyond the mandate given to them. They were established at different points in time. The intake of students in these DIETs varied from 50-150. There was adequate evidence to show that they were seriously engaged with the three focus areas- training (both

induction level as well as continuing varieties), action research and resource support (extension/guidance, development of materials, aids, evaluation tools etc.). As part of the D.El.Ed. curriculum, a number of workshops on relevant themes were organised by them. It is interesting to note that each DIET had identified a niche area for itself in which they were trying out innovations. DIET, Dilshad Garden was innovating in *Hunar Khoj*, where an attempt was made to identify professions and crafts in the vicinity. Similarly, DIET, Rajendra Nagar was strengthening its work in arts integrated education, where it had conducted several workshops in the relevant area and produced a few short films for documentation and wider dissemination. Similarly, DIET, Moti Bagh had created a resource centre for children with hearing impairment. The faculty came across as committed and clued into the needs of the school teachers and also the challenges they faced in classrooms. The faculty conducts research on school related issues and tries to produce relevant resources for student teachers. These resources vary from storybooks, annual magazines, Handbooks on different subjects to printing of the seminars etc. organised by them. However, there are a few areas of concern and DIETs need to be supported in their tasks to deliver better and effectively.

3.1.1 Issues of concern

i) Under-staffed and over-stretched

The DIETs were under-staffed as is clearly evident by the gap between sanctioned and filled academic and non-academic positions in all the DIETs visited. The gap was also addressed by appointment of contract and guest faculty with significant differences among these cadres. Not only were they under-staffed, they were over stretched and seemed to have workloads and demands placed on their time, which impacted the actual time spent by them in classrooms with their student teachers. Their contribution to training PGT and TGT teachers went beyond their mandate. The shortage of staff at the SCERT meant that the DIET faculty was pulled in for performing various tasks. The increase in student intake and duration of the programme without a concomitant increase in faculty not just impacted the quality of teaching and interactions in the classroom but also adversely effected the school experience programme, where students went to intern as part of their education and required guidance by the teacher educators. This meant that fewer teachers were available to guide a large number of students who went to schools to intern and depended heavily on the teacher educators to guide them through the experience.

ii) Low morale

The morale of the DIET faculty is low because of several reasons. The DIET faculty is under-staffed, over-worked and inadequately and unequally compensated! The salary structure of the DIET faculty needs to be revised and implemented and made at par with the faculty in teacher education colleges. Anomalies in the suggested pay scale and current salaries of the DIET faculty were very disturbing. The career advancement scheme for them also needs to be in place. There is no scheme of internal promotions within the DIETs- a person retires at the same level at which he entered the DIET- because of which quite a few faculty members

had left DIETs and joined other Institutions. The morale of the contract and guest faculty is at an all-time low because of the number of years they have put in without any assurance of their getting a regular employment. It was reported that besides absence of funds for participating in faculty development programmes by other academic bodies, there was little time available to the DIET faculty to even avail of such opportunities. It is strange that people responsible for training school teachers themselves had little opportunity for their own professional growth.

iii) Ad-hocism in delegation of tasks

It was also reported that there was ad-hocism in the manner in which tasks were allotted to the DIET faculty at the last minute, causing confusion and distress among the teacher educators. It not just meant inadequate preparation or lack of reasonable competence in the requisite area but also disruption of their mandated tasks on a regular basis. This often meant, them abandoning the student-teachers or clubbing different sections together and proceeding to finish the task assigned to them. One such example witnessed by the team was the selection of mentors from amongst school teachers, a move initiated by the Delhi state government- for which the DIET faculty was first trained for the purpose and then made to select the mentor in consonance with the desired procedures.

iv) Infrastructural constraints

Even though the infrastructure of DIETs seemed adequate at a first glance, clearly there were issues with increase in student intake, which placed enormous constraints on the existing resources. The classrooms had a large number of students and seating arrangement was therefore standardised to facilitate a lecture mode of transaction. There was also severe shortage of furniture and students were made to sit on the floor. The increase in student intake from 50 to 150 meant that there was less seating space in classrooms, benches and less working space in the various laboratories.

v) Achievement Surveys at state level

Participation of DIET faculty in State Level Achievement Surveys (SLAS) also needs to be re-considered and one needs to reflect on the multiplicity of assessments being conducted by multiple agencies on children's learning levels. The objective behind such assessments, their methodology and implications on teachers, learners and pedagogic practices in the classroom need to be seriously examined. We seem to be living in a time when assessments have become more important than learning and assessments also seem to be greatly distanced from the teachers, who are viewed with distrust. One knows that not all is well with our school system, especially the government schools. Now it is time that instead of constantly lamenting the state of learning of these children, efforts are made to find ways to support them to learn and support teachers to address the challenges faced by these children and make time to help them.

vi) Pedagogic Practices

The pedagogic practices displayed by teacher educators in a few DIET classrooms were shocking to say the least. There was banal use of redundant resources and the banking concept of education where students are regarded as empty vessels and are mechanically made to memorise information was clearly visible. The use of various forms of craft, was more for stand-alone display and decorative purpose rather than being seen as means towards definite learning objectives. Rooms were decorated with craft material of all kinds and while the teacher educators displayed some understanding of the ways in which they could be used meaningfully in the classrooms, the evidence in terms of artefacts hung on the walls of certain 'craft' rooms seemed contrary and served merely a decorative purpose. Similar was the case with the tie up of DIETs with America India Foundation where one saw computers and a resource person dedicated for the task of engaging with student teachers. While one saw PPTs made by student teachers, one is not quite sure, to what extent these trainees saw information technology as a pedagogic resource and integrated its use with teaching-learning processes in the classroom.

There is also a need to examine the research being conducted by DIET faculty and resources being produced by DIETs. Some of them were conceptually weak and seemed more to serve a superficial requirement of 'work done and points earned'.

vii) Nature of training

Although the classrooms of pre-service programme were not observed systematically, nor did the time permit us to examine whether the revised NCTE approved curriculum was being transacted in the spirit of the NCF, 2005 and NCTFE, 2009, a few impressions can be made on the manner in which large in-service trainings were being organised. Focus on covering large numbers of trainees in a time bound manner can mar the quality of training and its impact on teachers. Large scale trainings, if not qualitatively better besides contributing precious little to professionally supporting such teachers, may do more harm than good, by pulling them out of the classrooms and reducing the time spent with children in schools. At the same time, one cannot lose sight of the classrooms in which teachers teach and the quality of learning experience which one hopes to achieve by such trainings.

3.2 IASE, Jamia Millia Islamia

The Department of Teacher Training & Non-Formal Education was established as a Teacher Training Institute in 1938 under the leadership of Zakir Husain in response to the need to prepare teachers for the Basic Education Scheme launched by Mahatma Gandhi in 1937. This Teacher Training Institute was perhaps the first of its kind in the country to have started training of teachers for Basic schools which were offering crafts centered indigenous education to children. It was the first institution in the country to have been upgraded to IASE, the purpose of which is to develop the institution into a centre of excellence in teaching and research. The broad functions of the Institute are: imparting pre-service and in-service

education to the secondary/special education/elementary/nursery school teachers; preparing personnel for elementary teacher education institutions and their continuing education; developing and publishing for dissemination useful material for teachers and teacher-educators; and undertaking research, innovation and extension work in the field.

The following courses are being offered by IASE-Diploma in Elementary Education, B.Ed (at present training in 17 school subjects are being offered), B.Ed (special Education- visual Impairment & Learning Disability, B.Ed (Nursery Education), M.Ed (Special Education), M.A. (Education) and Ph.D. Programme. Instruction in all programmes is arranged in Urdu, Hindi, and English. Work Experience through learning a craft is an integral part of teacher preparation programmes (Paper craft, Gardening, Wood Work, Soft Toy making, Tie & Dye, Electrical Gadgets, Music, Interior Decoration) at IASE. It organizes professional development programmes for teachers, teacher educators, educational administrators, curriculum developers and others and serves as a centre for all programmes in education offered by IGNOU and NIOS. Besides teaching & training, existing faculty is engaged in conducting and guiding research (more than 150 Ph.D. scholars are registered at the moment) etc.

The IASE seems to be a vibrant place with adequate space and competent faculty. It runs an entire gamut of teacher education programmes. The Institution houses several craft labs. Relevant resources for teachers have been translated from English to Hindi. A series of interesting seminars have been organised by the faculty.

3.2.1 Issues of concern

i) Dissonance between training and employment

Students trained to be elementary school teachers get recruited only at the primary level. This is demoralising and defeats the purpose of such elementary education programmes. However, this is a concern which cuts across all D.El.Ed programmes.

ii) Constrained resources- human and physical

The increase in the duration of all the teacher education programmes from one to two years has imposed severe constraints on the existing resources- both human and physical. With an increase of students, the student strength in all the programmes has gone up to 800, which means that the existing faculty strength needs to be increased from 45 to 80.

iii) Erratic fund flow

It was reported that the funds approved were much less than the amount proposed and the fund flow was often erratic and delayed, impacting the implementation of the activities proposed.

iv) Misplaced emphasis on crafts

While it was heartening to see the high quality of varied crafts that the student teachers learnt and were engaged in, one was a little concerned about the importance given to them in an Institute of Advanced Studies in Education. Teaching especially at the elementary school level is often considered to be an academically inferior calling and attention given to unnecessary frills. It is important to see the connections between the objective of teacher education programmes and the manner of inclusion of these crafts in the programme.

3.3 SCERT

In pursuance of the recommendations of NPE, 1986 and its Programme of Action, SCERT, Delhi was established as an autonomous organization in 1988 for providing academic resource support to improving the quality of school education in Delhi. The work of SCERT and District Institution of Education and Training (DIET) covers the entire spectrum of school education. While the focus of DIETs is on elementary education, the SCERT focuses on secondary education.

In addition to nine DIETs in Delhi, there are 29 self-financed recognized Private ETE Institutions affiliated to SCERT, and 30 Self-financed recognised Private Institutions which conduct two year Diploma Course in Early Childhood Care & Education. SCERT has the responsibility of admission, examination and certification of these private recognised ETE and ECCE Institutions. Academic resource support to them is provided by SCERT in the form of development of curriculum. SCERT also has a mandate to ensure that these institutions function in accordance with the established norms.

The SCERT is positioned in a leadership role, where besides providing in-service support to teachers, it is supposed to help organisations placed under it, implement the vision set out for strengthening teacher education in the country. The institution provides two year face to face education to graduate teachers with five years' experience, nominated by the Department of Education. At present, there are 23 students enrolled for the programme, which has a capacity of 100. The INSET programmes are also conducted with the support of DIET faculty. Admissions and evaluations are centralised for all the nine DIETs. SCERT has its own programmes, and it also facilitates conduction of programmes for SSA and RMSA. It has produced a Manual for Heads of Schools.

3.3.1 SCERT projects for Quality of Education

SCERT has organised the following projects to scale up the quality of education:

1. *ICT capacity building programme for Govt. School teachers of Directorate of education.*

Teachers training programme were organized by SCERT for the Govt. Schools teachers of Delhi with the following objectives:

- To orient the teachers in computer application
- To orient teachers on pedagogy and content of computer applications
- To give individual hands on practice to each participant.

2. *One / five Days capacity building programme of Master Trainers (Teachers) in CAL content.*

- Redesigning of Course Design
- Art Integrated Learning
- Management Information System
- Online Training Facilities for Teachers
- Gender Sensitization
- Value Education
- Leadership Development Programme
- Module for school standards and evaluation (SCERT is in the process of evolving a module for the assessment of schools based on the NUEPA Model.)
- Assessment module for Primary classes (1 to 5) under CCE

3. *On-Site support to DIETs, CTE, IASEs and BRCs/CRCs by SCERT.*

- Resource centre for Hearing Impaired- DIET Moti Bagh
- Resource Centre Art Integrated Learning- DIET, Rajender Nagar
- Centre for Art Education- DIET, Darya Ganj
- Hunar Khoj- DIET, Dilshad Garden

All these centres are functional & teachers come to DIET for advocacy and training in the relevant areas.

4. *Curriculum Reform*

S. No.	Attributes	Current Status	Remarks
1.	B.Ed. as per NCTE-2014	Curriculum revised by GGSIP University is followed for B.Ed. In-service teachers	Revised and Implemented
2.	D.El.Ed. as per NCTE-2014	Revised and implemented since 2015	Revised and completed
3.	Training/Orientation of Teacher Educator on New Norms & Standards	Organized	completed
4.	School Curriculum and Text Books as per NCF 2005	NCERT Text books as per NCF-2005 are studied by students in schools of Delhi	completed

D.El.Ed. curriculum has been revised and is implemented in Teacher Training Institutions. ECCE Curriculum is still under revision process.

5. *Linkages with Universities*

SCERT invites well experienced subject experts from various organisation and institutes viz. Delhi University, JNU, Jamia Millia Islamia, IGNOU, CBSE, NUEPA, NCERT, National Institute of Fashion Technology (NIFT), Secretarial Practices, Bal Bhawan, Delhi School of Arts, Delhi School of Economics, National AIDS Control Organisation (NACO), SSA, DOE and various NGOs.

6. *In-Service Trainings*

SCERT imparts training to TGT's, PGT's, Assistant teachers in all subjects from class 1st to 12th

- Total No. of Teachers Trained (2015-16) - 36617/47984
- Agencies covered for In-service training: MCD, NDMC, Cantonment Board, Directorate of Education, Aided Schools
- Training is provided to other miscellaneous categories of teachers as well i.e (Vocational Teachers, Lab Assistants, Librarians, EVGCs)

7. *Inclusive education*

SCERT imparts training to teachers on the methodologies to integrate these children into regular schools to help them socialise and build their confidence. SCERT has prepared the following r mentioned manuals related to Inclusive education:

- Gearing up for Inclusive Education
- Towards Inclusive Education for Special Teachers
- Towards Inclusive Education for General Teachers
- Towards Inclusive Education for Educational Administrators

3.3.2 Issues of concern

i) Nature of relationship between SCERT and DIETs

While SCERT is clearly engaged in activities related to training, research and material production, with the support of DIETs, one needs to have a clearer picture of the extent of academic and other support extended by SCERT to these Institutes. Reports based on conversations with DIET faculty revealed that SCERT depended extensively for support from DIET faculty.

ii) Under staffed

SCERT also needs to fill its vacant positions so that it is able to function more effectively and depend less on DIETs.

iii) Academic leadership

A body like SCERT needs to essentially provide academic leadership to all other organisations with a vision for strengthening teacher education, recognising and forging linkages between school and higher education and reiterating the need for professional support for school teachers, both fresh entrants and practicing teachers and also seeing how training eventually impacts the experience that children get in schools.

3.4 Miscellaneous

i) Scheme related progress

In 2015-16, a sum of Rs. 1886.35 lakh was approved by TEAB out of which Rs. 763.44 lakhs was released by GOI as the first instalment. Out of the released amount Rs. 707.38 lakhs has been utilized by the state government.

Status of TET (2014 & 2015 for 4 Govt. DIETs - visited by JRM)

S. No	DIET	% of Passed Students	
		2014	2015
1.	DIET Moti Bagh	44.34%	75%
2.	DIET Dilshad Garden	61.7%	96%
3.	R.K Puram	46.67%	86%
4.	Rajinder Nagar	46.66%	80%

There is a large gap in performance of trainees in the CTET across the 4 DIETs visited in Delhi, and that reported under CSSTE. Performance reported during visit was between 84 to 98 percent indicating that the trainees were made eligible for the teacher eligibility test in a large measure, this would therefore support the view that the training quality is optimal and leaves little room for improvement. These percentages referred to results over last two years. The report available with the MHRD of performance under CSSTE is over a longer period.

ii) Libraries

Libraries visited in all TEIs were under-stocked. There was hardly any space for students to sit in the library and use it as a Reading room. The books seemed severely challenged in terms of appropriate titles and quality publications. Neither did the libraries look inviting, nor was there sufficient space for student teachers to sit, nor latest and relevant books to support their education. One hardly saw any journals subscribed on a regular basis by DIETs.

3.5 State-specific Recommendations

i) Nature of collaboration between various TEIs:

A collective envisioning exercise for strengthening teacher education in Delhi, which focuses much more on the strategies employed to achieve the objectives listed in the National Policy on Education and also re-visiting objectives in the wake of the RtE Act, 2009. All the TEIs-DIETs, IASE and SCERT need to work in a collaborative manner without recourse to hierarchies and power structures over institutions placed in a subordinate position. This means that a realistic assessment of the workloads of faculty placed in different TEIs needs to be made and timely work plans need to be made and adhered to.

ii) Address inadequacy of resources- both human and physical

Sanctioned positions according to the new scheme need to be filled up and requisite arrangements need to be made for infrastructure, including adequate seating arrangement in classrooms and laboratories. This becomes particularly important in the wake of increased student strength and enhanced duration of the education programmes.

iii) Implementation of revised pay scales for DIET faculty

DIETs constitute the most important TEI at the cutting edge. It is important that their motivation level remains high and major bottlenecks and minor irritants in their functioning are removed. Through the visit to each of the four DIETs, the JRM team was informed of the consistent down gradation of the faculty position vis a vis state cadre resulting in their service conditions getting worse and their emoluments lower than state school education cadre. The terminal benefits available to them also were considered aiding low self-esteem and causing heartburn. It is important that pay scales and overall benefits of DIET faculty are given urgent consideration in a holistic sense.

Any delay in this may prove to be detrimental to the morale of teacher educators.

Chart giving comparisons, which are self-explanatory and handed in by the DIET faculty are annexed,

iv) Pedagogic renewal

Revision of curriculum needs to be accompanied by corresponding changes in pedagogy and academic resources. A constructivist approach to learning which underscores the need to recognise the agency of children also necessitates treating the student teachers and teacher trainees and addressing their needs in a similar fashion.

3.6 Re-thinking nature of training imparted

i) Pre-service training

Addressing student teachers at this nascent stage is a challenging task which must necessarily go beyond the purview of what a pre-service training can encompass. Conceived in the frame of teacher education and for preparing students in the basics of the Right to Education, and the philosophy of the NCFTE it is important to get this right. Nature of training at the pre-service level- pedagogic transactions in the classroom need to go beyond rote memorisation and art and craft activities cannot be seen as standalone activities for decorating the classrooms or labs in TEIs. Attempts need to be made to integrate them as pedagogic resources in teaching-learning processes. For this the resources in the library need to be built and resource persons with expertise in the relevant area need to be engaged in an ongoing way, for inputs. Focus on covering numbers or duration cannot be the sole objective of these trainings.

ii) In-service training

Having realistic understanding of the number of trainings teachers can attend without reducing the time they actually spend with children in the school, is very important. Trainings covering large number of trainees in haste, in lecture mode, without proper assessment of their needs may cause more damage. SCERT Delhi informed the JRM that they conducted training for 36000 teachers. The staff at the DIETs were utilized for this purpose since the SCERT is severely understaffed. Choices regarding time or place of training are not available to teachers. It is felt that In-service training would benefit at an elementary level if for example, teacher trainees are allowed options to choose between an institution that offers art integrated learning or one that provides for Hunar Khoj. Institutions themselves and the faculty in them could avail of choices in deciding what programmes and when they may conduct them.

iii) Nature of research conducted by Teacher Educators

Research conducted by teacher educators need to be supported by senior faculty from universities. It is important that there is continuous engagement between teacher educators and university experts, each carrying messages and learnings from the engagement to their own core work and enriching the same. Before printing and dissemination of resources, they need to be assessed by persons with expertise in the area in order that both consistency and standards are maintained while innovations are encouraged and also recognised at the university level. Workshops need to be organised around conceptualising teaching-learning resources and changing trends in assessment etc.

Action research is different both in its objective and methodology from general research. JRMe did not find too many action research studies in DIETs. DIETs need to invite academics from universities and collaborative networks need to be forged with universities so that academics engaged with higher education can mentor the work of faculty.

iv) Addressing issues of inclusion and equity

Besides organising workshops on craft, value education etc, workshops should be organised around themes of diversity, inclusion and social justice. The RtE act 2009 should not simply be understood as making elementary education accessible to children but also giving quality education experiences to all children, especially the disadvantaged sections of society. Since one did not see this kind of a focus in TEIs visited, special and focused efforts need to be made towards this end.

v) Not viewing training in isolation

While teachers need to be supported with training, efforts should also be made to remove the structural irritants in the environment which challenge the teachers in several ways. Teacher education alone should not subsume all those conditions in the environment which facilitate good teaching-learning practices in schools. Accordingly, both teachers and teacher educators need to be professionally supported, financially compensated and treated with dignity and provided with avenues for their professional growth and personal satisfaction. A disempowered teacher educator is unlikely to empower the student-teacher and prospective teacher to give confidence to learn meaningfully in schools and make sense of the world which she lives in.

SCERT/DIETs

1988-89 SCERT established under the Society Act 1860 with its Memorandum of Association.
Rule – 67 Memorandum of Association Concerned with Service Rule of Academic Staff of SCERT/DIETs

“The term and tenure of service of the academic staff at the council shall remain the same as available for the academic staff of the NCERT”. (Not Implemented)

1999 Supreme court Allowed Rule-67 (Retirement age will be 62 as in NCERT)

07/12/1999 Amendment in Rule – 67
(Service Rule of academic staff will be at par of Directorate of Education) (Not Implemented)

24/10/2004 Constituted Vashishtha Committee by Executive Committee

01/08/2001 Notified Vashishtha Committee

(Constituted Vashishtha Committee by Executive Committee of SCERT for recruitment Rule of Academic Staff i.e. Qualification, Pay Scale& Promotional Avenues etc.

11/08/2008 to 17/08/2008 Interview for Promotion of Faculty
(As per Vashishtha Committee)
(As approved in Executive Committee of SCERT) (Not Implemented)

13/10/2008 Amendment in Rule -67
(Service Rule of academic staff will be at par of NCERT) (Not Implemented)

04/05/2010 Implemented part –B of 6th Pay Commission
(Parity with DoE, Grade Pay Rs.7600/-for Sr. Lecturer)

12/07/2011 With draw of Part-B OF 6th Pay Commission
i.e. Grade Pay Rs.7600/-for Sr. Lecturer)

Honorable High Court & Central Administrative Tribunal Restore Grade Pay Rs.7600/-for Sr. Lecturer on 06/12/2013 & 22/05/2012

No Pension Scheme

No CPF Scheme

No New Pension Scheme

No Health Scheme

Only EPF Scheme i.e. for Factory Worker

Annexure 2

Designation	After 4 th Pay Commission		After Implementation 5 th Pay Commission		After Implementation 6 th Pay Commission		Remarks
	SCERT/DIET's (in Rs.)	Dte. of Edu. (in Rs.)	SCERT/ DIET's (in Rs.)	Dte. of Edu. (in Rs.)	SCERT/ DIET's (in Rs.)	Dte. of Edu. (in Rs.)	
Lecturer – II	2000-3500	2000-3500	6500-10500	7500-12000	Grade Pay Rs. 4500	Grade Pay Rs. 5400	2 Step Down (Initially Post was equivalent to Vice Principal)
Lecturer – I	2000-4000	2200-4000	8000-13500	8000-13500	Grade Pay Rs. 5400	Grade Pay Rs. 6600	1 Step Down
Sr. Lecturer	3000-4500	3000-4500	10000-15200	10000-15200	Grade Pay Rs. 6600	Grade Pay Rs. 7600	1 Step Down
Principal	3000-5000	3000-5000	10000-15200	10000-15200	Grade Pay Rs. 6600	Grade Pay Rs. 7600	1 Step Down

Sr. No.	SCERT/DIETs				Equaling Post Directorate of Education				Affect/Loss/Disadvantage After joining the organisation
	Post	Qualification	Pay Scale At inception in 1989 (In Rs.)	Pay Scale after 6 th Pay Commission (In Rs.)	Post	Qualification	Pay Scale (in 1989) (In Rs.)	Pay Scale after 6 th Pay Commission (In Rs.)	
1.	Lecturer-II	M.A., M.Ed. with 50% marks Desirable- M.Phil., Ph.D.	2000-3500	9300-34800 Grade Pay - Rs.4600/-	PGT Sr. Scale /Vice Principal	M.A., B.Ed	2000-3500	9300-34800 Grade Pay- Rs. 5400/-	2 step came down
2.	Lecturer-I	M.A., M.Ed. with 50% marks Desirable- M.Phil., Ph.D.	2200-4000	9300-34800 GP -Rs.5400/-	Does not exist	-----	-----	-----	-----
3.	Sr. Lecturer (Branch Head)	M.A., M.Ed. with 50% marks Desirable- M.Phil., Ph.D.	3000-4500	15600-39100 GP-Rs.6600/-	Principal	M.A., B.Ed	3000-4500	15600-39100 GP- Rs.7600/-	1 step came down
4.	Principal	M.A., M.Ed. with 50% marks Desirable- M.Phil., Ph.D.	3000-5000	15600-39100 GP-Rs.6600/-	Dy. Director of Edu.	M.A., B.Ed	3000-5000	15600-39100 GP- Rs.7600/-	1 step came down
5	Reader (Exist only in SCERT)	Ph.D.		15600-39100 GP-Rs.7600/-	Does not exist	Equivalent to Associate Professor UGC Scale Grade Pay 9000/-			2 Step came down

II. GOA

Joint Review Mission Report

Team Members : Mr. C.R. Biswal
: Prof. Sadhna Saxena

1. Introduction

We visited Goa from 15/03/2016 to 18/03/2016 and during the period we have visited the following institutions entrusted with the responsibilities of dealing with Teacher Education.

- (i) SCERT
- (ii) CTE, Dada Vaidya College of Education (Still functioning as an Aided B.Ed. College)
- (iii) DIET
- (iv) Private D.El.Ed. College name Sri Vetal College of Education.
- (v) School complex

Before going into various issues relating to teachers education, it would be appropriate to give a brief review of demographic profile and institution profile of Goa.

Goa has a population of 14,57,723 and has 87.40% literacy.

2. Profile of Schools/Teacher strength

Level	No. of Schools	Enrollment of student	No. of teachers	No. of teachers working	No. of teachers with NCTE qualified
Primary I-IV	1210	95,555	3950	3775	3524
Upper primary V-VII	460	70,774,	2804	2752	2725
Secondary VIII-X	400	73,555	3275	3212	3199
Senior Secondary XI-XII	102	34,850	1703	1659	1496

4. Scheme related progress

The major non-recurring investment from centrally sponsored scheme in the State is the construction of new SCERT building which has been completed at a cost of approx. 21 crores. The other recurring expenditure of about 15-16 lakhs for SCERT and 130 lakhs for DIET has been incurred. There are no deficiencies as the State Govt. is releasing the required fund to be adjusted whenever funds are released by govt of India.

5. Convergence Issues

Major issues of convergence between School Education & Higher Education is properly taken care of as Goa is a small state and the same secretary looks after school Education, Higher Education & Technical Education.

6. The TET Scheme is yet to be approved for the state

7. Empowering SCERT

Under the new scheme, the SCERTs are supposed to function as the apex education institutions at the state levels and take the leadership role. For this there is a need to develop a state level vision document by interacting with the faculty of

the existing TEIs and the university teachers. This task is yet to be undertaken by the Goa SCERT. The SCERT has experienced and well qualified faculty and thus this task could be taken up on an urgent basis.

The SCERT is going to be shifted to the new building very soon. The new building has ample furnished and equipped spaces for various labs, library, classrooms, faculty rooms meeting rooms etc.

The recruitment of the faculty under the new scheme is awaited. The SCERT has been sanctioned 24 academic posts that need to be filled up urgently. How the existing staff of SCERT that has been drawn from the existing TEIs and the Directorate, is going to be absorbed or not absorbed, is experienced staff's really worried about. The government need to provide adequate funding for recurring expenditure like maintenance, conducting teachers training programmes and research work to keep the campus fully utilized and vibrant.

It is observed that the SCERT is mostly conducting three days In-service training programmes under RMSA which are mostly on orientation of teachers on general awareness issues like gender and society. The Resource Persons for such trainings are called from Goa University. Content based trainings are organized only when new books are introduced. For teachers, the general awareness orientations are very important. However, one of the crucial purpose of In-service trainings is providing academic support to teachers, including updating their subject knowledge, for the improvement of their teaching capabilities. Therefore, it is important that the trainings are of longer durations and are focused on the content and methodology. During such trainings the SCERT may also identify Resource Persons in various subjects whose services can be utilized for the preparation of questions papers for the Board exams and even guiding students for NTS and Olympiads.

The SCERT is also required to conduct basic research in education and guide the CTEs and DIETs to conduct basic and action research. At present this aspect requires more attention.

The faculty of various institutions need a lot more exposure and interaction with the people outside the state who are engaged in innovative educational work. For this the SCERT could take lead and organise seminars/ symposiums and may be trips to other states.

8. Curriculum Reform

Both the D.El.Ed and B.Ed. curricula has been revised according to the new NCTE framework 2014 and the B.Ed. curriculum has been approved by the university. However, they need to add the reading lists to the syllabus. Some of the outdated topics like micro teaching still forms part of the syllabus. Such issues need to be looked at carefully in the light of new NCTE 2014 framework.

However, they are yet to include technology in teacher's education like EDUSAT based trainings and teachers education MIS, computer literacy programme.

9. Linkages with Universities

For the In-service teacher trainings organized by SCERT and DIETs, the Resource Persons are also engaged from the University of Goa. The new curriculum and syllabus has been prepared in consultation with the university and have been approved by the various University bodies. The examinations for B.Ed., including the entrance examinations, are conducted by the University.

However, the absence of a department of education restricts the scope of active linkages with the university beyond the essential tasks listed above. Also, there are no M.Ed., M.Phil. or Ph.D. level courses that reduces the focus of education to teacher education only.

Therefore, an active education department needs to be in place at the earliest.

10. Intake versus actual enrolment in TEIs

Maximum intake per year in the TEIs, are

Diploma in El.Ed	200
B.Ed	300
B.A, B.Sc. BEd, integrated B.P.Ed	50

All the seats are getting filled.

11. In-Service Training of Secondary Teachers

As stated above the SCERT and CTEs conducts In-service trainings of RMSA teachers however the trainings need to be more content and pedagogy based and of longer durations.

The longer duration trainings that they organize large absenteeism. Also, the quality needs to be looked at more carefully.

The State Govt. is able to provide in-service training to the teachers through SCERT, DIET. But it is observed that mostly the in-service training in SCERT/DIET is for one or two days and mostly on methodology of teaching. It is felt that the teachers view in services training as something to be attended as mandatory requirement for getting promotion–increment etc. At the same time, SCERT has not been able to conduct the 2 weekly programme as planned for 2015-16. Hence it is felt that the in-service trainings may be in modules of one week or 2 weeks. SCERT may work out the same at the beginning of the year with detail contents. Portion of the syllabus which deals with concepts and generally treated as difficult may be covered with innovative teaching methodologies. This process can throw out resource personnel from among the trainees whose services can be utilized for various purpose like preparation question paper, guiding students for various exams like NTS, Science Technologies etc. The in-service training be given much more rigor and importance than as it exists today.

12. Best Practices

- (i) The SCERT, in collaboration with Department of Science and Technology and Environment, Goa, organizes many activities related to popularizing science and mathematics such as quizzes, competitions, fairs to stimulate the students. This practice could be followed in other states as well.
- (iii) Also, the one day teacher orientations that DIET organizes on issue such as gender and education, workshops on puppetry, life skills, drawing, environment etc. could also be done in the other states.
- (ii) The State Govt. releases funds required for non-recurring & recurring schemes under centrally sponsored schemes & states schemes. This helps in timely implementation of schemes and they look fairly ok. The funds released by the States for the progress of Centrally Sponsored scheme get adjusted as and when central govt. releases the funds.

- (iv) The State Govt. has taken the initiative of shifting very large and established schools from the congested provision to a complex 6 km away. This has provided spacious class rooms, playground and proper schools atmosphere for the children. About 7-8 schools have started their campuses in the new complex.

13. State Specific Challenges

1. Starting a Department of Education at Goa University
2. Starting M.Ed. programme in CTE and Goa University. However, the bigger problem is that NCTE expects an institution to start with 50 M.Ed. (one unit) seats and Goa does not need more than 20 M.Ed. students per year. The state would need special permission from NCTE to allow it to start this programme with this number of seats.
3. The existing only DIET is not in a position to fulfil the need of In-service training of teachers. A proposal for the second DIET which has been sent to the State Government needs to be started at the earliest.
4. During interaction with students the team found that almost 95% DIET students are girls and many of them are first generation learners and they travel long distances (from 80 to 120 kms.) by changing buses. There is an urgent need to either activate the previously existing hostel or to create new hostel facilities for such students. The State team informed that the hostel has been taken over by another department and JRM team advised that the Department should bring the hostel back into its fold and use it for accommodation of DIET students.

III. HIMACHAL PRADESH

Joint Review Mission Report

Team Members : Dr. Nidhi Gulati
: Mr. J. Inbaraj

1. Introduction

The Joint Review Mission (JRM) of the Centrally Sponsored Scheme for Teacher Education (CSSTE) was conducted in the state of Himachal Pradesh during March 15 to 22, 2016 (**List of Institutes Visited, [Annexure – I](#)**). The JRM team consisted of the following members:

- Dr. Nidhi Gulati, Asst Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi
- Mr. J. Inbaraj, Reader, SCERT, Chennai, Tamil Nadu

1.1 Noteworthy General observations

JRM observes that in Himachal Pradesh the state's commitment towards Education for All (EFA) with a focus on disadvantaged Groups and backward areas has brought about a schooling Revolution. Parental awareness, community involvement and huge investment in Education have facilitated an equitable educational growth in the State. The state has committed high levels of investment in sparsely populated areas such as Lahaul and Spiti where schools function for small number of Children. In these areas Upper Primary Schools cater to the educational needs of children with a PTR of 5:1 and Primary schools cater to the learning needs of children with a PTR 6:1. The enrolment in schools, and the low number of out-of school children, appointment of school teachers in Himachal Pradesh has always been exemplary, considering the difficult topographical conditions. The State does not have a backlog of teacher vacancies. Approximately 3558 untrained teachers are presently being trained by ICDEOL.

2. Overview of Teacher Education in Himachal Pradesh

2.1 Observations about SCERT

- The infrastructure of the state is in place, and well-maintained. Proper buildings, well-lit and airy rooms, computers and LCD projectors in institutions and good maintenance are seen across buildings in TE, hostels and guest houses.
- All functionaries and personnel, teacher educators were aware of NCTE Regulations, NCFTE, Model syllabi developed by NCTE, NCF- 2005, RtE -2009 and its postulates.
- The enrolment in schools, and the low number of out-of school children, appointment of school teachers in Himachal Pradesh has always been exemplary, considering the difficult topographical conditions. Special training for bringing out-of-school to school is in place.
- The SCERT, in tandem with Board of School Education and SSA has developed good textbooks for classes I-V, which are in tune with the spirit of the NCF 2005. The state also has developed materials for out-of-school children.
- The State does not have a backlog of teacher vacancies. Approximately 3558 untrained teachers are presently being trained by ICDEOL.
- There is a lot of excitement and energy but a palpable inadequacy of synergy between SCERT and DIETs and other stakeholders of Education.

2.2 Challenges faced in the Teacher Education system across the State

HP needs to articulate its vision and arrive at a state plan for Teacher Education. The concept of an SCERT, a CTE, or a DIET has not been retained in the institutions. **The institutions are not able to function in their mandated roles because of structural issues which are unique to Himachal Pradesh.**

Some of the pertinent challenges before the State are:

- In the absence of a strong SCERT the state is severely challenged to lay down any vision or perspective on teacher education. The State appears only to have reacted to various demands made by the government at the centre or provisions in different schemes.

- The state is further challenged in the absence of a cadre for teacher education. Positions in SCERT and DIETs are filled on a secondment basis and are transferable back to the parent Department in the event of a promotion or a transfer near hometown.
- The vision and scope of the Teacher Education Institutions do not yet follow a plan. As the leadership and faculty of these institutions are primarily drawn from an administration cadre, they are yet to articulate their roles and responsibilities as academics.
- The State level Program Advisory Committees (PAC) of the SCERT IS not in place. In the absence of PAC, SCERT is severely challenged.
- In DIETs, District level Program Advisory committee is not in place . This reveals lack of vision in DIETs and also reflects adversely in the efficiency of DIETs to plan Programs and activities for the whole year.
- The revised curricula across courses (D.Ed., B.Ed., M.Ed.) were not at par with NCFTE in its letter and spirit. The PSTE were not in sync with SCERT texts being used in the school system.
- A brief interface with the curriculum and pedagogy in the pre-service institutions at Himachal Pradesh revealed the lack of resource support within the system and the absence of good libraries with updated reading materials, learning resource centres or a preparedness for use of ICT. These are basic facilities in the absence of which, imagining any robust programme would be difficult.
- In most DIETs, the physical infrastructure is robust. Some basic infrastructure needs immediate attention, especially in facilities with women and girl students. DIET Kangra immediately needs a roof for girl's hostel and a boundary wall.
- The admission process of the DIET is not streamlined and does not follow any calendar.
- About 95% of the B.Ed. colleges are run by private institutions, where there are concerns with quality. These private colleges produce approximately 9000 graduates every year. Eleven M.Ed. colleges are also run by private institutions.
- Research generated in local contexts is largely absent from all levels of teacher education, and there is a lack of exposure of the faculty to contemporary research in education. This further incapacitates/challenges the feedback loop in the school system.

- Absence of faculty development programmes for both teacher educators within the system is conspicuous.
- Most of the programmes are in place due to a response to the government's schemes or programs and not drawn bottom up from the districts. The district submits an annual plan to the Directorate of Elementary Education, which compiles it. The AWP compiled by the Directorate does not reflect block or district specific concerns for TE, particularly ISTE and Faculty Development Programmes. It may be pertinent to mention that since 2012, DIETs have been disbursed funds **only** under the salary head.
- The DIET has completely being taken over by other state programs /school system /BRC /CRC. However, this is at a cost of PSTE. Absence of a contact of PSTE with the issues concerning the school system is palpable.
- Jobs for those with M.Ed.s and Ph.D.s in education do not exist. The state has a surplus of candidates who have completed M.Ed. degree. In the absence of jobs, these students are only being appointed in private institutions at salaries much lower than the norm.
- The state needs more government run institutions for B.Ed. and M.Ed. degrees and fewer private institutions. The high intake of private institutions is also a cause of concern as about 9000 students in the state graduate (B.Ed.) from private institutions every year. This needs attention in view of the supply-demand ratio in the state. This may have serious implications on the quality of trained teachers.
- In-service Training is currently in the purview of the SSA and RMSA, again a reaction to funding provisions. It appears to be based on a piece meal approach, and an overall vision and consequent planning for the same is missing. The SCERT also runs college cadre orientation and refresher courses, which is due to its affiliation with Directorate of Higher Education. In ideal situations, this linkage with Directorate of Higher Education may be desirable. However, in HP, this has meant a channelization of energy and focus away from its mandated role of guidance and monitoring of the DIET among other roles.
- GCTE has submitted a proposal to HP government for upgradation to IASE. Considering that IASEs can only be proposed from central universities/ state universities; it is unlikely that this proposal may come to fruition.
- The school system in HP is robust. The mechanisms for ISTE are in place, with backing from SSA and RMSA. The PSTE is lacking and wanting in terms of quality concerns,

priority in the state, and other investments. The system is continuing to send ill-equipped teachers into the system and the state seems to operate in a damage control mode.

- SCERT in HP has been running Inspire awards, Merit and Means scholarship, NTSE awards. These are not its mandated roles and responsibilities.

2.3 Issues before the state

2.3.1 Structural issues

The SCERT is under the administrative control of the Directorate of Higher Education and its personnel are drawn from the College Cadre and School Cadre. The DIETs are under the administrative control of Director, Elementary Education. Even those who work in DIETs are drawn from College Education and School Education Department and are transferred to DIET on a secondment basis.

This has several implications for the state:

First, there is no clear line of reporting for TE in the state. The DIETs and SCERT do not speak to each other and therefore, there is no convergence of basic TE issues and mechanisms. The separate reporting mechanisms prevent SCERT from investing in DIETs, monitoring the performance of DIETs, building the capacities of DIET personnel.

Second, since there is no permanent belonging to any institution, there is a lack of ownership. The investments in their capacity building by the state also gets dissipated into the larger system.

Third, the development and functioning of TEI's as separate isolated islands works against the convergence of issues of TE and School education in the state. The new NCTE Regulations have suggested strategies for convergence and the state government may also align their institutions accordingly.

(List of Personnel present during the Debriefing Meeting at Secretariat, Shimla, HP [Annexure II](#))

2.3.2 Lack of a vision and academic leadership

The SCERT has to be re-aligned as an academic institution which provides leadership to the state.

2.3.3 Absence of a cadre

The state does not have a cadre of teacher educators. Faculty in Teacher Education Institutions are primarily school teachers and college teachers who have been deputed as teacher educators. All Teacher Education Institutions visited and interacted with, including the SCERT, DIET and the GCTE had personnel drawn from administration, teaching the courses.

In view of the above, development of a Teacher Education cadre is not a difficult task, provided the state will is present. The number of teacher educators with requisite qualifications are adequate to meet the state demands of SCERT, DIET.

At present, the State also has a number of teachers and staff who have the requisite qualifications to be a teacher educator. The state plan should include the routes for their promotion to the position of teacher educators.

The state needs to put a plan in place to fulfill the demands posed by developments after the CSSTE and the NCTE- 2014 Regulations.

2.3.4 Tenure

The SCERT and DIET personnel do not have a fixed tenure. As per the State Policy, the teaching posts in all the DIETs are filled up on secondment basis from the Department of Higher Education in the State. They are likely to be shifted back to schools on transfer or promotion.

2.3.5 Vacant posts

The teacher educator vacancies at HP are about 30% as reported by the state. Some posts of teaching staff in DIET Chamba and Lahul-Spiti are vacant due to the retirement and promotion of the incumbents posted there.

2.4 Proposal submitted by SCERT for restructuring SCERT, DIET and CTE

The SCERT has submitted a proposal to state government for restructuring the DIET, CTE and SCERT as per CSSTE guidelines. The proposal is attached herewith (Restructuring SCERT Proposal - [Annexure III](#)). The proposal needs to be revisited in view of providing scope for horizontal and vertical mobility of DIET faculty and including fresh recruits from the system.

The DIET personnel who have the requisite qualifications and competence may be considered for recruitment to academic positions in SCERT.

2.5 CTET

The CTET results of HP have been reported as 11%. Sliced and dis-aggregated data were not available for any further deliberation and analysis.

2.5.1 Faculty development Programmes

No programmes have been planned and organized for faculty professional development in these Teacher Education Institutes in HP. This impacts the professional growth of teacher educators and the quality of their contributions and research in education. This is also responsible for the intellectual isolation amongst the teacher educators.

2.5.2 Pre-service Programmes

The pre-service teacher education programmes at the elementary and secondary levels in HP are currently being offered at 12 DIETs (one in each district), and CTE (government, University Department of Education, 2 self-financing institutions and 72 private colleges). Since more than 95% of institutions offering B.Ed. are private, the quality of teacher education may be a serious concern in these institutions. The present JRM did not visit or examine the structure, curriculum and pedagogy of the private institutions.

About eleven colleges offer M.Ed. course. At present, M.Ed. is being offered in 1 constituent college of Universities and 10 private colleges with intake of 50 students in a batch with more than 550 students graduating each year. The personal contact programme, M.Ed. of HPU is also conducted at GCTE under the aegis of ICDEOL. The University college offers support and monitoring to private colleges for admissions and examinations.

The teaching faculty in the M.Ed. programmes in the university department have research degrees in education. The University department also offers Research degrees in Education – M.Phil. and Ph.D.

The state also has a surplus of trained teachers because of the huge number of private colleges.

The state also needs more government institutions at the graduate teacher preparation level. The influx of private institutions may be limited. Even though the state has decided not to offer more programmes in TE.

2.5.3 Infrastructure

The institutions are run in good buildings, which are well-lit and airy. The basic facilities appeared to be in place in the three institutions visited by the team (SCERT, Solan, DIET – Simla and DIET Solan). The toilets were clean and functioning. The Hostels also appeared to be adequate. Only one DIET reported lacking a roof on the girl’s hostel and a boundary wall. In DIET Simla, the women staff stayed on campus by rotation. This may be a problem considering the unique topographical needs of the state.

The GCTE has added a new building with state funds. This appears to be state-of the art from its description, and includes a new science block.

Even though the buildings are in accordance with NCTE norms, there are issues which arise out of increase in student intake. The number of classrooms which may be adequate for an intake of 100 students may not be sufficient to cater to the increased demand of 400 students. The state government may need to take appropriate steps to ensure that infrastructure is in correspondence with the student strength in the Institutes concerned.

2.5.4 Resources

The libraries and instructional resources, the exposure and support to the teacher educators are scant and insufficient. The pre-service institutions are ill-equipped and there is a paucity of materials and readings from the updated syllabi, NCF 2005 and other related reports and documents, NCFTE 2009, readings for students and children’s literature. DIET Solan had some good texts for general reading. The libraries visited were stocked with readings from the syllabus, primarily guide books. This needs to be attended to by organizing orientations and training for librarians at periodic intervals. The development of Resource Centres as stipulated in NCTE Regulations, Norms and Standards 2014 is not in place or envisaged.

The library at the University department was housed on the fifth floor¹ of the main library, and housed classic texts from the 1960’s and 1970’s. The more recently added texts were not thoughtfully updated and the system appeared to be in a kind of a limbo.

¹ The issue of access of students and faculty with disability may be a serious cause of concern here.

The department itself did not house the research at the M.Phil and the Ph.D levels.

2.5.5 Technology as Resource Support

Even the most remote of areas in HP are electrified as reported by the state. Familiarity with ICT was observed in the Teacher education institutions visited. The application of technology in teacher education is still at the level of development of powerpoints and use of smart boards. Some faculty have participated in the workshops (for open educational resources) for the same at the national level, but these are yet to be imagined at the state level.

2.5.6 Curriculum & Pedagogic Practices

The syllabi of the courses had been revised recently; two year D.El.Ed. in 2007 and B.Ed. in 2015-2016 (HP University). These revisions were carried out by faculty and experts drawn from within the state. It was reported that the syllabi was in sync with NCFTE - 2009.

The SCERT, in liaison with the Board of School Education and SSA have developed textbooks and materials for Class I-V. The textbooks appeared to include state specific themes and topics (like folk stories and songs, EVS themes) and have conceptual clarity and strengths (especially mathematics). The SCERT had also prepared materials for out-of-school children in the state, which were found to be of good quality and relevant. It was envisaged that bringing the D.El.Ed and the B.Ed. in accordance with NCFTE – 2014, would prepare students to deal with the requirements of the new curriculum.

However, an in depth examination revealed that the revised syllabi in TE does not sufficiently engage with contemporary discourses in the disciplines and pedagogic practices. It is observed that teaching-learning/pedagogic processes within the TE programs are primarily rooted in routine methods, lesson plan preparation and delivery, without allowing students a chance to engage with and reflect on the school and classroom processes. Unit plans were missing from the field. Learning from specific local realities has not been built into the teacher education courses.

Curriculum has been upgraded. Assessment in curricula has been put in place, with assignments and examinations for internal and external evaluation. However, an analysis of the coursework across D.El.Ed and B.Ed reveals a non compliance with NCFTE-2009, or NCF-2005 in their complete spirit. Micro-teaching still continues, and lesson plans are still being prepared in stereotypical formulations. For instance insistence on teaching a pure

Hindi language without concerns of multilingualism built in. Lack of conceptual understanding is revealed in the syllabi across courses and interactions with teacher educators and student teachers. The preparation of the teacher is not been taking seriously as the development of an 'academic'. The process of curriculum re-visioning needs to be thought out having more participation from the states.

It was also observed that more than 55 student teachers were placed in a single school for school experience programme by the B.Ed. College. The nature of 'immersive' experience envisaged in the NCFTE gets completely defeated in such a scenario.

2.6 Admissions and Academic calendar

At present 128 Pre-service teacher trainees are receiving training for 2 years D.El.Ed and 127 Pre-service teacher trainees of batch 2013-2015 have completed their programme. Counselling is in progress for fresh batch of pre-service teacher trainees for the year 2015-2017.

The DIET, so far has been running batch wise PSTE. It admits students every alternate year and does not run the first and the second year concurrently.

The DIETs did not have a fixed schedule for operation. Rather their calendar depended on the other programmes at DIET. Vacations were decided at whim, depending on the requirement of the infrastructure and staff for other purposes. The calendar, therefore, was not in sync with the school calendar as well.

During interactions with the functionaries, there were repeated references to the JBT programme, instead of the D.El.Ed. programme. The shift from JBT to D.El.Ed. has been claimed by the state and its institutions in its admissions, curriculum, faculty. However it does not reflect in the nomenclatures and the curriculum. There is a hangover of comfort zones.

2.7 Research in Teacher Education

The background of teacher educators at DIET and SCERT is school/college cadre and secondment and hence the state does not have capacities to undertake research beyond the assessment of achievement levels. The research undertaken by the state was primarily SSA/ RMSA driven. A list of research undertaken at the DIET level is attached in the

[Annexure IV](#). Even at the M.Ed and Ph.D levels, qualitative researches emerging from and relating to the field in curricular areas and pedagogic practices are absent².

2.8 In-Service programmes

Several kinds of in-service programmes were being planned and organized. Tables of trainings organized and lists of the same are attached (In-Service Training Programmes in DIETs - [Annexure V](#)). The JRM did not get an opportunity to examine the modules developed for the ISTE programmes.

It was observed that training is planned and organized at centralized - SSA/ RMSA levels. These are then coordinated and organized at the state level. It was observed that state specific needs at the district level – needs of learners, teachers was not being envisaged and plans did not reflect these.

Second, it was observed that NGOs worked with DIETs to plan and conduct trainings at DIETs in HP. This is a cause of serious concern as it further delimits the already limited capacities of the teacher educators.

Also, the quality of the training conducted needs to be examined in depth. The limited window the JRM got into the trainings, revealed disparate and piecemeal approach. Finally, it is imperative that these trainings take into cognizance that school teachers are legitimate participants and professionals who have a repertoire of knowledge from their own everyday experiences.

2.9 Inter-institutional linkages

Himachal Pradesh has the best Institutes in the country but SCERT has been in blissful isolation. IAS Shimla and HP University have many experts whose resource support can be sought. SCERT is facing the challenge of bringing synergy between the TEIs in the state as all these institutions are working independently. Hence, the training needs of teacher educators are largely addressed through national level institutions like NCERT, NUEPA etc.

² Some of the Ph.D. and M.Ed. areas observed at Department of Education, HPU were: the relationship of learning styles with academic achievement and verbal intelligence of high school, students (M.Ed. 2012) A study of burnout among college teachers of Punjab in relation to organizational role stress and institutional climate (Ph.D. 2006), An evaluative study of teachers training programmes of elementary teachers (Ph.D. 2011), Environmental awareness and environmental attitude of senior secondary students (Ph.D. 2012)

These linkages can be utilized for curriculum building and capacity building in the state bodies of teacher education.

3. Recommendations of the JRM

- Empower SCERT to function as the state apex academic body that provides leadership to all the other Teacher Education Institutions based on a well-articulated vision. Establish linkages between various systems. Restructuring of SCERT based on MHRD guidelines 2012 needs to be done bringing all GCTEs and DIETs directly under its administrative control.
- Establish a clear line of fund flow mechanism. SCERT can be the disbursing agency for CTE and the DIET
- Capacitate bottom up planning, by letting plans from districts flow up to the SCERT and reflect in AWP of the state.
- Set up an IASE in the state, at the HP University. The state GCTE has submitted a proposal to HP government for upgradation to IASE. Considering that IASEs can only be proposed from central universities/ state universities, this proposal may need to be re-visited.
- Set up PAC for all DIETs
- Set up more government institutions for training at the graduate and post graduate level.
- Ensure a robust monitoring of the private institutions offering B.Ed and M.Ed. programmes.
- Establish a teacher education cadre. Processes of advertisement, invitation of applications from both fresh and existing personnel having the requisite qualifications may be considered. A separate cadre of Teacher Education must be created in SCERT, GCTE and DIETs to steer all programmes and activities under CSSTE and to offer academic and Professional support to missions like SSA and RMSA. As SCERT, GCTE and DIETs have qualified personnel in place, the State Government arrive at a decision in this regard.
- Make research a priority in the state. Strengthen qualitative researches in the state-action research, research in systemic issues, curricular and pedagogic areas. Encourage research at local levels. This may involve building capacities, establishing Research advisory councils, putting in place a peer review process. The progress may be reflected in peer reviewed publications.

- Investment in capacity building of the state. Re-examine the relationship with NGOs in in-service training. Instead, the state could build the capacity of DIET faculty to offer in-service training programme and academic support to teachers.
- SCERT needs to envision plan for continuous professional development of teacher educators. The professional development of teachers can be according to the felt needs specific to the state, in addition to the requisite trainings by SSA and RMSA. The SSA and RMSA trainings need to be streamlined so that training overkill and fatigue is minimal.
- Teacher educators expressed a need for pedagogic support for multi-grade teaching in schools. Some classrooms in difficult topographical areas have scant enrolment and this necessitates multi-grade teaching. The open education resources developed as part of MHRD-TESS online support for the same could be utilized.
- Train librarians, allocating funds for upgradation of libraries. Envision a plan for equipping libraries with requisite readings required for an updated syllabi.
- Re-visit curriculum and pedagogic practices to bring them at par with the national standards, in terms of concerns of quality.
- Arrive at strategies to streamline admissions, calendar and conduct of school experience programme in all TEI as per NCTE norms and standards. This may require linkage of TEI with schools and Directorates.
- Calculate the faculty requirements in DIET in proportion to the student intake of each DIET as per Revised NCTE Regulation, Norms and Standards 2014.
- Similar to other states, SSA and RMSA need to have their own separate District level organizational structures, headed by a Principal of Senior Secondary school (ADPC) with BRTEs exclusively appointed (on Graduate Teacher Cadre) to monitor Component- wise progress at the District level. Similarly, there should be Block level BRTEs also to assist the District level office.

4. SCERT, Solan, Himachal Pradesh

4.1 Observations

College of School Education was established in Solan in 1954. It was converted into State Institute of Education (SIE) in the year 1970. It was restructured in the pattern of NCERT in 1984. To ensure state fund, it was converted into a Society under HP Registration of Societies Act (1860), in 1997. Salary and other office expenses are routed to SCERT through treasury. It was designated as State Academy Authority on 25-04-13 to implement the provisions of RTE Act 2009. The main function of SCERT is predominantly restricted to

collection of student data for various competitions and Scholarships, NCERT's programmes like National Population Education Programme and some training programmes for higher Secondary Teachers. For instance, under INSPIRE Scheme of DST, SCERT, Solan manages to collect and compile the nomination of students from School Authority through Deputy Directors of the respective districts for participation in District Level Exhibition and Project Competition (DLEPC) and State Level Exhibition and Project Competition (SLEPC).

SCERT could never take up right from its inception important tasks such as "Awareness Programmes for DIET faculty on NCFTE 2009 and Roles and Responsibilities of DIET faculty" in all its academic seriousness. This was evident from the responses of Teacher Educators in the two visited DIETs at Solan and ShamaGhat.

In this backdrop, for the past three decades, SCERT functions only with a principal as its head not focusing much on development of additional learning materials, periodic Revision of curriculum, text books, monitoring of DIETs, PSTE and ISTE of Elementary Teachers. In the words of the Principal, SCERT, Solan, "the task of monitoring the performance of DIETs has not been entrusted to SCERT instead they are monitored by Director of Elementary Education and SPD, SSA & RMSA." Principal of SCERT has been made the member of Executive Council of SSA and RMSA. This council assigns some responsibilities to SCERT from time to time which are carried out devotedly by SCERT on a mission mode.

4.2 Curriculum and Pedagogic Practices (PSTE)

PSTE

All the faculty members who interacted with the JRM team could not relate the "revised D.El.Ed curriculum as per NCFTE 2009" with neither NCF 2005 nor NCFTE 2009 though it was claimed by the faculty of SCERT that the Elementary Teacher Education has been revised based on NCFTE 2009. Though one day training has been given introducing principles of NCF 2005, as per the training list the essence of NCF 2005 did reflect in the interaction with the student - teachers and DIET faculty too. An analysis of the "revised syllabus" both of first year and second year revealed the fact that the pedagogic processes discussed in the NCFTE 2009 could not be traced in them. Principal of DIET himself tries to fulfill three responsibilities in his capacity as Principal DIET, District Project officer SSA and District Project officer RMSA.

In the institution's priority to respond to the second and third role, the first role becomes third one and hence PSTE is neglected. The teacher Educators also openly admitted that 'PSTE was a causality' as they were staggering under the work load prescribed of SSA and RMSA, for which the state has not created separate administrative structures at the district

level outside DIETs. There was no adequate time to do justice to PSTE work. Developing additional textual materials and addressing the learning gaps and academic issues teachers encountered in their own lab schools were beyond their radar of attention in their academic career.

4.3 ISTE

Continuous professional development

No induction training has ever been given to DIET faculty who have been deputed on secondment process through their parent organization i.e. Directorate of Elementary Education on their roles and branch-wise responsibilities as they could be transferred or promoted to a higher posts in their Parent Department. In fact SCERT has to provide a platform for Continuous professional development of teacher educators by organizing State level seminar, Conferences and dissemination of Research findings which would help them to rejuvenate themselves and enable them to become reflective pedagogues and guide teachers with confidence and professional commitment. But as SCERT itself has to be at the mercy of another Directorate to pay even its electricity bills and it does not have administrative control over DIETs, it is unable to carry out its mandated roles.

The training programmes (In-Service Training programmes organized by SCERT – [Annexure-VI](#)) are identified, conceived, deigned and delivered for furthering the component - wise progress of RMSA. The DIETs have not been able to identify district-specific training needs as they are seriously involved in prescribed collection of data, doing base line surveys under the guidance of NGOs and Achievement Surveys for NCERT. All the programmes are “received”. SCERT and DIETs also need to focus on conceptual understanding and gaps in learning among children for doing district- specific research studies of their choice.

4.4 Leveraging ICT

In both the DIETs, capacities to utilize ICT seemed limited. Integrating class room Processes with ICT is the felt need of the hour. Keeping in mind that even the remotest districts of HP have electrification, ICT capacities can be leveraged to prepare Educational Digital content and to generate subject – specific educational digital content. DIETs can make best use of NROER website and android- based ePatasala (hosted by CIET of NCERT) which has thousands of freely downloadable educational videos and self- learning materials for greater use both in Hindi and English.

4.5 Annual work plan and Fund flow

Table – 1. Fund Release for SCERT and Utilization

S. No.	Head of Expenditure	Central assistance in 2014-15	Expenditure incurred	Unspent balance as on 31.03.2015	Total amount proposed 2015-16	State Contribution 2015-16	Claim from GOI (2015-16)
A. NON-RECURRING							
1	Strengthening of physical infrastructure 1. Civil Works & 2. Establishment of Special	NIL	NIL	NIL	NIL	NIL	NIL
B. RECURRING							
2	Content Development	11.35	5.55	5.80	NIL	NIL	NIL
3	Research and Action Research	0.50	NIL	0.50	0.40	0.30	0.10
4	Specific projects for academic activities	NIL	NIL	NIL	3.00	0.75	2.25
5	Capacity building programs for faculty of SCERT	NIL	NIL	NIL	1.50	0.37	1.13
6	Training programs for educational administrators/ Head Teachers, etc	10.00	8.95	1.05	11.00	2.75	8.25
TOTAL		21.85	14.50	7.35	15.90	4.17	11.73

SCERT's fragile absorption capacity is evident from the fact that it has failed to spend Rs. 5.80 lakh out of Rs. 11.35 lakhs allotted for content development in the year 2014-15. The priority given to RMSA-directed programmes has prevented SCERT from using even Rs 50,000/ allotted for Research in the year 2014-15.

SCERT expects separate expenditure norms for Teacher Education Institutions in the light of field based assignments/studies. This evidences lack of functional autonomy to utilize the funds released by MHRD under CSSTE to SCERT and DIETs.

4.6 Technology in Teacher Education

SCERT had proposed to train 120 teacher Educators at an investment of Rs 40,000/- through EDUSAT in the year 2014 – 15 on developing Management Information system but could barely train 19 members. This demonstrates the lack of internal efficiency of SCERT to accomplish delivery of in-service training to teacher educators even on planned agenda approved and funded by MHRD under CSSTE. In the year 2015-16, no claim has been made under ICT. In the years when MHRD does not sanction fund under ICT, the State can release fund for ICT to sensitize both teachers and teacher educators in the use of ICT in enhancing learning outcome.

Table – 2. CENTRALLY-SPONSORED SCHEME OF TEACHER EDUCATION

NAME OF STATE:HIMACHAL PRADESH

CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2015-16

PART-II-ESTIMATED EXPENDITURE ON SALARIES :DIETs

S. No	Name of District/ where DIET is located	Whether Upgraded or New	Year of Sanction	DEDUCT UNSPENT BALANCE OF RECURRING ASSISTANCE AS ON 1.4.2014												Estimated Annual Expenditure (for 2014-15) on posts which were		Actual expenditure in 2014-15 on salaries of posts mentioned in col. 7,10,13 & 16 to the extent they were filled up	State Contribution2015-16	Net claim from GOI on account of salaries for 2015-16
				Principal Pay-Scale [15600-39100+6600]			Vice-principal /Sr. Lecturer Pay-Scale []			Lecturer Pay-Scale [10300-34800+5400]			Para Academic Staff Pay-Scale []			In existence prior to up-gradation (whether filled up or not)	Filled up on 31.3.15			
				Sanctioned		Fill up to 31.3.15	Sanctioned		Fill up to 31.3.15	Sanctioned		Fill up to 31.3.15	Sanctioned		Fill up to 31.3.15					
				BU	AU		BU	AU		BU	AF		BU	AU						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Bilaspur	New	1988-89	0	1	1	0	0	0	0	18	13	0	10	6	Nil	160.34	158.84	44.09	132.28
2	Chamba	New	1988-89	0	1	1	0	0	0	0	24	19	0	10	7	Nil	169.13	167.63	46.51	139.53
3	Hamirpur	New	1994-95	0	1	1	0	0	0	0	18	13	0	10	6	Nil	135.04	133.54	37.14	111.41
4	Kangra	Upgraded	1988-89	0	1	1	0	0	0	0	24	24	0	10	7	Nil	176.99	176.99	48.67	146.01
5	Kinnaur	New	1994-95	0	1	1	0	0	0	0	18	9	0	10	7	Nil	103.95	101.25	28.59	85.76
6	Kullu	New	1994-95	0	1	1	0	0	0	0	18	17	0	10	6	Nil	122.60	122.30	33.71	101.14
7	L&S	New	1998-99	0	1	0	0	0	0	0	18	1	0	10	3	Nil	106.35	101.25	29.25	87.74
8	Mandi	New	1993-94	0	1	1	0	0	0	0	24	24	0	10	7	Nil	160.65	160.65	44.18	132.54
9	Shimla	New	1988-89	0	1	1	0	0	0	0	24	22	0	10	8	Nil	171.00	170.40	47.03	141.08
10	Sirmaur	New	1994-95	0	1	1	0	0	0	0	24	20	0	10	7	Nil	181.20	180.00	49.83	149.49
11	Solan	New	1993-94	0	1	1	0	0	0	0	24	22	0	10	9	Nil	195.47	194.87	53.75	161.26
12	Una	New	1994-95	0	1	1	0	0	0	0	18	14	0	10	8	Nil	124.46	123.26	34.23	102.68
Total				0	12	11	0	0	0	0	252	198	0	120	81	Nil	1807.17	1790.97	496.97	1490.91

* Para-academic-Staff means (i) Librarian (ii) Statistician (iii) Work Experience Teachers / Instructor (iv) ET Technician Computer Professional

Table – 3. Budget and Finance (Attach additional details/documents of proposal)

S. No.	Head of Expenditure	Central assistance in 2014-15 (Rs. In Lacs)	Expenditure incurred	Unspent balance as on 31-03-2015	Total proposed 2015-16	State Contribution 2015-16	Claim from GOI (2015-16)
A	Existing DIETs/DRCs						
1	Strengthening of physical infrastructure						
	(i) Civil Works	246.00	78.82	167.18	0.00	0.00	0.00
	(ii) Equipments	0.00	0.00	0.00	0.00	0.00	0.00
2	Programmes and activities	48.90	48.90	0.00	66.76	16.69	50.07
3*	Salary of faculty and staff sanctioned and filled up after up-gradation	1790.97	1790.97	0.00	1987.88	496.97	1490.91
4	Faculty Development	0.00	0.00	0.00	10.00	2.50	7.50
5	Contingency*	0.00	0.00	0.00	144.00	36.00	108.00
D	Technology in Teacher Education	0.00	0.00	0.00	0.00	0.00	0.00
12	Hardware support	0.00	0.00	0.00	0.00	0.00	0.00
13	Purchase of hub/switch	0.00	0.00	0.00	0.00	0.00	0.00
14	One time orientation/training of teacher educators	0.00	0.00	0.00	0.00	0.00	0.00
15	Additional support /maintenance	0.00	0.00	0.00	0.00	0.00	0.00
	Grand Total	2085.87	1918.69	167.18	2208.64	552.16	1656.48

Table – 4. Fund Flow and Utilization

Name of DIET/DRC	Year which central assistance received	Component	Installment No.	Amount (Rs. In lacs)	Amount of Grant Utilized	% of Grant Utilized
All 12 DIETs	1988-89 to 2011-12	Civil Works		1264.65	1264.65	100%
		Equipments		200.00	200.00	100%
DIET Chamba	2012-13	Civil Works	1st & 2nd installment	246.00	59.15+19.67 =78.82 lacs	32%

The above table shows that the fund released in the year 2012-13 under infrastructure (Non - Recurring) for civil works for DIET Chamba has not been fully utilized even till the end of 2015-16 and the utilization certificate, till the report was prepared by JRM team, has not been received by MHRD. The inordinate delay in the flow of fund to SCERT and DIET is obviously caused by the fact that the fund is not routed to DIETs through SCERT.

4.7 Cadre and personnel

Table – 5. Existing Staff Position in SCERT, Solan*

S. No.	Category of Posts	Sanctioned Posts	Filled Posts	Vacant Posts
1	Principal	1	1	0
2	Asstt. / Associate Lecturer (College Cadre)	10	7	1 (2PGTs/Lecturer against Asstt. Professors)
3	Lecturer (School Cadre)	6	6	0
4	TGTs	2	1	1
5	Supdtt. Gr. II	1	1	0
6	S.O. (F&A)	1	0	1
7	Sr. Asstt.	1	1	0
8	Jr. Asstt. / Clerk	4	2	2
9	Steno	1	0	1
10	Asstt. Librarian	1	1	0
11	Lab. Attendant	1	0	1
12	Driver	2	1	1
13	Peon	5	5	0
14	Chowkidar	2	0	2
15	Sweeper	2	0	2
Total		40	26	14

* Proposal has been submitted to the state for restructuring SCERT

On analyzing the Proposal for Restructuring SCERT and DIETs, there is no provision to recruit fresh talent. The norm fixed for selection of Asst. Professors and Associate Professor exclude highly qualified faculty applying in DIETs. The experience in DIET is not taken into consideration for selection. There need to be avenues for upward and horizontal movement of faculty from DIET to SCERT. The State should consider DIET service also on par with SCERT and CTE and preference should be given to those faculty with the required academic credentials to enter SCERT.

For Associate professors and Assistant Professors the essential qualification is “Master degree in any subject scoring at least 55% marks. Subject specifications delineated for these need to be revisited. Perhaps, the state could look at other model restructuring proposals, for instance the GCERT, Gujarat proposal and revise the proposal professionally demonstrating their willingness to function as an agent of change and development. MHRD guidelines 2012, had stipulated the model of divisions to be had and the requisite qualification too for each division. There must be 25% reservation for direct recruitment of lecturer, Sr. lecturer positions in DIETs and Assistant and Associate Professors in SCERT and CTEs. Senior lecturer in DIETs should have the scope to be promoted to the post of Principals and have the opportunities to move on to CTEs and SCERTs as Associate Professors. It is advisable to notify service rules in the HP State Gazette so that personnel in DIETs, SCERT and GCTEs feel ownership and have opportunities for their own professional development.

By lowering the entry qualification of DIET Principal and academic faculty as 50% marks in Post Graduate degree (as against 55% of marks for the aspirants of SCERT positions) also needs to be revisited. The proposal needs to lessen the isolation between DIETs and SCERT and invariably reflect on the motivation and professional commitment of DIET faculty.

4.8 Infrastructure

The infrastructure of SCERT and the guest house are corresponding to the requirements of the state apex academic body. There are adequate rooms for the faculty. The computer lab is also well furnished. But Subject specific cells have not been developed.

4.9 In-service programmes at SCERT

SCERT has organized 20 in-service programmes of which 12 were for PGTs, 2 for School Heads, one for Deputy Directors and DIET Principals and the rest for Key Resource Person of RMSA training programmes. Unfortunately, SCERT’s contribution to elementary education especially in the field of pedagogic processes and practices was nil. Participants

are also exposed to Library resources in the Council. There is dearth of resource materials both for trainings and teacher educators. SCERT shares the presentations of resource persons with trainees during the training programmes as soft copies through email.

The JRM did not get an opportunity to look at the modules or materials used for the ISTE. The quality of that these modules and materials needs to be examined. A glance at the list of trainings conducted reveals that these are primarily guided by SSA and RMSA initiatives.

Table – 6. Teacher Training Programmes (School Cadre): 2015-16

S. No.	Type of Training	Target Group	Number
1	In-Service Training	Dy. Dir. & DIET Principals	15
2	Orientation Program	PGT Science	27
3	In-Service Training	School Heads	24
4	Orientation Program	PGT Arts	28
5	In-Service Training	School Heads	54
6	In-Service Training	English	36
7	In-Service Training	History	36
8	In-Service Training	Science, Languages and Arts	29
9	Training Prog. for KRPs	Pedagogical skills	34
10	In-Service Training	Geography	12
11	In-Service Training	Physics	41
12	In-Service Training	Pol. Science	42
13	In-Service Training	ICT	23
14	Training Prog. for KRPs	Pedagogical skills	20
15	In-Service Training	PGTs/Commerce	33
16	Orientation Program	PGTs/Vocational	43
17	Orientation Program	PGTs/Vocational	44
18	Induction Prog. (RMSA)	PGTs	17
19	Training for tribal teachers	Headmasters	13
20	In-Service Training	Assistant Professors	16

4.10 Research

SCERT has not invested in its research capacities. It has produced the Abstracts of Researches on SSA components conducted by one or two SSA Research coordinators stationed in DIETs. Pedagogic Researches are scant as SCERT faculty don't find time to visit schools or DIETs. Besides, SCERT and DIETs need to focus on conceptual understanding and

gaps in Learning among children for doing District- specific and Block- Specific Research studies of their choice.

4.11 Publications

SCERT has assisted Board of School Education in preparing Text books for classes 1 to 5 based on NCF 2005. It has also offered its resource supports to SSA in bringing out bridge course materials for out of School children in 3 volumes. SCERT's faculties, being busy in conducting achievement surveys, competitions for the inspire awards, School safety and Population Education Programmes, there was no indication of any faculty having published research articles in journals of repute.

5. Government College of Teacher Education, Dharamsala

The Government College of Teacher Education (CTE), Dharamsala was established as a basic Teacher Training Institution in September 1956, by the Government of Punjab, to meet the demand of trained teachers for middle and secondary schools. This institution was affiliated to Punjab University, Chandigarh. After creation and re-organization of Himachal Pradesh the college was transferred to Himachal Pradesh University Shimla as a Government College of Education. It was upgraded from a Government college of education to Government College of teacher education in 1993 by MHRD.

5.1 Programmes offered

The GCTE has got re-accreditation by NAAC with B grade with CGPA 2.65 in May 2015

The GCTE offers the following programmes:

- Pre- service B.Ed. (Bachelor of Education) course in the State to students.
- In-service Teachers Training Programmes, which include induction and capacity building programmes for teachers, heads' of schools, ministerial staff, librarians, laboratory staff of six districts³
- Personal contact programmes of Himachal Pradesh University under the aegis of ICDEOL for B. Ed and M. Ed
- Indira Gandhi National Open University (IGNOU) has its study Centre for B. Ed and M. A. Education programme
- A study centre of National Institute of Open Schooling (NIOS)

³ Chamba, Kangra, Hamirpur, Mandi, Kullu and Lahoul Spiti

5.2 Infrastructure

The Institution has 08 Class Rooms, three science labs, psychology lab, technology lab, social science lab, multipurpose hall, ICT lab, library, administrative offices, staff rooms, girls hostel for 60 B.Ed. students, drinking and other amenities. The college was sanctioned a sum of Rs.5.18 crore for the construction of a new building which includes 18 classrooms, labs, new administrative office, boys and girls common room, Sports Complex, HoD rooms Conference Hall and Resource Centre, New library is near completion as was reported by the GCTE Principal. The college library of GCTE, Dharamshala has more than 16000 books, 7 journals, 20 magazines and 11 newspapers and subscribe the N-list DELNET and INFLIBNET resources. The ICT labs has 35 computer system with software, audio and video resources. The GCTE also has three smart classrooms. Though infrastructure exists, the capacity to use them is not developed.

Faculty involvement in research: Few faculty members have been granted research projects, which are:

- “Role of Academic Support and Motivation in Enhancing Self Concept and Academic Achievement Level of Physically Challenged Children”. Funded by UGC for Rs. 24,202.
- Project on Disaster management with the coordination of Revenue Department Govt of HP focus on “School Safety Programme” Funded by Revenue Department HP Govt. for Rs. 50,00,000/-
- Project titled “Academic Atmosphere in the Government Schools of District Kangra HP.” Funded by Department of Higher Education Govt. of HP.

Students undertake action research. Some areas that were reported by the GCTE are improvement in black board writing, improvement in teaching learning process, improvement in pronunciation and motivation for decision making

Table – 7. Faculty positions in GCTE

Post(s)	No. of sanctioned post(s)	Post(s) filled	Post(s) vacant
Administrative	1	1	None
Academic Assistant/Associate Professors	18	14	04
Non-teaching staff	22	14	08

Faculty appointments are in the following positions: Principal (01), maths (01), english (01), hindi (01), sanskrit (01), physical education (01), education (03) (music -01, science- 02),

work experience (01), physical science (01), social science (01), life science (01), computer application (01), commerce (01). Four vacant positions exist in the CTE.

The faculty and administrative positions are not as per the CSSTE, 2012 and not in accordance to the NCTE regulations, norms and standards, 2014. The GCTE has submitted a proposal to the government of Himachal Pradesh for a fresh sanctioning of the post(s)

There is no separate cadre for Teacher Education in HP.

5.3 In-Service training conducted

In HP, in-service teacher education programme is being imparted through SSA/RMSA as well SCERT and GCTE Dharamsala. **(In-Service training conducted in GCTE, Dharmasala – [Annexure-VII](#))**

5.4 The review of expenditure and flow of funds to CTE

The review of expenditure and flow of funds to CTE is directly controlled by the Director of Higher Education, Government of Himachal Pradesh.

On-site support: CTE operates under administrative control of Directorate of Higher Education, Government and does not provide any on-site support to the DIETs or the BITE's which operate under Directorate of Elementary Education. GCTE can converge with SCERT and DIETs institutions for research, seminars, in-service training programme.

Technology in Teacher Education like EDUSAT based training. Teacher Education MIS, Computer literacy programmes etc. do not exist.

Availability of resources material for teacher trainees and teacher educators: There is a paucity of resource material for teacher educators and trainees due to inadequate financial resources.

Faculty Development Programmes: There are no programmes for faculty development. However faculty attend programmes at NCERT, NUEPA and RIE Ajmer. Training of TE as per new norms and standards has not been visualized. Refreshers and Orientations Programmes as UGC Norms for Teacher Educators of CTE.

Status of Revision of Curriculum: Pre-service training programme currently adopted New NCTE Norms 2014. The revised curricula have serious quality concerns as reported in the first section of this report.

5.4.1 Fund Flow and Utilization

The GCTE, Dharmasala in Himachal Pradesh had received Rs. 36.20 lakhs in 2014-15 for strengthening infrastructure. But the entire amount remained unspent and again the CTE has claimed 93.45 lakhs in 2015-16. It received 25 lakhs for conducting programmes and activities in 2014 – 15 which was also not utilized by GCTE in the entire academic year. This reflects the dearth of manpower and inadequacy of capacity to implement planned activities. This would naturally lead to reduction in the funds released by MHRD as funds would be released only after the submission of utilization certificates and the filling up of faculty positions.

6. Department of Education, Summerhill, Shimla, HP University

6.1 Overview

The Department of Education, HP was established in the year 1971. Initially M.Ed. and M.Phil. were started in the Department as academic courses. In 1976, M.A. (Education) was introduced as a new course. However, it was discontinued in 1979 only after two batches. In view of the needs of the state, B.Ed. course was started in the Department in 1985. Two more courses namely Post Graduate Diploma in Guidance and Counselling and Post Graduate Diploma in Adult Education were also introduced. Presently, the Department is offering six courses viz. B.Ed., M.Ed., M.Phil., Ph.D. Post Graduate Diploma in Guidance and Counselling and Post Graduate Diploma in Adult Education.

The state reported that the Syllabus of all the courses being run in the department of education is revised every three or four years in the light of the guidelines of the UGC and NCTE and the as per the demand of the state. The revision of the curriculum for the implementation in the new academic year is in progress. An examination of the syllabus revealed serious quality concerns. The nomenclatures of the syllabi have changed. However, the units stipulated and the content needs to be revisited in light of the concerns emerging from NCF-2005, NCFTE-2009 and model syllabi developed at NCTE.

6.2 Faculty

There are about 11 faculty members at the department⁴. All these members are working on the full time basis. They are from varied disciplinary backgrounds and have Ph.D. degrees in the area of Education.

All the faculty members regularly participate in various Workshops, seminars and conferences throughout the year. The faculty members delivered lectures on specialized topics as resource person in the Academic Staff College, HPU, Shimla, Kurukshetra University, Kurukshetra, and Punjab University, Chandigarh

6.3 Profile of students

Majority of students who come to study in the department are from Himachal Pradesh. Only 1-2% of the students come from other states.

Programmes offered: B.Ed. (intake of 100 each in two units), M.Ed. (intake 50), M.Phil., Diploma in Guidance and Counselling, Diploma in Adult Education, and Ph.D. About 150 students were enrolled in Ph.D. programme, 32 of whom were JRF.

6.4 Programmes & Activities

National and International Level Collaborations with other Departments

1. SSA, State Project Director, H.P. Govt. of Himachal Pradesh.
2. State Council of Educational of Educational Research and Training, Solan.
3. National Testing Service –India, Centre of Testing and Evaluation (CT&E), Central Institute of Indian Languages, (Department of Higher Education, Govt. of India), Mysore.

6.5 Participation of Faculty members in different in-service training

Most faculty members have participated in orientation and refresher programmes as required by UGC rules in accordance with the career advancement scheme. Most faculty

⁴ As reported in the university website and NAAC SSR reports. The numbers of faculty in the Dept. of Education, Summerhill is as per their website.

have participated in national level Seminar, Conferences and Workshops. Faculty have also participated as Resource persons and experts in other universities

6.6 Research at department focuses on three major concerns

Education of the disadvantaged groups, educational technology and women's education

6.7 Monitoring & Evaluation

On the basis of continuous evaluation of the students, all the teachers, identify the difficulties of the students and provide personal guidance to the students.

6.8 Placement Record

The Students of B. Ed are being absorbed in the schools of Himachal Pradesh whereas M. Ed. are getting placement in the Colleges of Education.

7. District Institutes of Education and Training (DIET)

DIET is the nodal institute for improving the quality of elementary education in the district. DIET is mandated to

- Transact pre-service and in-service training programme for elementary teachers.
- DIET also organizes and supports teacher's professional developments and leadership development programme for HMs, senior teachers and SMCs/PRI members.
- DIET is responsible for developing district academic plan, monitoring and supervision of schools and to provide onsite support to schools.
- Conducts surveys and studies sponsored by NCERT/SCERT/SPO.
- DIET as nodal institute to implement SSA/RMSA at district level.
- Conducts in-service training programme for secondary teachers.
- DIET also serves as an education resource centre for the district in conjunction with BRCC's/CRC's.

Table – 8. Intake capacity of DIETs and actual enrolment

S. No.	Name of the District	Intake Capacity	Actual Enrolment in DIET
1.	Shimla	200	198
2.	Solan	150	150
3.	Sirmaur	200	200
4.	Kinnaur	50	50
5.	Kullu	200	198
6.	L & S	50	41
7.	Mandi	200	200
8.	Chamba	200	198
9.	Hamirpur	150	149
10.	Bilaspur	150	150
11.	Kangra	200	199
12.	Una	50	50
Total		1800	1783

The intake capacity and actual enrolments of the DIETs appear to be in place. However, this needs a re-examination in light of the admission schedule. One of the DIET visited reported that admissions are not made in every subsequent year, rather alternate years.

7.1 DIET, Solan

7.1.1 Infrastructure

The DIET had a robust infrastructure, with well-lit airy rooms. The classrooms had adequate furniture and appeared well ventilated. The classrooms may not be adequate for the increase in intake capacity. The DIET has a conference room and a huge multi-purpose hall. At the time of JRM visit, the multipurpose hall was being used for an ISTE training. The toilets appeared to be clean.

Table – 9. Structure of the DIET

S. No.	Wings of DIET	Faculties
1.	Principal (DIET)	1 post
2.	Pre-Service Teacher Training Wing (PSTE)	Education (2), S.Sc (1), Psy (1), Sci (1), Maths (2), Eng(2), Hindi(2), Fine Art(1), P&M (1)
3.	In-Service Programme Field Interaction Innovation & Coordination (IFIC)	S.Sc (1), Sci (1), Phy Edu(1), Music(1)
4.	District Resource Unit (DRU)	Computer (1), Psy (1)
5.	Planning & Management (P&M)	P&M(1), Statistician (1)
6.	Curriculum Material Development & Evaluation (CMDE)	Edu(1)
7.	Educational Technology (E.T)	ET(1)
8.	Work Experience (WE)	Horticulture (1)
9.	Library	Astt. Librarian (1)
10	Administration	Sr. Astt. (1), Clerk (1), Steno (1), Lab Attendant (1), Class iv (4)

Table – 10. Faculty and staff positions

DIET	Sanctioned post	Filled Posts	Vacant Post	Remarks
Academic	24	22	2	Sanctioned post Including principal
Non Academic	10	6	4	
Total	34	28	6	
<i>The state reported that Academic and Non Academic post are recruited as per the norms under CSS of teacher Education</i>				

Table 11: Components of the activities conducted

Year	Component	Funds Released	Fund Utilized	Remarks
2012-13	Nil	Nil	Nil	No funds received under programme and activities
2013-14	1. Faculty Development 2. Contingency	56500 279800	0 147177	Funds for the year 2013-14 received in 2014-15. Proposal for exposure visit is under process of sanction with DEE (HP) Shimla
2014-15	Faculty development, Teacher Training on CCE & ICT Training. for Upper Primary teachers	204000	74567	Received only 1st installment Under programme and activities for the year 2014-15. 2nd installment awaited.
2015-16	-	-	-	Funds awaited under programme and activities for the year 2015-16

7.2 Multiple roles of the DIETs in HP

- The Principal of DIET in Himachal Pradesh also functions as District Project Officer for SSA and RMSA.
- DIET being nodal agency to implement SSA/RMSA at district level, programme & activities approved under SSA/RMSA are not proposed under Centrally Sponsored Scheme for Teacher Education. The DIETs in HP have not proposed or granted any funds under its various heads apart from salaries from 2012.

7.2.1 Pre-service Programme

7.2.2 Intake and Admissions

At present 128 Pre-service teacher trainees are receiving training for 2 years D.El.Ed and 127 Pre-service teacher trainees of batch 2013-2015 have passed out. Counselling is in progress for fresh batch of Pre-service teacher trainees for the year 2015-17.

The DIET, so far has been running batch- wise PSTE. It admits students every alternate year and does not run the first and the second year concurrently.

7.2.3 Conduct of the Programme

The DIETs did not have a fixed schedule for operation. Rather their calendar depended on the other programmes at DIET. Vacations were decided at whim, depending on the requirement of the infrastructure and staff for other purposes.

The calendar, therefore, was not in sync with the school calendar as well.

7.2.4 Curriculum and pedagogy

Curriculum of D.El.Ed revised as per NCFTE 2009. The development of materials, text Books, Teacher Training Modules, Worksheets / Assessment sheets is under SSA/RMSA at state level.

During our interactions with the functionaries, there were repeated references to the JBT programme, instead of the D.El.Ed. programme. The shift from JBT to D.El.Ed. has been claimed by the state and its institutions in its admissions, curriculum, faculty. However it does not reflect in the nomenclatures and the curriculum. The issues of the revised curriculum have been discussed in the section above.

At the time of the JRM visit, it was observed that student teachers were involved in the school experience programme. A school where student-teachers were interning was visited. The number of student-teachers appeared to be fairly high.

DIET, Shimla, had displayed some good teaching learning materials. The mathematics materials were hands-on, and processual. These could be shared across the DIETs

7.2.5 In-service training

The DIET reported that the following activities are being conducted at DIET, Solan. Most of the training Programmes given to Teachers are outsourced to NGOs, these include:

- In-service teacher training of Ppy and U. Ppy. teachers for 10 days have been conducted under SSA during the current year
- For strengthening CCE at elementary level two training programmes for Primary and Upper Primary Teachers have been conducted under CSS for Teacher Education, approved for the year 2013-14.

- One programme for training of Upper Primary school teachers has been conducted to create awareness for use of ICT in classroom process, under CSS for Teacher Education.
- Community awareness programmes for SMC's/PRI's have been conducted in all schools for 3 days approved under SSA/RMSA during the current year.
- DIET is also implementing RMSA, ICT, IEDSS & Vocational Education at district level.
- Secondary school teacher have been imparted In-service training under RMSA approved by PAB for the current year.

At the time of the JRM visit, one of the ISTE on remedial language teaching was in progress. The training was attended by about 50 teachers. The training was being conducted by an NGO.

7.2.6 Inclusive education

The DIET reported the following activities towards its commitment towards inclusive education:

- 1078 Out of School Children are being given Special Training in 20 Non Residential Special Training centres to mainstream them in formal schools approved under SSA/RTE.
- 7 Special Educators under Inclusive Education are providing their services for children with special needs (CWSN) under SSA.
- Self Defense Training for girls of Upper Primary/ Secondary Schools, approved under SSA/ RMSA, have been provided during the current year to develop self-confidence.

An interaction with the student teachers revealed a lack of the reflection of this commitment to inclusive education in the PSTE. The students were perplexed and worried about catering to the needs of the children with special needs. The philosophy of inclusive education as reiterated in the NCF-2005 had yet not percolated to the PSTE.

7.2.7 Research

The DIET reported their involvement in the following research activities:

- NAS of class 3rd and class 8th 2015-16 sponsored by NCERT have been conducted in selected school of district Solan to assess the SLAS has been conducted in all winter schools and is in progress in summer closing schools at elementary level under SSA to assess training needs of teachers and learning levels of students at elementary stage.

- SLAS has been conducted in all Secondary/ Sen. Secondary schools of 9th class students to determine base line.

As mentioned in the SCERT section above, few faculty members from the SSA have been involved in the conduct of research. The list of this research is attached in the annexures. An examination of these areas of research revealed that it was primarily SSA/ RMSA driven, and did not focus on curricular and pedagogic processes, or issues and concerns from the local context. Systematic research is needed at the district level to capture the felt needs of the teachers and the students. This research should be built back as a feedback loop into the system.

Annexure – I

List of Institutions Visited

1. District Institute of Education and Training (DIET), Solan
2. State Council of Educational Research and Training (SCERT), Solan
3. District Institute of Education and Training (DIET), Shamlaghat, Shimla
4. Department of Education, Himachal Pradesh University, Shimla India
5. Primary school where School Experience programme was being conducted, Solan
6. Indian Institute of Advance Studies, Shimla

List of Institutions interacted with

1. Govt. college of Teacher Education (GCTE), Dharmshala
2. District Institute of Education and Training (DIET), Kullu
3. District Institute of Education and Training (DIET), Kangra
4. District Institute of Education and Training (DIET), Kinnaur
5. District Institute of Education and Training (DIET), Bilaspur

List of Functionaries and Staff interacted with

1. Director, Higher Education
2. Director, Elementary Education
3. SDP (SSA/RMSA)
4. Principal, District Institute of Education and Training (DIET), Kinnaur
5. Chief Secretary (Education), Govt. of H.P
6. Additional Chief Secretary, Secretary School Education, SPD (SSA)
7. Joint Director, Higher Education, H.P.

Annexure – II

List of Personnel present during the Debriefing Meeting at Secretariat, Shimla, HP

1. Sh. P.C. Dhiman, Additional Chief Secretary (Education), Govt. of H.P
2. Sh. Rakesh Kumar, Secretary (Education), Govt. of H.P.
3. Sh. Ghanshyam Chand, SPD, SSA /RMSA H.P.
4. Dr. Amar Dev, Additional Director (Higher Education), H.P.
5. Sh. Ashish Kohli, Additional Director (Elementary Education), H.P.
6. Sh. B.L. Binta, Joint Director of Higher Education, H.P.
7. Ms. Meera Walia, Principal, SCERT H.P.
8. Sh. S.K. Pathak, Principal, GCTE, Dharamshala H.P.
9. Ms. Rita Sharma, Associate Professor, SCERT, H.P.
10. Sh.T.R. Bhardwaj, Associate Professor, SCERT, H.P.
11. Sh. Ashok Gautam, Associate Professor, SCERT, H.P.
12. Sh. H.R. Sharma, Associate Professor, SCERT, H.P.
13. Sh. Yugraj Singh, Assistant Professor, GCTE Dharamshala H.P.
14. Sh. L.R. Negi, Principal, DIET, Kinnaur H.P.

Annexure – III

Proposal for Strengthening and Re-Structuring of the State Council of Educational Research & Training (SCERT), Solan, and 12 DIETs

Name of the Department proposed under CSS			No. of Faculty members	
			Existing	Proposed
Director		Professor	Nil	1
Principal		Professor	1	Nil
I. Department of Curriculum Studies				
i)	Department. of Science & Mathematics	Associate Professor (Zoology)	1	Nil
		Assistant Professor (Botany)	1	Nil
		Assistant Professors (Physics, Chemistry & Maths)	Nil	3
		Lecturer (Physics, Chemistry, Electronics & Maths)	4	Nil
		Lecturer (Biology)	Nil	1
ii)	Department of Social Sciences	Associate Professor (Economics)	1	Nil
		Assistant Professor (Pol. Science & Psychology)	2	Nil
		Assistant Professor (History, Geography & Commerce)	Nil	3
		Lecturer (Geography)	1	Nil
		Lecturer (History, Economics & Commerce)	Nil	3
iii)	Department of Languages	Associate Professor (Hindi)	1	Nil
		Assistant Professor (English)	1	Nil
		Lecturer (English)	1	Nil
		Lecturer (Hindi)	Nil	1
iv)	Department of Population Education & Adolescent Education	Associate Professor (Public Administration)	1	Nil
		Lecturer (Education)	Nil	1
II. Department of Teacher Education and Department of Educational Measurement & Evaluation				
		Associate Professor (Education)	1	Nil
		Lecturer (Education)	Nil	3
III. Department of Educational Surveys, Research & Policy Perspective Division of Library & Documentation				
		Assistant Professor (Education)	1	Nil
		Lecturer (Education)	Nil	1
		Assistant Librarian	1	Nil
		Library Assistant	Nil	1

IV. Technical Staff for different departments	MIS Operator	Nil	1
	SLA	Nil	1
	JLA	Nil	1
	Lab. Attendant	1	Nil
V. Administrative Section & Accounts Section	Superintendent Gr. I	Nil	1
	S.O./Assistant Controller (F & A)	1	Nil
	Superintendent Gr. II	1	1
	Sr. Assistant	1	2
	Clerk/Jr. Assistant	4	Nil
	Steno	1	Nil
	Data Entry Operators	Nil	2
	Driver	2	Nil
	Peon	5	2
	Chowkidar	2	Nil
	Sweeper	2	Nil
VI. Hostel	Caretaker	Nil	1
	Hostel attendant	Nil	1
	Sweeper	Nil	1
	Total	38	32

Selection Criteria for Assistant/Associate Professors in SCERT/GCTE in HP

Parameters for selections:

Selection shall be made from among the eligible Assistant/Associate Professors working in govt. colleges on regular basis by inviting applications from the interested candidates on the basis of a marks system having a total of 100 marks. These marks are subdivided into two sub-components:

- i. Academic Performance (As per tally sheet) : 90 marks
- ii. Interview : 10 marks

Screening of Applications:

The applications shall be screened by a committee. Applications that do not satisfy the

stipulated eligibility conditions shall be rejected. Applications that are incomplete or do not provide all the information asked for shall also be rejected.

Composition of Selection Committee:

The selection committee headed by **Secretary** (Education) will consists of the following members:

1. The Director of Higher Education
2. Professor, Department of Education, Himachal Pradesh University, Shimla
3. Principal, SCERT, Himachal Pradesh (Member Secretary)
4. Member from National Agency

Selection Procedure:

The marks obtained in the two components by each candidate shall be added up. Total marks obtained shall determine the candidate's rank for appointment/selection in SCERT/CTE.

Selection Criteria:

Applications shall be invited from the eligible and interested Assistant/Associate Professors working in Govt. Colleges of the state. The eligible candidates shall be required to fill up the tally sheet and enclose the supporting documents along with the tally sheet. The marks obtained by each candidate in the Tally Sheet as well as in the interview shall be added up and the total so obtained shall determine the candidates rank on the merit list for posting in SCERT and GCTE.

Seniority and Promotion:

The seniority of the selected candidates shall be **maintained in the parent cadre**, however they will be free to exercise an option to seek performa promotion or join back after promotion in their parent cadre. If opted to work in the institution, trained personnel will continue to work in the institution even if he is promoted in his cadre and shall draw their pay of the substantive post. This will help in retaining the trained faculty in these institutions. The selected candidates will work in these institutions till they are promoted.

Transfer Policy:

The selected candidates will work in these institutions till they are promoted and will be transferred within these institutions only on administrative grounds if their performance, work and conduct is not found satisfactory.

Assistant/Associate professors**Essential Qualification**

- i. An Assistant/Associate Professor having master degree in **any subject scoring at least 55 percent marks.**
- ii. A minimum fifteen years teaching experience on regular basis in govt. colleges of the state.

Essential Qualification for Principal and Academic faculty of DIETs

- i. Principal having master degree in any subject scoring at least 50 percent marks.
- ii. Masters in Education.
- iii. A minimum five year working experience as School Principal at 10+2 level.

Seniority and Promotion:

The seniority of the selected candidates shall be maintained in the parent cadre, however they will be free to exercise an option to seek perma promotion or join back after promotion in their parent cadre. If opted to work in the institution, trained personnel will continue to work in the institution even if he is promoted in his cadre and shall draw their pay of the substantive post. This will help in retaining the trained faculty in the DIETs. The selected candidates will work in the DIETs till they are promoted. The same procedure will be followed for both the Principals and DIET faculty.

Transfer Policy:

The selected candidates will work in the DIETs till they are promoted and will be transferred within the DIETs/SIEMAT/SSA & RMSA against the sanctioned posts as the nature of functioning of these posts is the same. Similarly the principal DIETs will also be transferred from one DIET to another DIET in the state purely on administrative grounds.

Annexure – IV

List of Researches conducted at DIET (by SSA Research coordinators)

1. Inter District Enrolment ratios of students category wise and gender wise at Upper Primary Stage
2. Inter District Enrolment Ratios of students category wise and gender wise at Upper Primary Stage
3. Inter District Enrolment Ratios of students category wise and gender wise at Upper Primary Stage
4. Distribution of Aids and Appliances' to CWSN in District Kullu under SSA –A Micro Study (Distt. Kullu)
5. Baseline Achievement Survey of Class IX-X Students in Himachal Pradesh
6. A comparative study on Achievement Level of Students studying in English and Hindi medium at Elementary level in District Bilaspur
7. Status of Functional Library in Elementary Schools in District Bilaspur
8. Scholastic Achievement of the Students in EVS after the Implementation of CCE in District. Hamirpur-----A Trend Analysis
9. A comparative study between monograde and multigrade schools in district Kangra
10. Toilet facilities in elementary level at schools of district Kullu and Mandi - an appraisal
11. Environmental awareness among the teachers: an evaluative study in schools of educational blocks Kotkhai, district Shimla (HP)
12. Title of the study: impact of aids/appliances on 40 children with special needs
13. A micro study on the use of tlm in the actual class room teaching learning process in district Solan
14. Proficiency level in English language among students at elementary level (distt. Shimla)
15. Parents preference for private schools in education block Sarahan, dist. Shimla, HP
16. Reading, writing and arithmetic skills among primary level students in education block rampur of district Shimla
17. Self-body image among adolescent girls at upper primary level in education block Jubbal district shimla (HP)
18. Role of school management committee in improving quality education at upper primary level

Annexure – V

In-Service Teacher Education

A snapshot of List of trainings conducted through DIETs

Some of the trainings were conducted in the following areas:

- Objectives of RMSA with special reference to NSQF, ICT, Think It over, *swayamsidham* which included Learning Indicators, formulation of a constructivist Lesson Plan, Able to frame a variety of questions for a given topic
- Preparation of Lesson Plan on PPT of topics based on learning indicators. This included preparation of a question bank based on Bloom's taxonomy Integrating the photographs of actual classrooms in the soft copy of Lesson Plan (ICT Lab Work)
- Need for diagnosis of students entering in IX class how to access the strengthen and weaknesses of a student in maths
- Correlation of technology with child centered methodology to make child learning effective
- Presentation of Model lesson by SRG/DRG, Physic/Chemistry/Biology
- Early Literacy Programmes: Need, various concerns in reading and writing in the early years
- Blooms Taxonomy and continuous comprehensive evaluation. This included Introduction, tools & techniques of scholastic and co-scholastic evaluation, Process of Evaluation, CCE material supplied to schools,
- Gender sensitivity of teachers
- Familiarization with Right to Education Act 2009. Introduction, Provision of the act
- National Curriculum Framework 2005
- Teaching skills : Introduction, Various Teaching skills Blackboard writing, Questioning skill, Stimulus variation, Gestures etc
- Art Integrated Learning , which included Introduction, Songs and dance, Drama, Origami, Puppetry

- Children with Special Needs. This included introduction, type, identification, needs, aid and appliances, inclusive education
- District Indicators for School Education. This included introduction, importance, filling of DISE formats
- Out of School Children
- To make the teachers aware of the status of children in the subject of Maths in the district and their school
- Help change negative or indifferent attitude of teachers
- To remove doubts and queries regarding the topic, To identify the hardspots in the teaching of Science : Friction, light, electricity
- State the levels of learning

Annexure – VI

List of training conducted by SCERT SCHOOL CADRE TRAINING

	In-service			
	2014-15		2015-16	
	No. of Programme	No. of Participants	No. of Programme	No. of Participants
Headmaster/Principals	01 (Promotional training)	38	04	106
TGT			-	-
In-service training for Lecturers /PGT	11	356 (Eco, Pol. Sc., History, Bio, Commerce, EVS Arts, English, Hindi, Physics, Maths, ICT)	09	268 (English, History, Sc./EVS, Geography, Physics, Pol. Science, ICT, Commerce,)
Induction training for Lecturers/ PGT	01	37	03	115
Administrative staff	01	32 (Supdt. G II)		
Functionaries			03	71 (Promote PGTs, JBTs & BRCC/Ped.)

PS – For college cadre two trainings – Orientation and Induction program were also conducted in 2014.

COLLEGE CADRE TRAINING

	Induction			
	2014-15		2015-16	
	No. of Programme	No. of Participants	No. of Programme	No. of Participants
Headmaster/Principals			-	-
TGT			-	-
Lecturers /PGT- In-service	03	46	-	-
Induction training	02	73	-	-
Administrative staff	02	44 (Librarians, Supdts.)	-	-

Annexure – VII

In-service training conducted by GCTE

	In-Service									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants
Headmaster/ Principals	06	192	03	87	01	18	01	31	01	33
TGT	04	87 (Arts , Medical)	03	109 (Tribal Area, Arts)	-	-	-	-	-	-
Lecturers / PGT	04	94 (Physics, Maths, Geo, Biology)	04	105 (Chemistry, Pol Sc., English)	06	177 (Hindi, Eco, Maths, History, Physics, Pol Sanskrit)	02	49 (Biology, Geography)	03	98 (Arts/Com./ Science)
Administrative Staff			02	64 (Lab Attendant, Asstt Librarian)	03	103 (Asstt Librarian, Ministerial Staff)	03	109 (Asstt Librarian, Ministerial Staff)	03	90 (Jr./Sr. Ministerial Staff, Librarian, Asstt Librarian)

	Induction Programmes									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants	No. of Programme	No. of Participants
Headmaster / Principals	-	-	01	44	01	43	-	-	-	-
TGT	-	-	-	-	-	-	-	-	-	-
Lecturers /PGT (varied disciplines)	01	23	01	40	01	32	03	59 (Phy. Education)	02	78 (Maths, IP)
Administrative Staff	-	-	02	83 (Jr. Ministerial staff)	-	-	-	-	-	-

IV. NAGALAND

Joint Review Mission Report

Team Members : Dr. Vijayan Kannoth
: Mr. Sushant Verma

1. Background

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission to assess the progress made by various states while implementing different programmes under revised centrally sponsored scheme on Teacher Education.

The JRM for Nagaland visited the state during March 16th - 19th, 2016. The Field visit team consisted of the following members:

- Dr. Vijayan K., Assistant Professor, Department of Teacher Education (DTE), NCERT, New Delhi
- Shri. Sushant Verma, Country Director, TESS India, The Open University, UK

As part of review under the CSSTE, the team interacted and reviewed the progress of SCERT, 1CTE, and 3 DIETs. Detailed discussions were also held with Director- DSERT and Principals of TEIs.

The Mission visited DIET Pfutsero, DIET Kohima, DIET Dimapur, CTE Kohima, BITE Medzephema and SCERT Nagaland during the field visit and interacted with the Faculty members, Student teachers, Commissioner and Secretary Education, Director SCERT, and other senior personnel from

SCERT. The Mission shared its draft report in a wrap up session on March 18, 2016, which was chaired by Commissioner cum Principal Secretary Education and attended by Director SCERT, Additional Directors, Joint Directors and Senior Academic Officers from SCERT.

The main objective of the JRM was to review the status and progress of the programmatic interventions under the Centrally Sponsored Scheme of Teacher Education (CSSTE), with specific reference to the Teacher Education institutions at the state and district levels and to propose measures to strengthen them as mentioned in the TOR.

2. Methodology

The methodology adopted by the Mission to address the assigned ToRs included the following:

- 1) Visit and observation of SCERT, 1 CTE, 3 DIETs, and 1 BITE.
- 2) Interaction with Principal, Faculty Members, and Student Teachers from these Institutions
- 3) Review and analysis of various documents and materials

The Mission has prepared the report on the basis of the review and analysis of the information compiled from the above sources.

3. General Information about Nagaland Teacher Education

Number of Districts	: 11
Number of Education Districts	: 11
No. of Blocks	: 46
Number of Lower Primary Schools	: 1806
Number of Upper Primary Schools	: 934
Number of Secondary Schools	: 556
Number of Senior Secondary Schools	: 108
Total Enrolment	: 508816
Total no. of teachers	: 17784
Number of untrained Teachers	: 7942
Number of DIETs sanctioned/ functional	: 11/08
Number of CTEs sanctioned/functional	: 02/02
Number of IASEs sanctioned/functional	: Nil
Number of State Univ. having D/o Edu.	: 01
Number of State Univ. not having D/o Edu.	: Nil

Source: AWP 2015-16

4. Teacher Education Institutions

The state has a very limited number of Institutions offering various teacher education programmes. Only one institution in the state offer M Ed Programme. Seven Institutions are offering B. Ed course, out of which only 2 are under government sector. Ten Institutions are offering D.El. Ed courses out of which 8 are DIETs. 8 DIETs, 2 CTEs and SCERT are functional at present under the Centrally Sponsored Scheme of Teacher Education in the state.

The details are given in the table below

S. No.	District	No of Institutes offering M Ed Govt/ Pvt	No. of institutes offering B.Ed.		No. of Institutes offering D.El.Ed.	
			Govt	Pvt	Govt	Pvt
1	Kohima	Govt.	1	3	1	1
2	Dimapur	Nil	Nil	2	1	1
3	Mokokchung	Nil	1	Nil	1	Nil
4	Tuensang	Nil	Nil	Nil	1	Nil
5	Wokha	Nil	Nil	Nil	1	Nil
6	Phek	Nil	Nil	Nil	1	Nil
7	Peren	Nil	Nil	Nil	Nil	Nil
8	Zunheboto	Nil	Nil	Nil	1	Nil
9	Kiphire	Nil	Nil	Nil	Nil	Nil
10	Mon	Nil	Nil	Nil	1	Nil
11	Longleng	Nil	Nil	Nil	Nil	Nil
	TOTAL	1	2	5	8	2

Source: AWP 2015-16

5. Observations across Institutions

5.1 SCERT, Nagaland

The State Council of Educational Research and Training (SCERT) is the apex academic organization in the state for bringing about improvement in the quality of education in the State particularly in the area of Teacher Education headed by Director. The SCERT is located at the State Capital, Kohima. SCERT consists of various academic cells covering all the key curricula areas and State level Boards namely the State Board of Teacher Education (SBTE), Board of Elementary School Education (BESE), and Text book cell under the SCERT. In addition, the English Language Teaching Institute (ELTI) which was established in partnership with English and Foreign Language University (EFLU) Hyderabad and the Language Division of the MHRD, Government of India is a fully functional Institute of the Department and State Institute of Educational Management and Training (SIEMAT) has been inaugurated recently.

5.1.1 Infrastructural Facilities

SCERT Nagaland has a well-maintained campus with limited facilities. Being a state level apex Institution, SCERT infrastructure needs to be improved in terms of Training halls, Big Conference hall, and Accommodation facilities for participants, and Laboratories (Science, Maths, ICT, Language). Smart classrooms and Wi-Fi facilities are also needed to be made available for leveraging ICT.

Necessary steps needs to be taken for improving these facilities so that SCERT can organise quality programmes for various stake holders in its campus.

5.1.2 Human Resources

SCERT Nagaland is headed by the Director and is fully filled with enough number of vibrant and energetic academic faculty members. It has 3 (three) Additional Directors, 4 (four) Joint Directors, 8 (eight) Senior Academic Officers, 12 (twelve) Readers, 13 (thirteen) Research Associates, and 8 (eight) Training cum Research Assistants in academic wings. These faculty members are working in the various departments as well as other state level boards. The present academic structure is not as per that given in the CSSTE, 2012 guidelines. The interaction with faculty members and observation and analysis of various materials developed by SCERT reveals that most of the faculty members are underutilised. Many faculty members appeared committed and most of them were fully aware of their development needs. They appeared for eager to learn and were keen to explore opportunities for higher education and self-development.

There should be a proper mechanism for effective utilisation of the academic abilities, expertise and experience of these faculty members. There has to be a yearly plan where SCERT faculties develop their programmes, activities and milestones etc. Government may think about restructuring SCERT structure as per CSSTE 2012 guidelines. Skill mapping of all faculties should be done so that their skills, knowledge and expertise may be properly utilised.

5.1.3 Budget, Funding & Expenditure

The planning process for the annual plan on teacher education was initiated at SCERT. The total funds sanctioned by MHRD (Central Share) for the year 2015-16 for state is Rs 4035.84 lakhs. Out of which Rs 1575.91 lakhs is for salary and Rs 2291.25 lakhs for civil works. Rs 166.68 lakhs (Central Share, Total 185.2 lakhs) has been approved for various academic activities including Specific projects, Capacity Building Programme for faculty and Induction Training of Teacher Educators. 1st instalment of 50% has been released by MHRD under all heads and state has completely utilised the fund and waiting for the second instalment for timely completion of the different activities. Most of the funds released under programmes and activities has been utilised by SCERT for its various activities. During interaction with DIET faculty members JRM observed that none of them have undergone any specific induction or orientation training programme organised by SCERT for which funds are available or received funds from SCERT for organisation of DIET specific programmes.

The AWP 2015-16, and the report submitted by SCERT reveals that SCERT is getting funds under CSSTE only for Programmes and Activities. They received the first instalment and waiting for the second instalment even after submitting the Utilisation Certificate. But MHRD has asked some queries in respect of utilisation of funds, for which response from state is still awaiting. Director and Faculty members said that delay in the release of funds is generally effecting the implementation of programmes.

State government should also send properly prepared and comprehensive UC in time for timely release of funds. It would be better if MHRD can ask for bifurcated Utilisation Certificate from the state so as to ensure that all Institutions down the line receive and utilise the funds as per their requirement.

5.1.4 Curriculum Revision

The state has revised the D.El.Ed. Curriculum based on NCF 2005 and NCFTE 2009 and implemented from 2015-16. No further revision has

been done as per NCTE 2014 regulation. The SCERT had taken the lead role in the revision process with the participation of various stakeholders' from DIETs, other teacher education institutions from state in tune with the suggestive curriculum of NCTE. The analysis of the syllabus reveals that, the claim of SCERT has not fully reflected through its Syllabus. The concept of constructivism, which is the basic philosophy behind, NCF 2005, and NCFTE 2009 has not been included in the Educational Psychology Paper or most of the pedagogy papers. The importance given by NCFTE in planning Internship also has not reflected properly through the syllabus.

Learning materials related to the pre-service program seem fairly inadequate in the teacher education institutions. There needs to be an appropriate policy regarding purchase of various reference. The SCERT library has a large number of books but does not seem to have enough appropriate current reading and reference materials related to Teacher Education etc.

Development of reading materials in the local language would go a long way in paving the way for understanding the new curriculum and improving pedagogical practices in the pre-service program. It would also develop the capacity of teacher educators and build their own understanding of the new curriculum.

Only very few faculty members from DIETs has been involved in the process of this revision and majority of the rest of the Faculty members are not properly oriented or provided with comprehensive guidelines.

SCERT needs to take lead role in revising D.El.Ed curriculum as per NCTE 2014 regulations by involving DIET faculty members and external experts from various teacher education institutions from state as well as outside. Relevant and comprehensive learning materials and source books also need to be developed by SCERT for proper implementation of the curriculum. Moreover SCERT should take responsibility of orienting all DIET faculties on the revised curriculum.

5.1.5 Present Activities & Quality

SCERT has been involved in various in-service activities and few diploma courses and certificate courses. PAC has been constituted for SCERT to discuss and approve the perspective plan. The purpose of the PAC will be served only if it meets regularly. Some of the activities of SCERT are given below.

The English Language Training Institute (ELTI), established as the nodal agency through EFLU, has been conducting orientation and enrichment programs for teachers at all levels. It has developed materials for teachers and students both for the learning and teaching of English. The group's connect with EFLU also seems very useful.

Activity & Competency Learning (ACL) initiated by SCERT is an innovative approach of learning to bring about quality in education through learner centred joyful learning funded by SSA Nagaland. The project was implemented in class 1 & 2 in the subjects EVS, Language and Mathematics. SCERT has developed materials for Activity & Competency Learning (ACL) and series of workshops were conducted for development of teaching and learning cards, charts, and other materials. Workshops have been conducted for resource persons in EVS, English, and Mathematics. The project was experimented in 11 pilot schools in 2010 and gradually covered 687 schools during 2015-16.

During discussion with DIET faculty members it was observed that none of them are involved in this innovative project. SCERT has directly involved master trainers and schools and organised it in an independent way. The under utilisation of the ability of DIET faculty members in these types of activity indicates the lack of linkages between these institutions.

5.1.6 Diploma in ECCE (DECCE)

The course has been designed to train the backlog of untrained pre - primary teachers in the state. In line with the D.Ed course it is mandatory for all untrained pre-primary teachers in the State to undergo this training. The course is conducted by the ECCE cell of the Department at SCERT, Kohima.

The Curriculum and Text-book wing is responsible for developing curriculum and textbooks for schools and teacher education. The different wings of SCERT have developed many modules and materials for in-service teacher development. There did not seem to be a systematic academic plan in place for in-service teacher development – several isolated, episodic and almost ad hoc sessions have taken place depending on central funding and availability of resources.

SIEMAT has been officially inaugurated in the state. Good building with minimum infrastructure has been developed. SCERT has proposed 5 days programmes for School Headmasters/Leadership and accordingly course outline for the said programme has been developed. SCERT was not in a position to organise the programme due to non-availability of funds.

SCERT should take the help of SSA and RMSA for getting funds for organising various programmes for School headmasters/leaders. NUEPA has a separate cell namely National Centre for School Leadership (NCSL) and SIEMAT can also organise various programmes with assistance and in collaboration of this cell.

The SCERT must ensure that the practical aspect in transacting the new school curriculum and text-books is made known and available to all the stakeholders involved. Monitoring should involve classroom visits to ensure that the new curriculum is transacted appropriately and also children learn the complex set of skills demanded of them in life outside and after school.

They are expected to organise various programmes for Teacher Educators, Educational Administrators, Secondary and Higher Secondary Teachers and provide on-site support, which is completely lacking.

SCERT faculties may be given responsibility of for each DIET's strengthening through academic support, guidance and monitoring etc. SCERT may think of starting pre-service courses as per norms. SCERT should prepare their annual work plan in consultation with all DIETs and

CTEs. Various cells/departments of SCERT may be strengthened through proper orientation and continuous support.

SCERT needs to frame a mechanism to assess training needs of Teachers as well as teacher educators and comprehensive plan should be developed based on the assessed needs. There is no mechanism to check the quality of works, monitor and reflect. A robust plan for monitoring and evaluation should be chalked out to see the effectiveness of the programmes.

5.1.7 Research Work

Research activities which are considered as one of the important components, is completely lacking in spite of 13 research Associates and 8 Training cum Research Assistants are based in SCERT. SCERT should organise different types of research for assessing training needs of the teachers and teacher educators. Training impact studies also needs to be undertaken to understand the quality of various training and programmes organised by SCERT as well as SSA and RMSA. The results of these studies can be utilised for framing a comprehensive plan for monitoring and onsite support. SCERT should take initiative in organising orientation workshop to teacher educators from DIETs in the area of action research.

While preparing Annual Work Plan SCERT should give proper weightage for this area by proposing various research based activities. For this purpose SCERT should start a separate cell and the Faculty Members in this cell may be provided proper orientation with the help of NCERT, NERIE etc.

5.1.8 Support to other institutions

As per the mandate, SCERT is the apex academic body in the state for providing support and guidance to DIETs and CTEs. It is evident from the interaction with faculty members from DIET and CTE, the kind of support, SCERT is required to provide to various Institutions as per the revised guidelines is completely missing. SCERT should take pro-active

role by involving and supporting all teacher education institutions on regular basis.

A group of Faculty members may be entrusted the duty of providing academic support to a particular DIET. Like all DIETs in the state will get academic support from SCERT. The similar process can be used for providing academic support to BRC, CRC and Schools. Each DIET faculty may be given charge of one BRC and so on.

5.1.9 Monitoring & Evaluation

SCERT, being the apex academic authority in the state, the monitoring and evaluation of the works of SCERT and other Teacher Education Institutions are vital for ensuring quality. They should create a regular mechanism for monitoring and evaluating their own work and the works of other institutions like DIET, CTEs, which JRM found to be not taking place in the state.

Monitoring and Evaluation strategy should be prepared as a part of each programme and efforts should be taken for ensuring the qualitative as well as quantitative aspect. Regular support should be given to DIETs and CTEs on carrying out various activities and monitoring of the same. SCERT should conduct internal or external evaluation of the effectiveness of all programmes.

Apart from the monitoring and Evaluation of the programmes and activities, it is essential that support needs to be provided to the faculty members for their professional development. There should be performance appraisal of SCERT officials on annual basis and SCERT needs to provide opportunity for faculty members to develop professionally based on their needs and requirements.

5.1.10 Convergence (Inter & Intra)

JRM observed that most of the works of SCERT and other Institutions like DIETs, and CTE are happening in an independent way. SCERT being the academic apex body at state level is neither involving other institutions in their activities nor giving support to DIETs and CTE except

in very few cases. The linkages between Various Institutions under CSSTE is completely missing in the state and state should work for creating better linkage among these institutions.

As far as linkages between other institutions like SSA, RMSA, etc are concerned, it is limited to organise few activities funded by SSA, in spite of the fact that all institutions are parallel for the same cause.

Academic linkage across the DIETs, CTE and with SCERT needs to be strengthened. Likewise, the linkage with SSA, RMSA needs to be revitalized for the benefit of teacher education system of the state, for both pre-service and in-service programs. There is need for increased involvement of DIETs and CTE in planning, implementation and management of teacher education programs and developmental activities.

SCERT must take the lead in breaking the ice and encouraging all institutions in school education such as SSA, RMSA, Board of School Education, and other Departments under State Governments to 'talk' to each other more frequently.

State Commissioner/Secretary may bring all players in one table and there should be shared annual plan which gives ample opportunity for convergence and a policy decision in this regard may also taken.

5.1.11 Continuous Professional Development

Most of the faculty members at SCERT are experienced and have undergone various training courses under NUEPA, NCERT, and RIE etc. Many faculty members were found to be very enthusiastic and eager to work; it is evident from the various activities completed and while interacting with them.

However, their focuses appeared to be towards the completion of their individual programmes and are not in a position to develop professionally. SCERT as such have no concrete plan for the CPD of faculty members. Although some of them attend the programmes organised by NCERT, NERIE, NUEPA, etc.

SCERT faculties are specialized in various subjects; In-house and no-cost programme should be organized on regular basis like paper presentation, seminar, round table discussion, research findings etc., for the professional development of faculty members. During the monthly meetings, faculties can reflect and improve the quality of their work. A plan for each faculty should be chalked out for their continuous professional development after doing skill mapping of each individual. SCERT Faculties should also be encouraged to go for higher education like Ph.D, PG Diploma and other certificate courses.

5.1.12 Library and its Usage

SCERT library is not equipped with latest books and journals and reference books It is not digitalised. There is significant scope in SCERT to improve the kind of books/journals/documents presently having. More and more Books, Journals, Periodicals and reference books need to be acquired by the library on an yearly basis for the use of Faculty members as well as participants of various In-service programmes. SCERT should take initiative in Computerisation of the library. SCERT may be given separate funds yearly for library improvement.

5.1.13 Innovation/Best Practices

They introduced a programme of designing a common curriculum and syllabus in Modern Indian languages (MIL) based on 16 naga tribal languages for class 1-8 for substituting the same as the second language, is an innovative initiative of the State. The objective of the program is to design a common curriculum & syllabus for all MIL from classes 1-8. Initially they are proposing to develop textbooks for class 1&2 and introduce them in the academic session 2017 as a substitute for second language. Subsequently SCERT will develop textbooks for classes 3 to 8 for introducing them as a substitute for second language. Through this SCERT is expecting to educate and create awareness about naga culture and history.

SCERT should scale up the innovation/best practices in their work. SCERT should encourage DIETs and CTEs for doing innovative activities. SCERT should give some reward yearly for innovative work of DIETs and CTEs. SCERT should disseminate best practices/innovation at all levels

5.1.14 Teacher Eligibility Test

SCERT Nagaland conducted one TET. About 60% of the candidates appeared in the test cleared in the first TET. Teacher Recruitment is conducted by State Board of School Education and they are recruiting unqualified teachers while qualified are available. There should have a mechanism to merge these process so that qualified candidates will get chance to become teachers. SCERT may be given this responsibility.

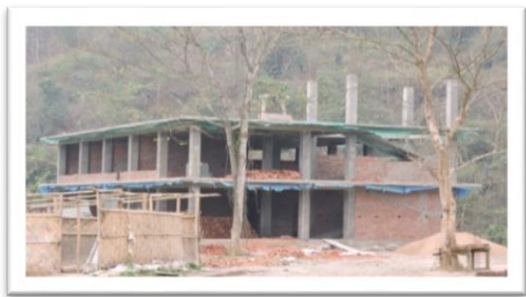
5.1.15 Perspective Plan on Teacher Education

SCERT presently doesn't have a perspective plan on State Teacher Education and this may be initiated through several consultative processes and by involving local TEIs, institutions of national and international repute. Based on this perspective plan an annual action plan by SCERT, CTEs and DIETs may be chalked out and put altogether in AWPB etc.

5.2 BITEs

At present no BITEs are functioning and eight BITEs are under construction. We got the opportunity to visit the construction site of BITE Medziphema, Dimapur. This BITE is situated at the bank of river, the administrative building and separate hostel buildings for boys and girls are under construction. Around 50% of the civil works has been completed.

We also met Engineer-in -Charge and it was shared that because of untimely dispersal of funds, work has not been completed in time. Photographs are also attached for ready reference



5.3 DIETs

5.3.1 Infrastructure

All the visited DIETs lack even minimum and the prescribed infrastructure such as Class Rooms, Conference hall, and Accommodation facilities for student teachers, staffs and participants. DIETs should be given timely and adequate funds for infrastructure for smooth functioning as per NCTE 2014 norms. The infrastructure of different DIETs don't meet even minimum standard and needs attention for allotment of adequate funds. During the interaction with faculty members it came out that faculties don't come to office regularly as most of them are based in faraway places. In the absence of staff quarter and other facilities, this is hampering the day to day progress. It's not even easy to get a public transport and rental accommodation where DIETs are located. State may take immediate and alternative arrangements to ensure the regular attendance of DIET team members.

5.3.2 Human Resources

There are 8 Principals, 8 Vice Principals, 40 Sr Lecturers, 65 Lecturers and 11 work experience teachers in all the 8 DIETs. About 66% posts are filled in and rest are vacant. Most of them are Post Graduation with B Ed and 5% of them are Ph D. DIET teams are very vibrant and have got positive energy in all teacher education institutions with many faculty members keen to learn and contribute. There has to be a yearly plan where DIET faculties develop their yearly plan and millstones etc. Government may fill the vacant posts in DIETs. Skill mapping of all

faculties should be done so that they may be properly utilized. Although DIET faculties are qualified but they need mapping of required skills to improve the situation and for qualitative changes in teacher education.

5.3.3 Budget, Funding & Expenditure

Only salary component are covered under CSSTE. No funds are available for programme component even though the funds have been given by MHRD for programmes and activities.

Presently they are not aware about the development of AWPB and not sending their plan to SCERT for incorporation. DIETs should be motivated to propose various need based programmes including action research while submitting AWPB & funds should be made available to them in time and as per their requirement. As funds for AWPB is not channelizing properly for using it in programmatic aspects, there is need of an orientation for developing plan and budget. There is also scope for action research which can help to understand the gaps and ways to fulfil by developing action plan.

5.3.4 Curriculum Revision

Few DIET faculty members were involved in the curriculum revision process done by SCERT. It was observed that most of the DIET faculty members are not oriented based on the revised Curriculum. It was also evident that most of DIET faculty members are not oriented about the academic demands placed on them by the NCF 2005, the NCFTE 2009, the RTE Act, Justice Verma Commission Report and NCTE 2014 Regulations. Most of the DIETs faculty members are not even aware about CSSTE and the roles and responsibilities of various Teacher Education Institutions. DIET faculties should be involved and give their inputs for curriculum revision. DIET faculties involved may orient other faculties and guide them through. An important aspect of curriculum revision is that DIET faculty members are not in a priority list and there are less opportunities for exposure on basic policy related matter to them.

5.3.5 Pre-Service Programmes

All DIETs are offering three types of programmes

- i. 2 Year D El Ed pre- service
- ii. 2 Year D El Ed In- Service for Untrained teachers
- iii. 2 Year D El Ed In- Service by NIOS for Untrained teachers

Intake capacity for pre- service D El Ed is 50 but average enrolled is 15 to 20. During the discussion it came out that the admission process of pre-service D El Ed was done during February while the result for 10+2 out in June so that students needs to wait for another 8 months. Some of the faculty members mentioned that the revised eligibility criterion of minimum 45% in 10+2 is the main reason for less enrolment. It was observed that there is no comprehensive curriculum and syllabus for conducting in-service D El Ed courses. DIET faculty members may give orientation or career guidance to the secondary and higher secondary students in their respective districts for motivating them to enrol in PSTE courses. Communitization should be done to get candidates for PSTE enrolment. It is expected that course structure and enrolment in programme should change according to board results for enrolment in pre-service programme.

5.3.6 In-Service Programmes

Most of the DIETs are not organising any type of need based In-Service Programmes proposed by themselves. Few DIETs are organising in-service programmes as per the request of SSA and RMSA through their funding. DIET Dimapur has been involved in more than 8 such programmes during 2015-16. DIETs are expected to organise various programmes for Teacher Educators at BRC and CRC levels, HMs, Elementary Teachers and provide on-site support, which is completely lacking. There is no mechanism to check the quality of works, monitor and reflect. DIET faculties may be given responsibility for each BRC strengthening through academic support, guidance and monitoring etc. DIET may conduct a need assessment study for planning future programmes. Various cells/departments of DIETs may be strengthened through proper orientation and continuous support. A robust plan for monitoring and evaluation should be chalked out to see the effectiveness

of the programmes. The role of DIET is limited in PSTE. Only few DIETs are active in providing ISTE. A complete lack of onsite academic support is affecting the quality of transferring the learning and developing any feedback mechanism. Hence linkages of DIET with block offices by a process of guidance and strengthening of system is demand of time for bringing qualitative changes.

5.3.7 Research Work

Most of the DIETs are not conducting Research activities, in the concerned field except a few. During the interaction it came out that, they lack research skills and more over they are not getting enough support from SCERT, CTE etc. for doing so. There should be dedicated funds available for conducting research work with DIETs. Faculties should be given proper training on various types of research. Due to lack of fund and research skill there is low presence of research related work. They need an exposure and association with research based organisation for developing skill and orientation for research among DIET faculties. There is enough scope of different research areas which can help to bring changes logically.

5.3.8 Support to Schools & BRCs and CRCs

The kind of support, DIETs are required to provide to schools and other Institutions as per the revised guidelines is completely missing. DIETs should take pro-active role by involving and supporting all BRCs and CRCs on regular basis. A practical strategy should be made to implement the support programme. DIET is dysfunctional in terms of providing support to educational bodies which needs academic support like schools, BRCs and CRCs. There is urgent need of reorientation to focus on changing the approach and strategy. A big gap is emerging which is resulting in working in an isolation and developing a notion of odd independence.

DIET faculty members can take responsibility of providing academic support and guidance to BRC, CRC and Schools. For this a group of 4 or

5 Faculty members may be formed and can give responsibility of all schools, CRCs under one BRC.

5.3.9 Monitoring & Evaluation

DIET is not monitoring of their own work and not engaged with any type of follow up activities. There is no proper evaluation system in place. Monitoring and Evaluation strategy should be prepared as a part of each programme and efforts should be taken for ensuring the qualitative as well as quantitative aspect. Regular support should be given to BRC and CRCs on carrying out various activities and monitoring of the same. DIET should conduct internal or external evaluation of the effectiveness of all programmes. There should be performance appraisal of DIET officials on annual basis for their professional development. A complete lack of monitoring and evaluation is leaving a bad legacy to different institutions. A conventional approach of functioning and lack of ME system and process is leading towards non-functionality of DIET.

5.3.10 Linkages & Convergence (Intra & Intra)

Linkages with SCERT, CTE and DIETs are very weak. Convergence between various organisations working in the area of School Education such as SSA, RMSA, is limited to organising very few In-service programmes funded by these organisations. DIETs need to create a forum where DM, DEO, SDEO and officials from SSA and RMSA support each other in implementation of the programme. To create an opportunity to develop a discussion forum and build a platform where different educational bodies at different level can meet and discuss about the issues and if any kind of innovation is happening which needs attention and scaling is highly expected among DIET and other bodies. This kind of channel can bring new energy of working and possibly change the working environment. A co-ordination by apex body and regular meetings is highly required.

5.3.11 Continuous Professional Development (CPD)

There is no concrete plan for the CPD of faculty members. Although some of them attend the programmes organised by NCERT, NERIE, NUEPA, etc. DIET faculties are specialized in various subjects, In-house and co-cost programme should be organized on regular basis like paper presentation, seminar, round table discussion, research findings etc. A plan for each faculty should be chalked out for their continuous professional development after doing skill mapping of each individual. DIET Faculties should also be encouraged to go for higher education like M.Ed, Ph.D, PG Diploma and other certificate courses. DIETs should take initiative to publish their own newsletter. DIET faculties should be given opportunity to visit DIETs in other states for learning the best practices etc. DIET faculties should be given training on creating open education resources (OERs) and this should be shared in DVD and SD card etc for access to all teachers and teach educators. A progressive approach for CPD is lacking and it is only emerging as giving an opportunity to selected faculty members and after that these faculties are losing the string of transferring that learning among other colleagues. In a nutshell, no approach of developing professionalism is working although limited exposure is a reality. Different kinds of means and ways can change the system.

5.3.12 Library & Its Usage

DIET library is not in a condition, in which stakeholders can take benefit out of it. It has got very few books which are also not much relevant. Books and reference materials available are not as per the needs of the stake holders. It lacks journals and newspapers. JRM observed that even School text books are not available in the Library. Most of the times purchase has been done state wise and supplied to the DIETs.

Libraries are not digitalised. All DIETs lacks good reading rooms in the library. DIETs should take initiative in Computerisation of the library. DIETs may be given a separate fund yearly for library improvement. There is no space for making the library as a face of learning. No funds are allotted and efforts have been taken to make the library functional. There is an urgent need to link through IT system and develop the library

as learning hub and organise debate and discussion on various pedagogic and other academic activities which support to make the library as a place where a large space is vacant to fulfil with new strength.

5.3.13 Laboratory & Its Usage:

DIETs don't have laboratory like Science lab, language lab, mathematics labs, ICT labs etc. as per NCTE norms. Few DIETs have computers but without internet facilities. The implementation of activity based pedagogy requires labs. Separate funds should be allocated for purchase of various lab materials along with proper room facilities. It is not only library is non-functional but there is lack of laboratory is keeping the learning pace on a slow track. The kind of fulfilment is expected from uses of laboratory is missing in the system. An appropriate fund can provide importance with advance training on importance of laboratory.

5.3.14 Innovation/Best Practices

Since most of the DIETs are offering Pre- Service Programmes with little scope for innovation. DIET Dimapur has been involved in some innovative co- curricular activities such as Eco Friendly Vertical Gardening Project and Exhibition cum Sales of materials developed through Life Skill Programmes. DIETs should scale up the innovation/best practices in their work. DIETs should encourage school teachers, BRCs and CRCs for doing innovative activities. DIET should give some reward yearly for innovative work of teachers, BRC and CRCs. DIETs should disseminate best practices/innovation at all levels. The place like Nagaland with beauty of nature has natural instinct of innovation but due to limited exposure it has certain constraint. The practice which is happening in DIET Dimapur needs more attention and it should be replicated with keeping this aspect on top that there is speciality of each DIET and it should be considered during replication.

5.4 CTEs

5.4.1 Infrastructure

There are two CTEs in Nagaland and we could manage to visit one in Kohima which is being located in SCERT campus. CTE lack even minimum and the prescribed infrastructure such as Class Rooms, Conference hall, and Accommodation facilities for student teachers, staffs and participants. CTEs should be given timely and adequate funds for infrastructure for smooth functioning as per NCTE 2014 norms. The infrastructure of different CTE don't meet even minimum standard and needs attention for allotment of adequate funds.

5.4.2 Human Resources

There are 17 Faculty members in the CTE out of which 12 are regular members. Only one of the faculty members did Ph D. All of them are very vibrant and have got positive energy and are keen to learn and contribute. There has to be a yearly plan where CTE faculties develop their yearly plan and millstones etc. Government may fill the vacant posts in CTEs. Skill mapping of all faculties should be done so that they may be properly utilized. Although CTE faculties are qualified but they need mapping of required skills to improve the situation and for qualitative changes in teacher education.

5.4.3 Budget, Funding & Expenditure

No funds under CSSTE are given post 2010. No funds are available for programme component. Presently they are not aware about the development of AWPB and not sending their plan to SCERT for incorporation. CTEs should be motivated to propose various need based programmes including action research while submitting AWPB & funds should be made available to them in time and as per their requirement. As funds for AWPB is not channelising properly for using it in programmatic aspects, there is need of an orientation for developing plan and budget. There is also scope for action research which can help to understand the gaps and ways to fulfil by developing action plan.

5.4.4 Curriculum Revision

B Ed and M Ed syllabus were revised as per NCTE 2014 regulations. The document analysis shows that some of the important recommendation as per the NCTE 2014 such as School Internship has not been reflected in the revised syllabus. CTE faculties involved may orient other faculties and guide them through.

5.4.5 Pre-Service Programmes

CTE is offering the following programmes

- i. 2 Year B Ed
- ii. 2 Year M Ed

5.4.6 In-Service Programmes

CTE is not organising any kind of In-Service Programmes proposed by themselves. CTE faculties may be given responsibility for high/higher secondary schools for strengthening through academic support, guidance and monitoring etc. CTE may conduct a need assessment study for planning future programmes. Various cells/departments of CTEs may be strengthened through proper orientation and continuous support. A robust plan for monitoring and evaluation should be chalked out to see the effectiveness of the programmes. A complete lack of onsite academic support is affecting the quality of transferring the learning and developing any feedback mechanism. Hence linkages of CTEs with secondary and higher secondary by a process of guidance and strengthening of system is demand of time for bringing qualitative changes.

5.4.7 Research Work

CTEs are not conducting Research activities, in the concerned field except a few. During the interaction it came out that, they lack research skills and more over they are not getting enough support from SCERT. There should be dedicated funds available for conducting research work with CTEs. Faculties should be given proper training on various types of research. Due to lack of fund and research skill there is low presence of

research related work. They need an exposure and association with research based organisation for developing skill and orientation for research among CTE faculties. There is enough scope of different research areas which can help to bring changes logically.

5.4.8 Monitoring & Evaluation

CTE is not monitoring of their own work and not engaged with any type of follow up activities. There is no proper evaluation system in place. Monitoring and Evaluation strategy should be prepared as a part of each programme and efforts should be taken for ensuring the qualitative as well as quantitative aspect. A participatory approach may be applied for developing a robust ME system. DIETs and BRCs can be involved in this process.

Regular support should be given to DIETs and teachers on carrying out various activities and monitoring of the same. CTE should conduct internal or external evaluation of the effectiveness of all programmes. There should be performance appraisal of CTE officials on annual basis for their professional development. A complete lack of monitoring and evaluation is leaving a bad legacy to different institutions. A conventional approach of functioning and lack of ME system and process is leading towards non-functionality of CTE.

5.4.9 Linkages & Convergence (Intra & Intra)

CTE is not at all linked with SCERT, and DIET. RMSA is not at all involving CTE for various programmes meant for High School teachers. Convergence is completely lacking. Linkages with SCERT and DIET are very weak. To create an opportunity to develop a discussion forum and build a platform where different educational bodies at different level can meet and discuss about the issues and if any kind of innovation is happening which needs attention and scaling is highly expected among CTE and other bodies. This kind of channel can bring new energy of working and possibly change the working environment. A co-ordination by apex body and regular meetings is highly required.

5.4.10 Continuous Professional Development (CPD)

There is no concrete plan for the CPD of faculty members. Although some of them attend the programmes organised by NCERT, NERIE, NUEPA, etc. CTE faculties are specialized in various subjects, In-house and co-cost programme should be organized on regular basis like paper presentation, seminar, round table discussion, research findings etc. A plan for each faculty should be chalked out for their continuous professional development after doing skill mapping of each individual. CTE Faculties should also be encouraged to go for higher education like Ph.D, PG Diploma and other certificate courses. CTE should take initiative to publish their own newsletter. CTE faculties should be given opportunity to visit CTEs and other institutions in other states for learning the best practices etc. CTE faculties should be given training on creating open education resources (OERs) and this should be shared in DVD and SD card etc. for access to all teachers and teach educators. A progressive approach for CPD is lacking and it is only emerging as giving an opportunity to selected faculty members and after that these faculties are losing the string of transferring that learning among other colleagues. In a nutshell, no approach of developing professionalism is working although limited exposure is a reality. Different kinds of means and ways can change the system.

5.4.11 Library & Its Usage

CTE library is in bad state. It has got very few books which are also not much relevant. Books and reference materials available are not as per the needs of the stake holders. It lacks periodicals, journals and newspapers. CTEs are also not getting funds for purchase of books and journals every year. CTE lacks good reading rooms in the library. CTEs should purchase relevant books, periodicals, journals, reference materials etc. CTE should take initiative in Computerisation of the library. CTEs may be given a separate funds yearly for library improvement.

There is no space for making the library as a face of learning. No funds are allotted and efforts have been taken to make the library functional. There is no scope for digitalisation. An urgent need to link through IT

system and develop the library as learning hub and organise debate and discussion on various pedagogic and other academic activities which support to make the library as a place where a large space is vacant to fulfil with new strength.

5.4.12 Innovation/Best Practices

Innovation is lacking in CTE because of the above mentioned reasons. CTEs should encourage school teachers for doing innovative activities. CTE should give some reward yearly for innovative work of teachers. CTE should disseminate best practices/innovation at all levels. The place like Nagaland with beauty of nature has natural instinct of innovation but due to limited exposure it has certain constraint. The practices which are happening in DIET Dimapur needs more attention and it should be replicated in CTE also.

5.4.13 Key observation during the Field visits:

1. SCERT and DIET teams are very vibrant and have got positive energy in all teacher education institutions with many faculty members keen to learn and contribute.
2. SCERT, DIET and CTE has got great team and they work as a team and cooperate with each other which was very much evident.
3. Most of the positions are filled in and there are adequate number of staffs but not as per NCTE norms only in DIETs.
4. Under Life Skill Programmes they are doing some income generating activities (Crafts) to support incidental expenses of DIETs
5. Teacher education curriculum for B.Ed, and M Ed has been revised as per NCTE 2014 regulations but D El Ed curriculum not yet fully revised as per the 2014 regulation.
6. There seems to be inadequate preparation of institutions and teacher education faculty for the academic demands placed on them by the NCF 2005, the NCFTE 2009, the RTE Act, Justice Verma Commission Report and NCTE 2014 Regulations. Most of

the DIETs and CTE faculty members are not even aware about CSSTE and the roles and responsibilities of various Teacher Education Institutions.

7. Linkages among Teacher Education Institutions are very weak—communication between them and understanding of each other’s work, and supporting is completely missing.
8. Convergence between various organisations working in the area of School Education such as SSA, RMSA, Board of School Education, and other Departments under State Governments are lacking.
9. All the institutions we visited were well-maintained but lacks even minimum and the prescribed infrastructure by NCTE.
10. Due to unavailability of Staff Quarters in this hilly region most of the Staff members are commuting from their home town, which is far away from the DIET hence resulting into failure of doing every day activities.
11. All the DIETs and CTE are concentrating only on Pre-Service Teacher Education activities.
12. SCERT has got a large number of academic faculty members but they are under utilised
13. None of the Institutions are carrying out need based In-service Programmes for Teachers, Teacher Educators and other School administrators, and other functionaries.
14. Research activities, which are considered as one of the important components, is mostly lacking in every Institutions.
15. Some of the DIETs undertake short term in-service programmes funded by SSA.

5.4.14 Recommendations

1. **Convergence and Linkages:** State should take initiative breaking the ice and encouraging all institutions in school education such as SSA, RMSA, Board of School Education, and

other Departments under State Governments to 'talk' to each other more frequently. State may bring all players in one table and there should be a shared annual plan which gives ample opportunity for convergence and a policy decision in this regard may also be taken.

2. There should be a proper mechanism for effective utilisation of the academic abilities, expertise and experience of these faculty members. There has to be a yearly plan where SCERT faculties develop their programmes, activities and milestones etc
3. **Curriculum Revision:** SCERT needs to take lead role in revising D.El.Ed curriculum as per NCTE 2014 regulations by involving DIET faculty members and external experts from various teacher education institutions from state as well as outside. Relevant and comprehensive learning materials and source books also need to be developed by SCERT for proper implementation of the curriculum. Moreover SCERT should take responsibility of orienting all DIET faculties and other concerned on the revised curriculum.

The curriculum revised for B Ed and M Ed needs further modification in order to incorporate the essence of NCTE2014 guidelines.

4. In-house and no-cost programme should be organised on regular basis like paper presentation, seminar, round table discussion, research findings etc, for the professional development of faculty members and learning from each other. During these meetings, faculties can reflect and improve the quality of their work. A plan for each faculty should be chalked out for their continuous professional development after doing skill mapping of each individual. Faculties should also be encouraged to go for higher education.
5. The enrolment in pre-service D El Ed programme is very low. SCERT needs to initiate the admission procedure immediately after the 10+2 Board result. At the same time DIET faculty members needs to organise career talk and communication programme for motivating younger generation in a noble profession like teaching.

6. Monitoring, Evaluation and Research: Training on developing participatory approach based ME system is expected. There should be involvement of all stakeholders who are accountable and responsible for qualitative changes.
7. Development of Perspective Plan: workshop can be organised for developing a perspective plan with different stakeholders. It can lead towards building rocks and fences of programmatic development.
8. Strengthen the Infrastructure Facility: Make basic infrastructure facilities available and functional. Development/ Improvement of Library, Laboratories, ICT facilities, Hostel, and Staff Quarters needs to be considered immediately.
9. The enrolment in D El Ed course is very low. Appropriate action may be taken to increase the enrolment in D El Ed course.

******* END OF JRM REPORT *******