

Joint Review Mission of Teacher Education Terms of Reference (TOR)

1. Introduction

1.1 The Centrally Sponsored Scheme on Teacher Education was initiated in 1988, pursuant to the NPE (1986) to establish decentralized institutions (DIETs) for imparting pre-service teacher education and in-service teacher training at elementary level, district level academic planning by the DIETs, and conversion of around 250 Secondary Teacher Training institutions into Colleges of Teacher Education (CTEs), of which 50 would be Institutes of Advanced Studies in Education (IASEs).

1.2 The Scheme has been revised in various Plan periods upto the X plan. In March, 2012, the Central Government approved revision of the Scheme for the XII Plan with an approved outlay of Rs 6,308 crore for the Plan period in a Centre-State sharing ratio of 75:25 (90:10 for NER). Revision of the Scheme has been guided by the following factors :

- (a) To integrate teacher education with overall education development in the States;
- (b) The need for expansion of capacity of teacher education institutions, especially in some of the deficit States of East and North-Eastern Region;
- (c) Address the problem of large number of untrained teachers and the possibility of large number of persons being recruited (because of the Pupil Teacher Ratio (PTR) specified in the RTE Act) without possessing the prescribed professional qualification;
- (d) Expanding institutional capacity to provide in-service training for secondary school teachers in light of the Rashtriya Madhyamik Shiksha Abhiyan;
- (e) Strengthening the decentralized structures of BRCs and CRCs to provide adequate institutional support for professional development of school teachers on a continuous basis;
- (f) To link elementary teacher education with the higher education system
- (g) To develop and put in place a mechanism to monitor the implementation of the Scheme on various physical and financial parameters with pre-defined outcomes for improving the overall quality of various activities of the teacher education institutions.

1.3 The main components of the revised Scheme are as under :

- (i) Modification in Centre-State financial sharing pattern

- (ii) Continuation of support to SCERTs/SIEs
 - a. Strengthening and re-structuring of SCERTs,
 - b. Training for Educational Administrators, including Head Teachers.
 - c. Orientation / Induction Training to Teacher Educators
- (iii) Continuation of support to CTEs and establishment of new CTEs
- (iv) Continuation and support to IASEs and establishment of new IASEs
- (v) Continuation of support to and restructuring of DIETs;
- (vi) Establishment of Block Institutes of Teacher Education (BITEs) for augmenting Teacher Education capacity in SC/ST and minority concentration areas
- (vii) Professional Development of Teacher Educators
- (viii) Technology in Teacher Education
- (ix) Preparation of Teacher Educators
- (x) Public-Private Partnership (PPP) in teacher education
- (xi) Monitoring mechanism

1.4 The Ministry developed a new 'Guideline for Implementation' and revised Annual Work Plan Format (2012-13) of the revised Scheme in June, 2012, after making several rounds of consultations with experts, State Government representatives and other stakeholders. The revised Scheme has been rolled out and around 22 States/UTs have already submitted their Annual Plans, of which 15 States/UTs plans have been approved by the Teacher Education Approval Board.

1.5 The significance of the Scheme lies in its intervention on qualitative and quantitative parameters of teacher education institutions under the State-sector, at a time when the country is addressing the huge challenge of implementing the RTE Act, and the quality, expectations and role of school teachers that it envisages. The main institutions covered under the Scheme are the following

- (a) SCERTs, as (i) academic authorities under section 29 of the RTE Act (in most States), (ii) nodal institution at the state level to monitor the quality of elementary pre-service teacher education programmes, (iii) responsibility of monitoring the functioning of the DIETs, (iv) providing academic support to teachers;
- (b) DIETs has the academic focal point in a district for in-service teacher training and conduct of the 2-year D.Ed programme;
- (c) CTEs as institutions combining secondary pre-service teacher education with in-service training of secondary school teachers; and
- (d) IASEs, combining secondary teacher education programmes and programmes for preparation of teacher educators, with providing academic support to teacher educators.

1.6 The Scheme additionally envisages establishment of Block Institutes of Teacher Education (BITEs) for imparting elementary pre-service teacher education in 196 SC/ST/Minority Concentration districts. Integrating ICT in Teacher Education, giving some flexibility for states for entering in PPP in respect of the activities of the DIETs, and utilizing the expertise of the best institution of the country for orienting teacher educators, are additional interventions under the Scheme.

1.7 Lastly, the Scheme lays emphasis on monitoring of the process and outcome parameters in respect of each level of institution, and for the purpose seeks to develop and comprehensive monitoring mechanism.

2. Mission Objectives and Guiding Principles

2.1 In the above background, the main objective of the JRM is to review status of progress and to also consider issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme, in respect of each level of institution.

2.2 The guiding principle is one of a Learning Mission: (a) learning of progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities.

2.3 The Mission will carry out a comprehensive review of information received regarding:

- (a) Annual work plan and budget approvals and fund releases to the States/UTs for FY 2012-13;
- (b) Progress on process and performance indicators included in the Guidelines;
- (c) FMRs for 2011-12, audited accounts for 2010-11 and GoI budget allocations for SSA for 2012-13;
- (d) Progress made on utilization of funds at the institutional level.
- (e) quality of the curriculum (of the pre-service programmes) and modules (of the in-service training),
- (f) processes and pedagogical practices involved in the delivery of the programmes,
- (g) quality of resource material used by teacher trainees and teacher educators;
- (h) Qualifications and experience of teacher educators

- (i) contribution of the institutions in content development, undertaking research and action research, etc.
- (j) Issues of Governance, linkages across institutions, cadre management, filling up of vacant posts.
- (k) Quality and adequacy of infrastructural and instructional facilities in the institutions;
- (l) Efforts taken to integrate ICTs with teacher education.

2.4 The Mission would focus on the following specific matters, in addition to State-specific issues on teacher education :

- (i) Knowledge and understanding of NCFTE, 2009 and its implications for teacher education;
- (ii) Steps taken for re-alignment of TE curriculum with NCFTE, 2009;
- (iii) Development of library and resource material (print and ICT) to conform with the NCFTE, 2009 and the curriculum made there under;
- (iv) Professional Development of teacher educators;
- (v) Linking Teacher education courses with the vision and expectations of a teacher under the RTE Act
- (vi) Identifying and drawing partners in collaborative partners from higher education institutions, NGOs, civil society for teacher education;
- (vii) Developing strategies in teacher preparation for inclusive teaching learning; CCE; multi-linguaty, assistive technologies;
- (viii) Identifying centres of excellence

3. Mission Plan

3.1 The Mission would comprise 8 members, selected from various fields of knowledge in pre-service and in-service teacher education; materials, research and documentation; and Governance. Experts familiar with the Teacher Education Scheme would be selected.

3.2 GoI will provide the leadership and coordination of the JRM.

4. Activities involved

- (i) Interaction and discussion with State Education Secretary, Director/Head of SCERT/SIE, Principals of at least 10% of the DIETs in the State, subject to minimum of four, Head of 1 CTE and 1 IASE on the progress of implementation

of the Scheme and the quality parameters, referred to in clauses (e) to (l) of para 2.3 – 2 days

- (ii) Field visits to SCERT, at least 5 DIETs, 2 CTE and 1 IASE (wherever sanctioned) – 5 days;
- (iii) Discussion with State Education Secretary and Director, SCERT on the findings of the visit – 1 day;
- (iv) Preparation of Report, covering the overall status of teacher education in the State, progress of implementation, findings of the Mission, and recommendations for qualitative and quantitative improvements – 2 days.

5. Documents and Information required

Information to be provided by GoI:

- Guidelines for Implementation (June, 2012)
- Annual Work Plan Format (2012-13)
- Annual Work Plan submitted by the State Government
- Appraisal of the Annual Work Plan
- Minutes of the TEAB, and sanction order

The documents will be given to Mission members one week prior to the Mission.