

**Joint Review Mission
On
Teacher Education
Assam**

January 30 – February 8, 2013

JOINT REVIEW MISSION ON TEACHER EDUCATION - ASSAM**Executive Summary**

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission (JRM) to assess the progress made by various states towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for moving ahead. The JRM was in Assam from January 30 to February 8, 2013. As part of review process, the JRM interacted and reviewed the progress of SCERT, 2 IASEs, 1 CTE, and 5 DIETS, and also held discussions with the officials of K K Handiqui State Open University (KKHSOU), faculty of private B.Ed colleges and representatives of state office of SSA. Detailed discussions were also held with Commissioner and Secretary, Department of Elementary Education, Government of Assam.

The state of Assam in the past few years has taken significant steps to ensure availability of qualified teachers in schools. Over 40,000 teachers have been appointed in the last year itself through Teacher Eligibility Test (TET) in two rounds. Though a large number of these teachers do not have the qualifications as per NCTE guidelines, the state has collaborated with KKHSOU to ensure that all such teachers acquire the necessary qualifications within the stipulated time. The state has also revised the curriculum of elementary teacher education program in the light of NCFTE 2009 and the same is being implemented through the District Institutes of Education and Training (DIET) from the academic year 2012-13. Program Advisory Committees (PAC) have been constituted at all levels. A State Level Coordination cum Monitoring Committee (SLCMC) has been constituted to ensure smooth implementation of the CSSTE. All these have been possible because of the keen interest of the state level leadership in the issue. As such the environment of Assam is very conducive for effective utilization of CSSTE.

Key Issues and Constraints for Teacher Development in Assam

Some of the major issues of the teacher education system of Assam observed by the JRM are as follows:

- Disempowered Teacher Education Institutions at all levels – approvals, staffing, access to resources, decision making, and trust – is a reality and reflects the cumulative effect of sub-optimal functioning over a long period of time
- Large number of vacancies in TEIs
- Lack of academic leadership – senior positions at all levels are vacant and institutions lack vision
- Limited exposure to the current curricular paradigm and lack of professionalism among teacher educators
- Poor infrastructure and instructional facilities at all levels
- Teacher education curriculum of B Ed and M Ed are yet to be revised in the light of NCFTE 2009 and the implementation of revised D El Ed is yet to stabilize
- Quality of research and capacity of teacher educators for the same needs is a concern
- Lack of norms and standards for ensuring quality in academic programs
- Weak processes and standards in institutional systems

- Slow process of departmental approvals and flow of funds. This is a major systemic concern.
- Linkages and collaborations within and between institutions is sporadic and unstructured

Recommendations

The major recommendations of the JRM are:

- Restructuring of SCERT - Immediate action needs to be taken for the approval of the proposal for restructuring SCERT as an apex academic authority
- Creation of posts and recruitments to fill vacant positions at different levels
- Promotions of teacher educators and appointment of head of institutions must be given priority
- Augmentation of infrastructure and instructional facilities within a time frame
- Professional empowerment of faculty members of TEIs through planned capacity building strategies
- Enhancement of intake capacity of TE programs
- Ensure teacher education curriculum for all programs - D.El.Ed, B.Ed, and M.Ed - conform to NCF 2005, RTE and NCFTE, in spirit
- Ensure academic and administrative convergence across different institutions of the system
- Re-conceive in-service teacher training to follow a 'project' mode
- Strengthen research capacity and establish support mechanism to teacher educators
- Develop Centres of Excellence at all levels of TEIs

A presentation of the findings and recommendations of the report was made on the afternoon of February 8, 2013 before the Commissioner cum Secretary, Government of Assam. The presentation was attended by officials of Department of Education, Director and faculty of SCERT and SSA officials.

JOINT REVIEW MISSION ON TEACHER EDUCATION - ASSAM

Introduction

The Joint Review Mission – Assam visited the state and conducted review of the teacher education institutions from January 30 to February 8, 2013. The mission consisted of the following members:

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| 1. Prof. M.A. Khader | 4. Ms. Pramila Manoharan |
| 2. Prof. R.N. De | 5. Mr. Nikhil Mathur |
| 3. Prof. S. M. Sungoh | 6. Mr. Jitendra Sharma |

The Joint Review Mission – Assam commenced its activities on January 30, 2013. The mission met the Director of SCERT, Guwahati on January 30 and subsequently, participated in an interactive session with the faculty of SCERT, few IASEs, CTEs and DIETs. This was mainly a rapport building exercise and also to acquaint them with the purpose of the mission’s visit to the state. The mission also interacted with the Commissioner cum Secretary of Elementary Education on January 31.

Schedule of Activities

Visits and interactions with the Teacher Education Institutions (TEIs) – SCERT, IASE, CTE, DIETs, SSA, KKHSOU and private B.Ed colleges - started on January 30 and the details are given in Annexure 1.

Methodology

The mission captured the prevailing reality of TEIs using observation, interaction and document analysis. Documents are listed in Annexure 2.

Indicators

The mission carried out the review using the points listed in ToR under 2.3 and 2.4. The points listed these two heads were combined using their logical relations and created the following indicators for gathering information:

1. Curriculum and Pedagogic Practices –
 - Quality (Pre-service + In-service modules)
 - Linkage /alignment with NCF 2005, NCFTE 2009, RTE Act 2009
 - Quality of Resource Materials, Library
 - ICT Integration in TE
 - Developing strategies in teacher preparation for Inclusive teaching learning; CCE; multi-linguality, Assistive technologies

2. Professional development of Teacher Educators –
 - Qualification
 - Experience of TEs
 - Mechanism/Strategies for TE Development
3. Institution's contribution in Research and Content Development
4. Infrastructural Facilities and Instructional Resources –
 - ICT
 - Laboratory (Education Technology Lab)
 - Classroom
 - Conference Hall
 - Library etc.
5. Issues of Governance, linkages across/between institutions (convergence), cadre management and filling up vacant posts
6. Partnerships and collaborations (convergence)
7. Work Plan, Fund Utilization and Audit

About the report

Based on the gathered information, the report is structured. Section-1 outlines the field reality. Section-2 unfolds the prevailing strength, issues and constraints. Section-3 focuses on the recommendations for moving ahead.

Section – 1 Field Reality

1. State Council of Educational Research and Training

The Mission spent two days in SCERT and interacted with the faculty and observed the existing institutional infrastructure and facilities. The identified features are outlined below. It is important to note that SCERT is the apex academic authority in the area of school education including teacher education, in Assam. The DIETs, CTEs and IASEs are placed under the administrative control of SCERT. However the IASEs and CTEs are affiliated to the Universities of the region for academic purpose. SCERT is responsible for formation and implementation and management of Elementary Teacher Education Curriculum in the State.

1.1 Curriculum and Pedagogic Practices

Quality (Pre-service + In-service modules)

SCERT has taken the initiative to reformulate the pre-service D.El.Ed curriculum following the NCFTE 2009 during 2011- 2012. Probably Assam is the first State in the North-East to revise the Elementary Teacher Education Curriculum. It was done in a workshop mode involving the faculty of SCERT and DIETs and experts as well. They have adapted/adopted the NCFTE model curriculum and the syllabus is available in the print form. Semester system is followed for implementation of the curriculum. Each paper of the NCFTE curriculum is divided into two papers A and B. The course is implemented with effect from 2012-2013.

SCERT oriented the DIET faculty on the revised curriculum through face to face programmes and video conferencing. They also have developed resource materials for Teacher Educators. However it is felt that the faculty members need academic empowerment for ensuring quality in curricular transaction. The available resource material needs to be augmented and the reading references mentioned in the revised curriculum should be made available to the DIETs. It was observed that few DIET faculty members do not have copies of the revised curriculum.

Some of the recent modules and material developed by SCERT for in-service teacher training include Special Training Program for LP Teachers, Training Program for Upper Primary Teachers on Science and Maths, Teachers Handbook on Physical Education, and Training Package of LP Teachers on Teaching of English. In addition to these, the SCERT has been involved in revising and developing school text books for classes Pre-primary to 8th following the NCF – 2005 perspective. In total 49 books of language, social science, environmental science subjects in ten mediums of instruction have been developed as per NCF 2005. However, for subjects such as Science, Mathematics, English, Hindi and Sanskrit NCERT text books were adapted.

ICT Integration in Teacher Education

ICT integration has yet to find space in the various training programmes.

Developing strategies in teacher preparation for inclusive teaching learning; CCE; multi-linguality, assistive technologies

Work in this area has to gain priority in terms of developing material, research and building capacities of SCERT faculty.

1.2 Professional development of Teacher Educators

Minimum qualification for the faculty of SCERT, as per state norms, is masters' degree and B Ed with five years of teaching experience. The state may want to consider enhancing the minimum qualification norms to either M.Ed or Ph.D. There are 42 academic posts (lecturer and above) sanctioned out of which 29 are filled up. Senior positions like Director, Joint Director, and Deputy Director are vacant. Among the faculty members there are 7 PhDs, 2 M Phils and 5 M Eds.

There is a proposal for restructuring SCERT with enhanced staff strength as per MHRD guidelines. The proposal has been submitted to the Government for approval in July 2012. SCERT will be able to position the required academic staff after the approval is received. The SIE located in Jorhat was merged with the SCERT and currently functions as SCERT Jorhat campus with six faculty members.

Faculty members attended training programs organized by NCERT, NERIE, NUEPA, and universities and also participated in both national and international level seminars. Some exposure visits to DIETs, SCERT, and Universities in states such as Maharashtra, Kerala, Gujarat, Delhi, Karnataka and Andhra Pradesh have also been organized with support from UNICEF. However, a systematic plan is needed for building capacities of SCERT faculty based on their professional needs. It has been observed that participation of SCERT faculty outside the state requires approval from the government. This sets limits on the autonomy of SCERT.

1.3 Institution's contribution in Research and Content Development

Some of the recent studies done by SCERT include Survey of Research Studies Conducted during 1995-2010 in the field of Elementary Education, Guidebook for Conducting Educational Research with Focus on Action Research, Learning Achievement Survey-a comparative study on Smart School Vs General Schools, Review of Training Needs of LP and UP Teachers and Study on Handling Multi-lingual Situations in Classrooms at LP level.

Resource Material for the first semester of the revised D.El.Ed curriculum has been developed. SCERT had also developed a Source Book for Teacher Educators related to NCF 2005 and other issues. It has also developed a Teacher's Handbook on Value Education. Some audio visual materials have been developed in the areas of English and Science Teaching and also on education for the girl child.

A Handbook on RTE Act 2009 was developed by SCERT in collaboration with UNICEF which was used to further train more than 1000 Education Administrators and Teacher Educators.

1.4 Infrastructural Facilities and Instructional Resources

The SCERT has 20 computers and they are distributed among various faculty and administrators. There is no full-fledged computer laboratory. The SCERT has only a science laboratory which is ill equipped. The library lacks adequate space and does not have relevant and latest books, periodicals and journals. The library management system is not automated and the library does not have internet access. It does not have the necessary fixtures as well. The existing conference hall needs to be better equipped. The Institute also needs rooms for workshops and training programs.

1.5 Issues of Governance, linkages across/between institutions (convergence), cadre management and filling up vacant posts

Appropriate posts for SCERT have yet not been created. A proposal for restructuring the SCERT has been submitted to Government of Assam. Similarly, the creation of posts for DIETs, IASEs and CTEs has to be facilitated by the SCERT and a proposal has been submitted for this as well. The matter of promotions at SCERT and across different institutions also demands urgent attention.

It was observed that the services of the faculty members at Jorhat campus of SCERT are not utilised optimally. Their presence in the region could be leveraged more systematically. Additionally, an important role of the SCERT is to ensure necessary coordination among different institutions. This aspect needs to be strengthened.

It appears there is no meaningful dialogue between SCERT and the Universities. Such dialogues are essential for the reformulation of existing B Ed curriculum being offered in IASEs, CTEs and other teacher education institutions.

It has been proposed that the annual intake capacity of both Teacher Education programs D.El.Ed and B.Ed and that of M. Ed will be enhanced (D.El.Ed from 1,320 to 3,600, B.Ed from 875 to 3,800 and M.Ed from 60 to 175). Action is yet to be initiated.

The SCERT must also devise strategies to ensure timely flow of funds to itself and to TEIs. It is better that SCERT should take initiative in making frequent interventions with the administrative set up of the Government.

The Program Advisory Committee of the SCERT has been constituted as per norms specified in the CSSTE guidelines. It has met once to discuss and approve the perspective plan submitted under the CSSTE in 2012. It is important that PAC meets regularly as that may encourage the State Government in giving greater autonomy to SCERT. A State Level Coordination cum Monitoring Committee (SLCMC) has been constituted recently to ensure smooth implementation of CSSTE. This committee is yet to hold its first meeting.

Some of the private B Ed colleges appear to be keen on strengthening their quality control mechanisms. They are open to the idea of evolving self-monitoring mechanisms within each college. This can be done in consultation with and guidance of SCERT.

1.6 Partnerships and collaborations (convergence)

The SCERT engages with various Governmental and non-governmental agencies on academic programs. SCERT needs to formulate strategies for strengthening collaborations with SSA/RMSA, Universities, NCERT, NERIE, IGNOU, SCPCR, KKSOU, NIPCCD, SIRD and other support institutions. SCERT should also develop protocol for ensuring fruitful collaborations.

1.7 Work Plan, Fund Utilization and Audit

An amount of Rs. 217.60 lakhs has been sanctioned for SCERT including Rs. 71.60 lakhs for recurring expenses including project academic activities, capacity building programs for faculty of SCERT, Training program for head teacher and induction training for teacher educators and Rs 146.00 lakhs for non-recurring expenses including civil works, equipments and establishment of special cell. MHRD has released the first installment of Rs.97.92 lakhs including Rs. 32.44 lakhs for recurring and Rs.65.70 lakhs for non-recurring expenses. The SCERT has not received these funds as yet. Apparently the process of accessing the funds from the state government is a complex process involving various departments, sometimes twice over.

Only a few program activities of 2012-2013 were initiated utilizing unspent funds of 2011-2012, as most faculty members were engaged with the revision of school text books.

As per norms 14 BITEs are to be established in the state in total. In the year 2012-13, however, only one BITE is to be established. An amount of Rs. 162.89 lakhs has been sanctioned for its civil works and the first installment of Rs. 73.30 lakhs has been released to the state. This fund also has not yet been received by SCERT.

Regarding the audit objections related to four DIETs and two IASEs on civil works and purchase of equipments, it is reported that these institutions need not be considered as non-functioning because they were conducting in-service training programs regularly.

Regarding the objections related to DIET Karbi Anglong, it is mentioned that Karbi Anglong Autonomous Council did not initially agree for up-gradation of the BTC into a DIET. However, the Council agreed to the proposal later.

Regarding the non-filling up of posts in SCERT, it is observed that the proposal for restructuring SCERT is pending with the government of Assam and staff appointment can be done only after obtaining the approval and creation of posts thereof. Pending advances against the staff of SCERT is mainly due to non-settlement of accounts.

1.8 Process and Performance Indicators

The SCERT is required to create and maintain a detailed district wise database on school and teacher education systems. The existing data, drawn from the SSA EMIS, do not provide the needed information for academic planning. SCERT does not have subject specific laboratories. There is no systematic methodology for training needs analysis. SCERT needs to evolve a Training Management System.

2. Institutes of Advanced Study in Education (IASE) and Colleges of Teacher Education (CTE)

The Mission visited two IASEs – Jorhat and Guwahati – and one CTE at Nagaon. The Mission decided to club together the IASE and CTE labeled institutions in this report for the fact that both have yet to become full-fledged IASEs or CTEs. These institutions are not upgraded from the level of teacher training colleges to IASE and CTE for the reason that the necessary posts for the upgraded system have not been sanctioned by the government. As such the faculty positions are not filled up. These institutions are treated as IASEs and CTEs from 2005-06 but in reality they remain as regular teacher training colleges. The audit report also has questioned the prevailing status. Upon considering the existing status of these categories of institutions, the Mission thought of combining the observations of these together.

2.1 Curriculum and Pedagogic Practices

These institutions offer B.Ed course of study and are affiliated to the respective universities of their region. The B.Ed course of study offered by these institutions are not revised in the light of NCFTE 2009. Curricular reform effort needs to be initiated at the level of the universities. The prevailing course of study is theory dominated and transacted through a conventional path. Faculty members of these institutions are yet to be empowered on NCFTE 2009 and RTE Act 2009. Neither of the two IASEs currently offer the M. Ed program. The B.Ed teacher trainees in these institutions consist of fresh candidates as well as untrained deputed teachers. It was heartening to note that there is considerable level of academic interaction among both categories of students. The faculty members of these institutions have created appropriate conditions for healthy interactions. The deputed candidates share their school experiences while the fresh candidates share their recently acquired knowledge of subjects.

Available resource materials are not in tune with new curricular perspective. Library is packed with old books and is not equipped with journals, periodicals or new books for addressing the professional needs of student teachers and teacher educators. ICT integration for use in curricular transaction is not in practice. The involvement of faculty for development of in-service modules is limited.

2.2 Professional development of Teacher Educators

All the faculty members have the minimum qualifications of Masters' degrees and B.Ed as per state norms. Among the faculty of IASE Guwahati, five have Ph.D degrees, two have M.Phil degrees and six hold M.Ed degrees. In IASE Jorhat, one faculty has Ph.D, four members have M.Phil and 3 are with M.Ed degree. CTE Nagaon two faculty members have Ph D, six have M Phil and six are with M.Ed degrees. In these institutions sizable number of faculty members has more than 15 years of teaching experience. Though the members

participate in conferences and seminars, these are generally done on individual initiative. There is no institutional mechanism for professional development.

2.3 Institution's contribution in Research and Content Development

Research activities are negligible both in terms of quantity and quality.

2.4 Infrastructural Facilities and Instructional Resources

These institutions do not have adequate number of computers and related accessories. The laboratories are poorly equipped. The libraries do not have books and periodicals relevant for the new curricular perspective. Both student teachers and teacher educators do have access to internet facilities at the institutions. The classrooms are spacious but do not have adequate instructional materials. None of the institutions have proper conference halls.

2.5 Issues of Governance, linkages across/between institutions (convergence), cadre management and filling up vacant posts

Non-up gradation of these institutions remains as a governance challenge. Up-gradation is linked to creation of posts and filling up of the vacancies and professional performance of these institutions. The present staff position of these institutions explains the institutional capacity. At IASE Jorhat 16 academic positions have been sanctioned (as per Government teacher training college scales) out of which 11 have been filled up. The five vacant positions comprise of Principal, 2 Professors and 2 Lecturers. Similarly, at IASE Guwahati 16 academic positions have been sanctioned (as per Government teacher training college scales) out of which 11 have been filled up. The five vacant positions comprise of Principal, 2 Professors and 2 Lecturers. At CTE Nagaon, there are 13 sanctioned positions of which 8 have been filled up. The Principal's position and 4 lecturer positions remain vacant. In all three institutions, the top positions are vacant. The faculty members remain at the level of their initial posting without any promotion. This trend can be seen in all the CTEs.

2.6 Partnerships and collaborations (convergence)

IASEs and CTEs interact with SCERT and DIETs on specific purposes only. The concept and processes for partnership and convergence need to be initiated in these institutions.

2.7 Work Plan, Fund Utilization and Audit

For 2012-13 a sum of Rs 392.84 lakhs was approved for the CTEs to meet expenses towards salaries, programs and contingencies. Of this Rs 176.77 lakhs was released and utilized by the state for payment of salaries. For IASEs, a sum of 45.50 Lakhs was approved to meet expenses towards salaries, programs and contingencies. Of this Rs. 20.47 lakhs was released by MHRD and has been utilised for payment of salaries. The proposed program activities for 2012-2013 at both IASEs and CTEs for (ex: IASE – Guwahati, IASE – Jorhat and CTE Nagaon) are being taken up with the unspent balance of amount received during 2011-12.

The audited statements raise questions on construction and purchase of furniture and equipment in IASE Guwahati and Jorhat in the light of the fact that both institutions are not functioning as IASEs.

2.8 Process and performance indicators

The data available at the Institutions on schools, students and teachers is insufficient for planning of in-service programs. The IASEs had limited data about teacher education institutions and teacher educators. Training Needs assessment is not carried out in a systematic manner. There is a need to have a system where the training needs of teachers can be understood in a scientific manner on regular intervals.

None of the IASEs and CTEs have a systematic Training Management System. Faculty development activities, whatever exists, is largely due to individual efforts. There is no planning for faculty development at the institutional level. The institutions have inadequate libraries, laboratories and ICT equipment.

3. District Institutes of Education and Training (DIET)

The JRM visited DIETs of Morigaon, Jorhat, Sonitpur, Darrang and Kamrup (Rural) districts and interacted with the faculty members of DIETs and ascertained the facilities available within each institution. The Mission's findings are reflected on the following dimensions:

3.1 Curriculum and Pedagogic Practices:

Quality of D.El.Ed Curriculum

The reformulated D. El. Ed. curriculum in the light of NCFTE 2009 and RTE Act 2009 is being implemented in the DIETs with effect from 2012 – 2013 academic year. The reformulated syllabus is based on NCFTE 2009 model curriculum. However the DIETs in general, face academic difficulty for transacting the curriculum in terms of lack of empowerment of Teacher Educators and appropriate resource materials. For instance, the Faculty members invariably expressed the view that there exists a dearth of paper wise resource materials for conducting curriculum transactions for each paper. For instance, semester I Paper IV, understanding self is cited as a problem area. The teacher educators of DIETs have neither been adequately oriented nor professionally enriched on NCFTE perspective. There is a need to expose the faculty to the basic principles of NCF 2005, NCFTE 2009 and RTE Act 2009 and their connectivity for strengthening quality of teacher educators. The classroom transaction process, despite a reformulated D.El.Ed curriculum continues to be on a conventional path. However, it has been observed that DIET Jorhat (Titabor) stands out from the rest in curriculum practices. The DIET is evolving pedagogical and assessment practices based on teacher abilities. They are in the process of developing a conceptual framework of teaching abilities rooted on learning process and facilitating learning for each child. This is being operationalized in an action research mode and classroom implementation. They have undertaken analysis of the D.El.Ed curriculum based on the premises of teaching abilities for the first semester. They have a plan to consolidate and follow same process for the remaining three semesters.

Quality of Resource Materials and Library

The quality of resource materials available for supporting the curriculum practice are not in tune with NCFTE 2009 and libraries do not have adequate and enriching materials to provide for curriculum transaction. Integration of ICT in teacher preparation is a distant dream. They have neither adequate computers nor the necessary software. However, the Mission noticed that a few faculty members in DIETs of Morigaon, Darrang and Jorhat developed story materials and computer enabled teaching learning materials in the area of teaching English language.

Developing Strategies on Teacher Preparation

On strategies, the areas of inclusive teaching learning multi-linguality, CCE etc. the DIETs have yet to take effective and meaningful academic initiatives. However, development of materials for Multi Grade and Multi Level (MGML) teaching in the DIET Jorhat (Titabor) and

an action research programme on multilingual approach conceived in the DIET Sonitpur can be seen as examples of faculty initiatives.

In-Service Modules

All DIETs are engaged in developing modules but these modules are formulated on a conventional frame and do not reflect the changed perspective on curriculum and transaction. Of these modules only a few are of recent origin. It is better that DIETs develop subject/theme specific modules in collaboration with institutes and experts working in the concerned area.

3.2 Professional Development of Teacher Educators:

Qualification

Faculty members, in general, possess minimum qualifications required for the positions in the DIET. Masters degree in a subject and B.Ed. are the minimum qualifications. There are faculty members, though their number is much less, who pursue further studies and add on to their qualifications. In DIET Kamrup, there are three faculty members with Ph.D. and three with M.Ed. degrees. DIET Sonitpur, has four faculty members with M.Ed., one with Ph.D. and one with M.Phil degrees. While two faculty members have completed M.Ed degree, one has gained M.Phil degree, two have submitted Ph.D. thesis and four are pursuing Ph.D research in DIET Jorhat (Titabor). In DIET Darrang, one faculty member has completed Ph.D degree, five have M.Ed degrees and one has M.Phil degree. In Morigaon DIET, four faculty members are pursuing Ph.D research, two submitted Ph.D thesis, four have M.Ed degree and two have M.Phil degree. Enhancing qualification is an individual initiative and can be seen in all DIETs.

Experience of Teacher Educators

Majority of faculty members have experience in the field of teacher education 15-22 years of and the rest of the members have experience in the range of 5 to 15 years. It is significant to add that the pre-service teacher education course was suspended in the state in 2001 and resumed in 2012, and during this period the faculty was mainly engaged in training the untrained teachers.

Mechanism/Strategies for TE Development

Training programmes conducted by SCERT on research methodology, on teaching of science, environmental science and mathematics, and teaching of English in collaboration with the British Council, provided opportunities for the faculty of DIETs to participate. Besides, SCERT organized a national conference on Educational Reforms in collaboration with UNICEF for Teacher Educators. A conference on ethnic language was also organized. Teacher Educators also participate in training programmes organized by NERIE. On exposure visit, DIET faculty members visit various institutes in other states. For instance, to name a few, faculty

members visited SCERT, DIET in Mizoram, MV Foundation in Hyderabad, *Eklavya* in Madhya Pradesh and RIE Bhubaneswar. Besides, they attend seminars and workshops.

Though such participations tell the prevailing opportunities for developing professionalism, all the faculty members in an institute or centre do not get access to these opportunities. Further such programmes may not be specific to their professional developmental needs. There is a need for systematic planning in formulating capacity building programme for teacher educators to address their professional development needs. Institutional (DIET) level planning for professional development of faculty members is an emerging need.

The suspension of the PSTE program for a decade, a pretty long period of career, did not allow for the utilization and development of their capacities as teacher educators.

3.3 Institution's Contribution in Research and Content Development:

Research

Interactions with the faculty members of DIET reveal that a few of them undertake research studies including action research. To list a few, linkages between ECCE and primary education, pupil's achievement in mathematics, weaknesses found in reading, study of classroom transaction, impact of TLM and problems of science learning are conducted by the faculty of DIET, Darrang. Likewise, study on advance planning on improving the teaching learning process, impact of remedial teaching on achievement and action research on development of hand writing are taken up in DIET, Morigaon. Impact of integrated text book on class I, case study of effectiveness of bridge language materials for slow learners and case study of cerebral palsy are the priority areas of research for the faculty of DIET, Sonitpur. Methodology and practices in the classroom, use of TLM, assessment, value education and drop out are the areas of research for the faculty of DIET, Kamrup. Besides, the faculty members undertake action research studies with the support of school teachers. However, it is important to note that they move on the traditional research path implying that the studies do not provide evidences for professional practices. Except a few, quality level of these studies is low. In action research they need to adopt the method of finding solutions to problems and induct teachers in using action research in classroom transactions. They need to enhance their conceptual understanding of research, title formation, selection of methodology, analysis of the data etc. They also need to enhance understanding of the concept and methodology of action research. They expressed desire for enrichment on research methodology including qualitative research, policy study and action research.

Content Development

In the area of content development, teacher educators try to indentify and collect content materials related to revised D.El.Ed course from internet and other sources. DIET Jorhat is developing materials on this revised curriculum.

3.4 Infrastructural Facilities and Instructional Resources:

Infrastructure

DIETs in general are housed in traditional buildings with adequate area. Among the five DIETs observed, only the DIET Jorhat (Titabor) has RCC structures. These buildings require renovations and it seeks urgent attention. Many of them lack livable hostel facility. Separate toilets with running water and renovation of existing toilets, well equipped staff room, conference room, and staff quarters are requirements of these institutions.

Information and Communication Technology (ICT)

DIETs do not possess more than three computers. In certain cases, only one out of the three is functional. None of them has computer lab and also computer related accessories. Internet access and websites of their own is essential conduit for strengthening the institutional system. Edusat facilities are available in four of the five DIETs visited by JRM. Apparently however, the use of the Edusat is limited.

Laboratory

The concept of laboratory is practically non-existent in DIETs. They have certain rooms marked for laboratory but these rooms are not equipped with necessary instruments and materials. In this context, the idea of integration of laboratory in teacher training does not exist.

Classroom and Conference Hall

Classrooms need to be well equipped with adequate furniture and instructional materials like display boards, white boards, etc., and require renovation. None of the DIETs have well equipped conference halls to conduct meetings or seminars.

Library

DIETs have housed the library in single rooms with inadequate number of relevant books, periodicals, journals, etc for providing support to student teachers and teacher educators. There is an urgent need to provide for a library hall with necessary fixtures/shelves and enriching them with new books, publications and material in tune with the curriculum demands and should be enhanced with digital library management system.

3.5 Issues of Governance, linkages across / between institutions (convergence), cadre management and filling up vacant posts

Staff strengths of DIETs								
Name of DIET	Principal		Vice Principal / Sr Lecturer		Lecturer		Non-Academic	
	Sanctioned	Filled Up	Sanctioned	Filled Up	Sanctioned	Filled Up	Sanctioned	Filled Up
Kamrup	1	0	7	4	17	17	23	22
Jorhat	1	0	7	2	17	17	23	20
Sonitpur	1	0	7	5	17	17	23	19
Darrang	1	0	6	1	14	14	13	9
Morigaon	1	1	7	2	17	17	23	23

The data reflect that among the five DIETs the mission visited, only one has Principal and in the rest of the institutions the post of Principal is not filled up and a senior lecturer is the In-charge Principal. In fact the data speak that the senior positions in these DIETs are vacant and the academic programs are managed by lecturers. Though the SCERT has initiated activities for filling up vacant faculty positions, it has not yielded the desired results. Systemic bottlenecks, litigation etc are cited as the roadblocks for moving ahead.

Further, the existing faculty members in these five DIETs, and those in the rest of the DIETs, have not got any promotion after joining the present position in the DIET. It may be noted that majority of the faculty members have experience of more than 15 years. This is true for the entire DIET system in the state. For instance, the existing vacancy of DIET Principal is as high as 89% and only 2 DIETs have regular Principals. Vacancy of Senior Lecturers is 79% and that of Lecturer is mere 2%. The vacancy of Non-academic staff stands at 10%. The vacancies assume further significance in the light of the fact that all DIETs are supposed to launch B Ed courses with an intake capacity of 100.

DIETs are under the administrative control of the SCERT. Academic linkage across the DIETs and with SCERT needs to be strengthened. Likewise, the linkage with SSA 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 in planning, implementation and management of teacher training programs and developmental activities of the district. SSA may also consider investing in building capacities of the DIETs, particularly that of the faculty. PAC has been constituted recently and it has met once to discuss and approve the perspective plan. The purpose of the PAC will be served only if it meets regularly.

3.6 Partnerships and collaborations (convergence)

The existing relationship of DIET with IASE and SCERT is at a minimal level. This needs to be reconceptualised in terms of collaborators for strengthening teacher education system.

SCERT as an apex body provides capacity building in certain areas, but IASEs contribution in this area is minimal. SCERT has revised the D.El.Ed. Curriculum in the light of NCFTE 2009 with the support of DIET faculty. Though the DIETs formulate district specific plans in collaboration with SCERT the district specific needs should not be lost while consolidating and executing the programmes.

There is a need for collaboration with university, NGOs and support organizations for strengthening the capacity of DIETs for performing academic activities. For e.g.: DIET, Morigaon has an active interaction with experts in reading enhancement program , and DIET, Jorhat collaborates with UNICEF on quality teaching and learning enhancement programme in schools through MGML methodology and Rajiv Gandhi Foundation on implementation of revised D.El.Ed curriculum.

3.7 Work Plan and Fund Utilization

For 2012-13 approval of Rs. 3416.50 lakhs has been given by MHRD for salary, program activities, faculty development and contingency. Out this Rs. 1537.42 lakhs has been released for undertaking the activities. However, the entire released amount has been utilized for payment of salaries. Some of the DIETs (ex: Darrang, Morigaon and Jorhat) have initiated the proposed activities under 2012-2013 using the unspent balance of amount received during 2011-12. On civil works, the detailed plan and estimate from state PWD is yet to be received for further processing and submission to MHRD for sanction.

Audit report indicates that despite having undertaken construction and purchase of equipment and furniture four DIETs – Dhemaji, Tinsukhia, Bongaigaon and Hailakhandi – remain non-functional. Discussion with SCERT officials and the Audit report reveals that this situation has been created due to non-approval of posts for these DIETs. The proposal for the creation of posts has been submitted but it is pending with various departments in the government.

3.8 Process and performance indicators

DIETs do not even have a conception of what data they need for planning and available data is insufficient. Training Needs Assessment is not carried out in a systematic manner. Though the DIET faculty participate in DACG and BACG meetings where concerns of teachers are articulated, there is a need to have a system where the training needs of teachers can be understood in a scientific manner on regular intervals.

None of the DIETs have a systematic Training Management System. The faculty development is happening only due to individual efforts. There is no planning for faculty development at the institutional level (DIET). They need empowerment in the area of revised curriculum - material, pedagogy and assessment – and action research. School visits are undertaken but needs to be systematized in order to improve the professional support offered to teachers. The focus should be on quality of learning for all children. The DIETs have inadequate libraries, laboratories and ICT equipment. There is also a need to build capacities of faculty for effective use of such facilities.

Section – 2: Strengths, Key Issues and Constraints for Teacher Development in Assam

Though the features of teacher education institutions (TEIs) – SCERT, IASEs, CTEs and DIETs - are outlined separately in section I, considering their connectivity in professional development current strengths, key issues and constraints are outlined together.

Strengths

- SCERT is the apex academic authority in school education and teacher education within the state. The DIETs, CTEs, IASEs are administratively controlled by the SCERT. This adds on to the strength of the teacher education system in the state.
- Revision of D.El.Ed Curriculum in the light of NCFTE-2009 and its implementation across the state from 2012-13.
- Setting up of PACs and State level Coordination cum Monitoring Committee (SLCMC)
- Recruitment of 40756 teachers through TET and providing D.El.Ed course to untrained TET teachers through K.K. Handiqui State Open University in cycles.
- Keen interest of faculty members in their professional development
- Positive thrust of the state leadership on teacher education

Key Issues and Constraints

Disempowered Teacher Education Institutions at all levels – approvals, staffing, access to resources, decision making, and trust – is a reality, arising from a lack of systemic will

- Unfilled faculty positions, particularly senior positions
- Delay in obtaining sanctions and approvals
- Delay in notifications of IASEs and CTEs
- Lack of promotions
- Slow process of decision making
- Lack of trust within and between institutions
- Cumulative effect of sub-optimal functioning

Lack of academic leadership

- Slow process of empowerment of SCERT – urgent need for restructuring
- Lack of institutional vision
- Lack of norms and protocols for ensuring quality in academic programs
- Absence of filled up senior positions in institutions
- Short tenures of leaders at SCERT

Limited exposure and lack of professionalism among teacher educators

- Most of the faculty members have only minimum qualifications as per state norms (Masters + B Ed)

- Limited exposure to current educational paradigm
- TEIs do not 'plan' programs for faculty development
- Lack of faculty initiative in originating and executing academic programs
- Lack of dignified working environment within institutions

Poor infrastructure and instructional facilities

- Lack of maintenance and renovation of buildings
- Classrooms, libraries, laboratories and conference rooms are ill equipped
- Absence of even basic ICT facilities
- Lack of residential facilities for teacher educators and student teachers
- Non availability of separate clean toilets with running water for both boys and girls

Teacher education curriculum

- Though D.El.Ed curriculum has been revised in the light of NCFTE 2009, it is not state/region specific
- Lack of adequate and appropriate resource material for revised D El Ed course
- Lack of empowerment of teacher educators on transaction and assessment practices in revised D El Ed course
- B Ed curriculum is yet to be revised in light of NCFTE 2009

Research

- Quality of research and capacities of Teacher Educators are areas of concern
- Research carried out by faculty follow a conventional path.
- Themes of research and methodology chosen do not provide for generating evidences for professional practices
- The knowledge base of the Teacher Educators on Action Research needs to be updated

Academic Programs

- Lack of norms and standards for ensuring quality in academic programs
- The capacity of Teacher Educators on planning and management of these programs is an area of concern

Weak processes and standards in institutional systems

- Lack of norms and standards for ensuring quality in academic programs at all levels
- Lack of indicators for performance and professional development of teachers and teacher educators
- No systematic institutional mechanisms for regular sharing of experiences
- Lengthy decision making processes on posts, promotions and flow of funds

Linkages and collaborations

- Meaningful connectivity and collaborative efforts among SCERT, IASEs, CTEs, DIETs, SSA, RMSA, universities, NGOs and other players in education within and outside the state is a major concern for effective implementation of teacher education scheme

Section – 3: Recommendations

Major actions to be initiated by the state:

Restructuring of SCERT

- Immediate action needs to be taken for the approval of the proposal for restructuring SCERT as an apex academic authority with the positions and pay scales suggested in the guidelines.
- State may like to consider a common cadre for teacher educators for effective management by SCERT
 - This would also create promotional avenues for all teacher educators placed in DIET, CTEs and IASEs
- A minimum tenure of three years for the chief of SCERT needs to be ensured
- Positions of Director, Joint Director and Deputy Directors should be treated as academic positions, irrespective of cadre
- The state may also consider raising the status of SCERT to a higher level system which will help in integrating all levels of TEIs – IASEs, CTEs, DIETs, BITEs, B Ed Colleges – within the state under one umbrella, both academically and administratively

Creation of posts and recruitments at different levels

- Vacant positions in all teacher education institutions need to be filled up urgently
- Drawing professionals for some faculty positions from outside the state can be thought of

Promotions of teacher educators

- Administrative decisions and processes must be hastened to complete the promotion of existing teacher educators within a time frame
- Appointment of head of institutions must be given priority
- There is a need for evolving a mechanism for timely and regular recruitments and promotions

Augmentation of infrastructure and instructional facilities within a time frame

- Ensure actions for completion of civil works as per perspective plan
- Necessary equipment and materials should be urgently procured for laboratories
- Computer laboratories should be established with adequate computers, accessories and internet facilities. Computer professionals are also to be positioned.
- All TEIs should have websites
- Libraries should be equipped with relevant books, journals and periodicals and internet facilities. Library management should be automated.

Professional empowerment of faculty members of TEIs

- Create thematic groups from among teacher educators in the state, to be coordinated by SCERT. The groups should be based on current priorities of the state. Support from external experts may be taken to enrich and augment the capacity of the respective groups. The purpose of these groups would be to guide academic processes such as research, material development, capacity building of all teacher educators etc in their respective areas.
- Institutional planning mechanism for faculty development needs to be initiated at every institution
- Introduce program management system for scheduling tracking and monitoring all the academic activities at the institutional level. (This can be done using Project software) There should be monthly review of progress, chaired by the head of institution in each TEI.
- The state needs to revise the norm for minimum qualification of teacher educators by including either M.Ed, M.Phil or Ph.D.
- Teacher educators must be given opportunities for enhancing their academic qualifications.

Ensure teacher education curriculum programs conform to NCF 2005, RTE and NCFTE, in spirit

- SCERT needs to encourage universities for reforming B Ed curriculum urgently
- The state needs to monitor the implementation of revised D El Ed curriculum through a study and based on the evidence further revisions may be made
- Steps may be taken to develop adequate resource material to strengthen transaction of revised D El Ed course and the reference material listed must be made available in the library of the DIETs.

Ensure academic and administrative convergence across different institutions of the system

- Create a common plan of program wherever multiple institutions are involved so that duplication is avoided and no critical issues get left out
- A monthly or a bi-monthly review meeting of heads of various institutions should be organised under the chairmanship of the Secretary of Education to review academic programs and administrative and financial matters. The review may be done with the support of Project software.

Re-conceive in-service teacher training

- Reconceptualise the teacher training programs on a 'project' mode. After initial exposure, the teachers are facilitated to develop solutions to the academic problems they face in the school and school based support is provided as they implement the solution. Subsequently teachers should be provided forums for reflection and

consolidation of learning. This will require creation of a large resource pool in each district.

- Set up a committee of teacher educators to reformulate and review the in-service teacher development programs in tune with the current curricular perspective on issues like need based themes, methodology, program evaluation, etc.
- Evolve a training management system at all levels.
- The TET qualified teachers (around 36,000) undergoing D El Ed in ODL mode would require a strong in-service capacity building process.

Strengthen research capacity of teacher educators

- Capacity building program for teacher educators particularly in the areas of research methodology, text book analysis, content analysis, classroom transaction, curriculum studies, assessment, etc are needed
- The methodology of action research needs to be defined and implemented in spirit. Empowerment of teacher educators is crucial for percolating action research in school practices.
- Set up institutional mechanisms at SCERT for screening of proposals and review of reports.
- Publication of a quality journal to provide opportunity to teachers and teacher educators to publish their research work

Develop centers of excellence

- SCERT should identify one TEI from each category – IASE, CTE, and DIET – that has the potential to grow into a centre of excellence that other institutions of that category can learn from. DIET Jorhat, by virtue of their work with schools and their innovative effort to implement revised D El Ed curriculum, seems to be a potential centre of excellence.

Enhancement of intake capacity of TE programs

- Applications for enhancement of intake capacity in existing institutions must be submitted to the NCTE at the earliest
- Process of establishment of new TE's must be hastened.

Annexure 1**JRM Assam: Schedule of Activities**

Date	Activities/Institutions visited
January 30, 2013	Interaction with heads of SCERT, IASE, CTE, DIETs
January 31, 2013	<ol style="list-style-type: none"> 1. Meeting with Commissioner of Education 2. Interaction with SCERT faculties
February 1, 2013	<ol style="list-style-type: none"> 1. DIET, Morigaon 2. CTE, Nagaon
February 2, 2013	<ol style="list-style-type: none"> 1. IASE, Jorhat 2. DIET, Jorhat
February 3, 2013	<ol style="list-style-type: none"> 1. DIET, Sonitpur 2. DIET, Darrang
February 4, 2013	<ol style="list-style-type: none"> 1. DIET, Kamrup
February 5, 2013	<ol style="list-style-type: none"> 1. IASE Guwahati 2. SSA
February 6, 2013	<ol style="list-style-type: none"> 1. Meeting with K.K. Handiqui Vice Chancellor and Officials 2. Meeting with private B.Ed. college principals and teacher educators
February 7-8, 2013	<ol style="list-style-type: none"> 1. Report Writing at SCERT 2. Sharing of findings with the Commissioner cum Secretary, department of education officials, Director and officials of SCERT and SSA

Annexure 2

List of documents

- 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
- Research work of faculty members
- Program reports and material produced by teacher educators
- Audit reports