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Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Shasti Bhawan, New Delhi
Dated the 22nd January, 2013

Subject: Forwarding of minutes of the 2nd Meeting of Joint Review Missions (JRMs) held on 7th January, 2013.

Please find enclosed a copy of minutes of the 2nd Meeting of Joint Review Missions (JRMs) under the Chairpersonship of Dr. Amarjit Singh, Additional Secretary which was held on 7th January, 2013 at 10:30 A.M. in the India International Centre, New Delhi to discuss the modalities of JRM.



(M. Dilip Kumar)

Under Secretary to the Government of India

22.1.2013

To:

1. All Members of JRM

CC to:

1. PPS to Secretary (SE&L)
2. PPS to AS (EE.I)
3. Guard File

Handwritten notes:
A. - Search & send to the Secretary.
12.
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PPS

Minutes of 2nd Meeting of Joint Review Mission held on 7.1.2013 at 1030 hours under the Chairmanship of Dr. Amarjit Singh, Additional Secretary, Department of School Education & Literacy.

The second meeting of Joint Review Mission (JRM), in connection with strong monitoring mechanism for effective implementation of the Teacher Education Scheme and for institutional strengthening, was held on 7.1.2013 at 1030 hours under the Chairmanship of Dr. Amarjit Singh, Additional Secretary (EE.1) in Conference Hall No.1, India International Centre, New Delhi. List of participants is annexed.

2. At the outset AS(EE.1) thanked all the participants for their support and gave a brief presentation of the status of the Scheme in the country and also the constitution of JRM and expectations from the Members of the JRM, details of which are as follows:

- The Government of India has approved the Teacher Education Scheme for the 12th Five Year Plan. There is a 400% increase in the plan allocation.
- 30 States have already submitted the Annual Work Plan and proposals worth Rs.800 crores have already been approved by the Teacher Education Appraisal Board. Funds have also started flowing to the States.
- Most of the States have held State level consultations. There is also little bit of movement in the North Eastern sector.
- Visit by the Members of JRM would go a long way in implementation of teacher education scheme.
- JRM is expected to be mentoring exercise.
- 90% of Teacher Education Institutions are in the private sector and the responsibility of JRM Members would be to visit some of these institutions to suggest ways for improving the quality of these institutions.
- Visit of JRM Team should not be an one-off involvement but the same team should visit the States twice a year.
- Each Team should submit a report preferably before March, 2013, giving in depth review of the position of teacher educations in the particular State. The members can identify some local university/schools of education which have the potential to become the Centre of Excellence for that State.
- The Members were appraised on the main guiding factors in the revision of the Teacher Education Scheme.
- Members should assess about what is going on in the Teacher Education Scheme and the current obstacles in effective implementation of the scheme in the State.
- States should be encouraged to have an internal monitoring mechanism

- The members were assured that the report of the Team of JRM along with issues raised would be analysed by TEAB at the time of discussions of the Annual Work Plan of the States in order to see as to what remedial action taken, on the issues raised can be taken.
- Ideally the States should have a 5 year rolling plan. In some States, there are very good private institutions. JRM Members were requested to suggest the names of such institutions, which can be used for the training of teachers.
- MHRD will organize 1-2 days on meeting with the State level officials. Annual Work Plan format provided by these States would be shared with the JRM team.
- MHRD would also provide all logistic support in the preparation of the Report of JRM Team.
- JRM should provide a clear Roadmap with specific suggestion as what steps need to be undertaken for improving the quality of training of teachers; availability of requisite quality training institutions for training; commitments needed from the State for implementing the roadmap, etc.
- In the field visits, in addition to 3 Members nominated by GoI, a senior level official of the State Govt. well versed with the State, one representative from local UNICEF office and one official from Azim Premji Foundation, would be available to help the Members in their field visits.
- The Ministry would be assessing the Annual Work Plan of the States, based on the report given by the Members of JRM – whether the State has incorporated the suggestions / rectified the problem areas identified and initiated steps for strengthening the institutions, as advised by the members.

3. Prof. Janaki Rajan, (Jamia Millia Islamia) made a presentation highlighting the expectation of JRM in respect of SCERT, which is summarised below:

- At present SCERT is saddled with a lot of responsibilities like they are designed as the nodal academic authority responsible for preparation of text books, responsibility of affiliation of teacher education institutions which involves not only granting affiliation but inspections and processing of huge quantity of applications.
- The availability of staff in SCERT is not in conformity with the requirement of responsibility entrusted to SCERT. This has led to SCERT not being able to handle the main responsibility as academic authority.
- SCERT is incharge of all the DIETs and also responsible for preparing in service Teacher Training Programme for which they have to develop material.

- JRM should look into the kind of work that SCERT staff is saddled with.
- Pre-service teacher education requires a major overhauling and SCERT needs to be strengthened.
- CTEs can play a major role in RMSA and there should be a RMSA Cell for SCERT. NGOs also have a major role to play.
- Even though, SCERT technically belong to the States, there should be constant review of SCERT and Directorate of Education.

4. Following issues were raised by the members, as:

Prof. Krishna Kumar of Delhi University stated that unfortunately the role of SCERT is a huge challenge in a federal State like India. SCERTs are different in different parts of the country, in West Bengal, where his team is scheduled to visit, SCERT is only a marginal player. It has hardly any role to play and it would require a different kind of exercise. He requested for State dossiers to be prepared for assisting JRM.

Ms. Suzana Brinkmann, UNICEF opined that at the national level, there are some NGOs who have good academicians and it would be advisable if one person is made as a member of JRM as they would be having the local knowledge, as they would have been working at deeper level.

Prof. Pranati Panda, NUEPA said that SCERT is meant for improving the quality of teacher education programmes, JRM should not only map this but also the working of SCERT in the State. The SCERT role vis-à-vis CTEs and ISEs should also be mapped as SCERTs has a weak role because universities play a key role. A lot of aspiration is being placed on SCERT.

Education Secretary, Government of Assam stated that SCERT has converged with the programmes of SSA. She expressed apprehensions that if SSAs activities are not included in the role being performed by SCERT, it would not be doing justice to the working of SCERT. In the State of Assam, SCERT has been assigned, by government policy, as a regulatory authority for conducting Teacher Training Programmes.

Shri Alisher Umarov, UNESCO stated that the main bottleneck of better education is not having an efficient SCERT. He advised that a simple well developed matrix for SCERT would be very helpful.

Shri Om Pathak, Chairman, DPS Society, Ghaziabad stated that in every State, there are lot of NGOs working in the area of teacher education and we should try to leverage NGOs also, as there is adequate shortage of teacher educators. He emphasized that there is a huge pool of talent available in the private sector.

Ms. B. Seshu Kumari, Additional Director, Government of Andhra Pradesh opined that each State has uniformly accepted SCERT as nodal academic authority. There should be a separate cadre for SCERT and a time frame of 3 to 5 years tenure needs to be fixed.

5. After the observations, AS(EE.I) clarified that the Ministry is not looking for an uniform structure in SCERT. The expectations for JRM are to identify the shortfalls that hamper the deliverables expected of SCERT. JRM should specifically look into the question of how to help SCERT in achieving its role of academic authority.

6. Prof. Padma Sarangapani, TISS, Mumbai made a brief presentation on what the JRM should look into when visiting the States, particularly, in the context of DIETs, which is summarised below:

- There should be a State vision and plan for the Teacher Professional development. DIETs needs to be meaningfully integrated into the State's Plans.
- In the 12th Five Year Plan, revitalization of DIETs should come out strongly.
- There should be autonomy of DIETs for planning and designing activities through a single annual work plan and there should also be an annual review/reports.
- There is a need for academic cadre with multiple points of entry. DIET faculty should have a fixed tenure and faculty with appropriate qualifications only should be recruited.
- There should be a Resource Centre within each DIET.
- DIETs capability should be extended to middle and high school as they are established systematically in every district.
- There should be linkages with colleges, NGOs and resource agencies in the district.

7. **Prof. Krishna Kumar, Delhi University**, opined that teacher education as a sector of higher education is a new idea. All teacher educators have to be involved. There are different kinds of scales and salary being given to faculty of DIETs and Colleges. Even though the difference is marginal, it is a significant difference and there should be mobility amongst them. JRM has also to see how far the States are prepared to accept this mobility.

8. After the presentation, AS(EE.I) stated that the following are the expectations/insights from JRM regarding DIETs:

- i) Infrastructure available in DIETs and how it can be strengthened
- ii) Issue of faculty – posts filled and steps being taken for filling up of vacant posts

- iii) Capacity of in-service and pre-service training
- iv) Autonomy available in DIETs
- v) Leadership

He also informed the Members of JRM that the Ministry is in the process of 'mapping' the entire data and a software is being developed on the lines of Mid Day Meal scheme. He also suggested that there are really very good people in some of DIETs and JRM is expected to identify these people so that their services can be used optimally. These people can also be used as a core group of teacher educators.

9. Shri Hriday Kant Dewan of Vidya Bhawan Society, made a presentation on IASEs and CTEs; highlights of which is as under:

IASEs:

- The vision of IASEs is to actively contribute to the improvement of teacher education and developing more effective teacher development programmes. This can be achieved by having IASEs acting as regional resource centers and also coordination between institutes like CTEs, DIETs and other colleges.
- There should be some flexibility to generate resources and there should be a cell for improving themselves/engaging to discuss common problems.
- There should be administrative empowerment in IASEs.
- JRM can play supportive role in helping find avenues of coordination between DIETS, CTEs, IASEs and SCERT.

CTE

- The vision of a CTE is not only to expand the quantity and quality of secondary school teacher but also reinvent itself to proactively engage with the overall state education system.
- JRM should observe the number of CTEs available in the state, whether it is adequate and whether in the available CTEs, there is adequate faculty, technical and support staff and availability infrastructure for training.

Prof. Rathindranath De, Former Principal, IASE, Kolkata stated that infrastructure available in IASEs, linkages with other institutes should be looked into by the JRM team during its visit. He further observed that CCE is an important issue and different versions are available in the states. He stated that one of the inputs that JRM may like to give is regarding CCE.

10. After the presentation, AS(EE) requested Prof. Krishna Kumar to make a short presentation on the status of teacher education in the country. He informed the members that during the recent E-9 meeting Prof. Krishna Kumar had made a

very good presentation and countries like China and Pakistan were very much impressed.

11. **Presentation on status of Teacher Education in the Country:**

Prof. Krishna Kumar stated that there are two components of teacher education, one executed in teacher education institutes and other executed in the schools where teachers can have training skill and where they show the grasp of the skill. There are fundamental and classical issues which have been highlighted by the Chattopadhyaya Committee. What is the level of understanding created between themselves and the schools where they send the teachers? - Is the teacher sent to schools treated as cheap available labour. The life of a teacher in school - whether teacher education institutes are aware of that life. How does the relationship evolve? Teachers in existing school should act as role model. Otherwise, they end up as negative role. What important difference have been made by B.Ed. curriculum, recent efforts to revamp teacher education curriculum in the overall teaching faculty. JRM can see the various faculties available in the teacher education institutes.

12. **ICT in Teacher Education**

Prof. Rajaram Sharma, Joint Director, CIET, NCERT stated that possibility of ICTs is grossly over rated and there is a need to re-look. Worldwide ICTs had not made any significant impact in teacher education. We are focusing on the students and not the teachers. In the guidelines, proprietary has been replaced with open source. We should look at ICT, how it can be used for teachers and how it can contribute to bring professionalism in teachers. ICTs should be used as a vehicle for teacher educators. MIS should be the starting point and we should make provision for location of large amount of teaching material.

After the presentation, AS(EE) requested Prof. Rajaram Sharma to send a brief note which can be incorporated suitably.

Prof. Pranati Panda stated that JRM initiative is very useful in the context of teacher education. There should be a mechanism to improve teacher education. Changing curriculum does not help as adequate material is not available to understand the changed curriculum. Teachers require additional reading material. JRM should look at the diversified tasks being given to SCERT/DIETs.

Ms. Suzana Brinkmann, UNICEF opined that should be a discussion on Five Year Plan. JRM can have a long vision. The role of JRM, the nature of assessment and the support to the States with concrete goals for helping States in capacity building of teachers should be looked into by JRM.

13. After the discussion, following decisions were taken:

- i) MHRD would present a dossier of the State to the Team Leader of that particular State.
- ii) A senior person, well versed with the teacher education in the State, would be available with JRM team during the duration of visit.
- iii) A senior faculty from Azim Premji Foundation would accompany the JRM team.
- iv) A local representative from UNICEF would be the part of the JRM team.
- v) Prof. Janki Rajan would prepare a questionnaire on SCERT for use of JRM team.

14. The following are the schedule of visits by the JRM teams :

Sl. No.	Name of State	Date
1.	Bihar	15 th – 24 th February, 2013
2.	Madhya Pradesh	20 th – 28 th February, 2013
3.	Orissa	20 th – 28 th February, 2013
4.	Jharkhand	1 st or 2 nd week of February, 2013
5.	West Bengal	Beginning March
6.	Assam	30 th January – 2 nd week of February, 2013
7.	Uttar Pradesh	
8.	Chhattisgarh	

The meeting ended with the round of thanks.

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List of Participants

1. Dr. Amarjit Singh, Additional Secretary (SE&L), MHRD, New Delhi, in chair
2. Ms. L.S. Changsan, Commissioner & Secretary, Education Deptt. Govt. of Assam
3. Shri Krishna Kumar, Professor, CIE, Delhi University
4. Shri Rajaram S. Sharma, Joint Director, CIET, NCERT, New Delhi
5. Prof. Janaki Rajan, Jamia Millia Islamia, New Delhi
6. Prof. Padma Sarangapani, TISS, Mumbai
7. Shri Dileep Ranjekar, CEO, Azim Premji Foundation
8. Shri OM Pathak, Chairman, DPS Society, Ghaziabad
9. Shri Alisher Umarov, UNESCO, Chief of Education, New Delhi
10. Dr. Begur Ramachandra Rao, UNICEF, Education Specialist, New Delhi
11. Ms. Lalita Pradeep, Dy. Director (Education), Principal, DIET, Lucknow
12. Prof. Pranati Panda, Professor, NUEPA
13. Dr. N. Upender Reddy, SCERT, Andhra Pradesh
14. Dr. Pratibha Sharma, Joint Director, SCERT, New Delhi
15. Ms. Suzana Brinkmann, UNICEF, New Delhi
16. Shri Shobhit Jain, Additional Commissioner, Rajya Shiksha Kendra, Madhya Pradesh
17. Prof. S.M. Sungoh, Professor & Head, Deptt. of Education, NEHU, Shillong
18. Shri Hasan Waris, Director, SCERT, Bihar
19. Dr. Ishtiaq Ahmad, Director, SCERT, UP, Lucknow
20. Shri Hriday Kant Dewan, Vidya Bhawan Society, Udaipur
21. Ms. B. Seshu Kumari, Additional Director, Govt. of Andhra Pradesh
22. Dr. S. Vincent D. Paul, Reader, DIET, Tamil Nadu
23. Shri Inbaraj, Reader, SCERT, Govt. of Tamilnadu, Chennai
24. Ms. Shubhra Chatterji, Director, Vikramshila, Kolkata
25. Shri Ajay Batra, Head/Asst. Acced., Azim Premji Foundation
26. Dr. Ali Imam, Ret. Principal, DIET Patna, Bihar
27. Dr. Rathindranath De, Ex- Director, SCERT, West Bengal
28. Shri Nikhil Mathur, Team Leader, Teacher Empowerment Program, Rajiv Gandhi Foundation
29. Dr. Dibakar Sarangi, Assistant Director, DTE & SCERT, Orissa
30. Ms. Deepa Tiwari, Assistant Director, SCERT, UP, Lucknow
31. Shri Roshan Sinha
32. Ms. Smriti Sharma, Assistant Professor, Lady Shri Ram College, Deptt. of Elementary Education, New Delhi
33. Shri Farah Farooqi, Associate Prof, Jamia Millia Islamia, New Delhi
34. Shri A.K. Danayak, Coordinator (TE), Rajya Shiksha Kendra, SCERT, Madhya Pradesh
35. Dr. D.K. Dutta, Reader, SCERT, Govt. of Assam

Ministry of HRD Officers

36. Shri Vikram Sahay, Director, MHRD, New Delhi
37. Shri M. Dilip Kumar, Under Secretary, MHRD, New Delhi
38. Shri Ajit Prakash, Section Officer, MHRD, New Delhi