

Report of the
Joint Review Mission on Teacher Education

Jharkhand

February 17-23, 2013

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Executive Summary

Joint Review Missions in Teacher Education have been constituted by the Ministry of Human Resource Development, Government of India in order to take stock of some states and the progress they have made towards the implementation of the revised Centrally Sponsored Scheme for Teacher Education and to recommend measures and road maps. The JRM team visited Jharkhand from 17th February to 23rd February 2013. The team interacted with state officials and functionaries, teacher educators, teachers and student teachers at various levels, across teacher education courses. The team visited SCERT, the designated IASE, CTE and DIET including private teacher education institutions. Interactions were held with the Principal Secretary, (Education) and Director, Primary Education of the Jharkhand State.

The scope of this team's work has not been to provide any oversight to the implementations, but to understand the development in the state so as to help provide academic support and guidance. The team is informed of the constraints that this young State faces. It is in this light, that the report has been prepared.

Challenges for Teacher Development in Jharkhand

Jharkhand is yet to put in place a vision and a state plan for Teacher Education. The State does not have a Department or Directorate looking into the issues of Teacher Education. Even the SCERT is not functional. An organic process for the evolution of these institutions is yet to emerge and where the institutions do exist, the concept of an IASE, a CTE, or a DIET has yet not been articulated in them. The State's Teacher Education System has also not been able to shake off the effects of the apparent absence of investments in erstwhile composite Bihar.

Some of the pertinent challenges before the State are:

- In the absence of a functional 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. The state also does not have provisions for research degrees in Education.
- 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. Program Advisory Committees (PAC) of the DIET were not in place.
- The revised curricula across courses (D.Ed., B.Ed., M.Ed.) were not at par with NCFTE, and not in sync with the NCERT texts being used in the school system.

- A brief interface with the curriculum and pedagogy in the preservice institutions at Jharkhand 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 some DIET, the physical infrastructure is abysmal, and crumbling. Some basic infrastructure needs immediate attention, especially in facilities with women and girl students. Where central funding is available, some new buildings are being put in place, for instance the IASE and CTE.
- The admission process of the DIET has collapsed in the last 2 years, reportedly due to change in admission criteria.
- About 80% of the B.Ed. colleges are run by private institutions, where there are concerns with quality.
- 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 and teachers within the system is conspicuous. Where these do exist, they are not planned and more in place due to a response to the government's schemes or programs.
- The State has a huge backlog of teacher vacancies and untrained teachers. The state has put in place a programme developed by National Institute of Open Schooling (NIOS) for training of parateachers.
- There are no inter-linkages and convergence of Teacher Education with other state programs /school system /BRC /CRC. Absence of a contact of TE with the issues concerning the school system is palpable.
- In-service Training is currently in the purview of the SSA, 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.

Recommendations

In the view of the above challenges before the state and keeping in mind the unique context of Jharkhand, the JRM puts forth the following recommendations.

- Set up a Cell in the Directorate to coordinate the activities of the Teacher Education scheme. The cell would liaise with the central government, the universities, CTE, SCERT, and other agencies on behalf of the state government
- Set up a core group of heads of the teacher education institutions, mandated with drawing up and help realise a state teacher education plan
- Set up a state advisory group to work with core group for institution building
- Set up an Academic Support Group to support the State teacher education system
- Establish and functionalise SCERT and all the other Teacher Education Institutions based on a well articulated State Plan. Establish inter-linkages between various systems
- Put in place processes that will help build a Teacher Education cadre. Systematic mapping of teachers in the system who can either be recruited as Teacher Educators, or be involved as Resource Persons
- Make basic infrastructure facilities functional using whatever contingency funds available. The state government may need to take appropriate steps to facilitate completion of incomplete buildings
 - Building of boundary walls and basic facilities in existing institutions on priority
 - Allocating funds for upgradation of libraries
 - Plan the setting up of Learning Resource Centres within Teacher Education Institutions (TEI)
- Bring existing teacher education courses at par with the NCFTE 2009 to be taken up urgently, so that students in teacher education courses are prepared in line with the requirements of the NCF
- Synchronise and centralize the academic calendar of the preservice institutions for developing a pan-Jharkhand approach to Teacher Education
- Centralise and automate admissions in D.El.Ed. and B.Ed. courses
- Train librarians, allocating funds for upgradation of libraries

- Build linkages with the practice teaching schools in the vicinity of each TEI through a school adoption processes
- Regularise parateachers when they complete their training
- Promote research and build in an agenda around local concerns and needs
- Provide adequate avenues for professional development of teacher educators and teachers
- Bring private teacher education institutions under a state oversight and monitoring mechanism

1.0 Introduction

In view of the large scale expansion of the school system, spearheaded by the programme support through Sarva Shiksha Abhiyan and the Rashtriya Madhyamik Shiksha Abhiyan on one hand and the Right to Education Act, imposing a legal requirement, on the other, states are required to address a host of issues related to teacher preparation and support. Adequate expansion of the teacher education programmes, including preparation of teacher educators becomes an essential part of this growth.

The centrally sponsored scheme on Teacher Education being implemented through the State Governments and UTs since 1987 (following NPE, 1986) emphasizes the significance and need for a decentralized system for the professional preparation and support of teachers. The scheme has been modified in 2012, keeping in mind teacher requirements and preparation for compliance with RTE, 2009. The scheme aims to help establish and nurture capacities in a range of institutions and programmes of teacher education. These include both preservice and in-service interventions along with evolution of training plans and models, material development, research, monitoring and evaluation. It is hoped that these efforts, put together, would be able to support the enhancement of quality in schools. Accordingly, States have been encouraged to develop annual work plans synergising requirements at all levels of teacher education. New guidelines for implementation of the scheme and a revised annual work plan format have also been proposed.

2.0 JRM visit to Jharkhand

Joint Review Missions have been organized to study the status of Teacher Education in the states. The main purpose of the JRM's review has been to obtain a sense of readiness and progress of the teacher education and also to consider issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme. The JRM also aimed at understanding the challenges in each of the areas of intervention.

It was in this context that the present team visited the state of Jharkhand from 17th to 23rd February, 2013. During its' visit, the team had interactions with the State Officers, officials at SCERT, teacher educators, student teachers and leaders at various TEI existing in the state. These TEI are: University Departments offering Masters in Education programmes, government and private colleges offering Bachelor in Education and District Institutes of Education and Training. The schools and Block Resource Centres (BRC) in the vicinity of the TEI's were also visited. The list of institutions visited is placed as an Annexure.

The scope of this team's work has not been to provide any oversight to the implementations, but to help provide academic support and guidance. It is envisaged that this process would help to establish a mentoring mechanism, from which the State can benefit.

3.0 About Jharkhand

Sharing borders with Uttar Pradesh and Chattisgarh in the west, with Bihar in the north, West Bengal in the east and Orissa in the south, Jharkhand became the 28th state of the Indian Union on 15 November 2000, after almost half a century of people's movements around Jharkhandi identity. The literacy rate in Jharkhand has since seen an upward trend and is currently placed at 67.63 percent (Census of India, 2011). However, this figure is marked by a major disparity among the genders, 78.45 percent for males and 56.21 percent for females. 28% of the population belong to tribal groups, while 12% to the scheduled castes.

Despite Jharkhand being a leading producer of mineral wealth in the country along with Chattisgarh, endowed with a vast variety of minerals like iron ore, coal, copper ore, mica, bauxite, graphite, limestone, and uranium on the one hand, and vast forest resources, 30% of its 79,714 sq.km., on the other, Jharkhand is yet to express itself as a forward looking state. While the movement for an independent state was essentially an attempt by disadvantaged societal groups to influence policies in their favour, the absence of a well articulated identity as well as a desire to strive for its own progress is very visible. The State's education system should emerge as one of the catalysts for such an expression. That will be one of the important challenges before the State and external agencies wishing to support it.

4.0 Status of Teacher Education in Jharkhand

Being a young state, Jharkhand is yet to put in place Teacher Education Institutions and systems. The vision and a state plan for TE are yet to be articulated. The State does not have a Department or Directorate looking into the issues of Teacher Education. Even the SCERT is not functional. The State appears only to have reacted to various demands made by the government at the centre or provisions in different schemes. An organic process for the evolution of these institutions has not emerged, and where the institutions do exist, the concept of an IASE, a CTE, or a DIET has yet not been articulated in the institutions. It is significant to note that there have not been any demands from local pressure groups for putting in place these institutions.

The State's Teacher Education System also appears to have suffered from the absence of investments in erstwhile composite Bihar.

4.1 Teacher Education Institutions

There are in all five Universities: Ranchi University & Birsa Agricultural University at Ranchi, Sidhhu Kanhu University at Dumka, Vinova Bhave University in Hazaribagh and a recent addition, Kolhan University. None of these have a Ph.D programme, two of them have self-financing M.Ed courses. Apart from these, two private institutions offer M.Ed courses.

The State reports 67 colleges offering B.Ed courses, while the State Annual Plan had reported 59 (of which recognition of two have been withdrawn). No lists were available for reconciling these numbers. Four of these were set up by the Government. Similarly, 24 institutions including 17 set up by the Government offer a primary teacher training programme, known differently as PTT, PTE and ETE. This nomenclature would need to be standardized as per NCFTE 2009.

Now, the State proposes to upgrade / set up 1 IASE (Govt. Teachers Training College, Ranchi), 8 CTE (Govt. Women's Teachers Training College, Ranchi, and Govt. Teachers Training Colleges at Hazaribagh and Deoghar; one each in each of the five Universities), and 24 DIET (including upgradation of 3 DRC).

The SCERT is currently managed by an Administrative Officer on deputation. This person has triple charge. Some activities under the SSA are being organized under the banner of SCERT. The revised textbooks of Class I have been published by SCERT.

All the institutions visited (offering M.Ed., B.Ed., PTT in the Government as well as privately owned institutions) perceived their roles only as colleges offering a pre-determined course. They neither had any perception nor any orientation to the expanded roles expected of them. Apart from identification of the institutions, the State does not appear to have any plan to evolve these institutions to take up their designated roles, particularly in in-service teacher support, monitoring and evaluation, research and material development.

4.2 Issues of capacity building and leadership

In the absence of a centralized teacher education system in place the heads of TEIs at present have not been adequately prepared to visualize the role of their institution in the entire gamut of school and teacher education in the state. It is also pertinent to note that all the Teacher Education Institutions are staffed by administrators recruited from Jharkhand Public Service Commission, who may or may not have the required qualifications. Given this, the state faces numerous challenges in terms of human resources.

Significantly a large number of teacher posts (approximately 58,000) are vacant at the elementary level (as reported by the State). These numbers would further swell when the post-RTE requirements are factored in. For instance, the state currently reports a PTR of 42.99 at elementary stage and 160.54 at the secondary stage.

The State has a large number of untrained teachers (44,000), of which 36,000 have enrolled with IGNOU and another 8,000 with NIOS.

In any case, attempts at recruitment of teachers have got embroiled in court cases and are yet to be resolved. The State pins its hopes on a large pool of qualified aspirants, from which teachers can be drawn. The State Teacher Eligibility Test results have not been released and performance of Jharkhand graduates in the Central Teacher Eligibility Test is not known.

Not very long ago, when the state was not separated from Bihar, between 1996-2000, teacher vacancies were filled up with graduates with no teacher education qualifications. This not only led to the large numbers of untrained teachers in the system, but also to large scale decline of teacher education institutions. The absence of correctives in the last decade, accounts for the complete absence of a teacher education system in Jharkhand.

Leadership

There appears to be a lack of vision amongst the leaders / heads of institutions at all levels. Upgradation of the institutions would not mean much unless the leadership is capacitated so as to be able to visualize their roles in their respective institutions and in the entire educational system of the state. This is further deterred by the SCERT not being functional.

In the absence of SIEMAT, training of Head teachers and other functionaries specifically for leadership roles is not being undertaken systematically.

5.0 Teacher educators

5.1 Absence of a cadre

As stated above there is no cadre of teacher educators in the state. Faculty in Teacher Education Institutions are primarily district level administrators who have been deputed as teacher educators. All Teacher Education Institutions visited – SCERT, DIET and the designated CTE as well as IASE had personnel drawn from administration, with or without requisite qualifications, teaching the courses. Even there, the numbers were short of full capacity.

There is an urgent need to resuscitate the Teacher Education cadre. The state needs to fill up the existing vacant posts as well as cater to the demands of the posts arising from upgradation of the Institutions.

5.2 Courses

Till about 2007, M.Ed. course was not offered across the state. At present, M.Ed. is being offered in 2 constituent colleges of Universities and 2 private colleges with intake of 35 students in a

batch making it a total of 140 students graduating each year. The programme in the constituent colleges of the university is in the self-financing mode. The only support mechanisms that are in place are for admissions and examinations.

The teaching faculty in the M.Ed. programmes is on contract and gets a consolidated salary. This is despite the fact that most of the faculty has the requisite qualifications. Faculty on contract was pointed out as one of the main constraints for not offering Research degrees in Education – M.Phil. and Ph.D. as the faculty would not be able to fulfill the supervisory requirements for the research students.

In view of the above constraints, development of a Teacher Education cadre would be extremely difficult. The number of teacher educators graduating would be grossly inadequate to meet the state demands after establishment of the SCERT, IASE, CTE, B.Ed colleges and DIET. The State believes that amongst the existing faculty at various levels, there are a number of teachers, who have the requisite qualifications to be a teacher educator. The state could explore the possibility of recruiting these teachers as teacher educators. However, no systematic mapping of such persons exist and it is imperative that the same be done to gauge the deficit of teacher educators.

5.3 Curriculum and Pedagogic issues

The M.Ed. programme is transacted in a semester mode with 8 papers distributed across two semesters. The syllabi of most of the courses do not have many references to contemporary theories, policies and programmes. There is generic listing of concepts in the syllabus which could render the transaction ambiguous. It is imperative that the State looks at the curriculum in the light of NCF 2005 and NCFTE 2009 so that teacher educators with contemporary vision and perspective are prepared.

The dissertations in the M.Ed. programme are to be seen as a training for research and are also to develop prospective TE capacities for knowledge generation in local contexts, bringing in local experiences. Some of the dissertations undertaken by the M.Ed. students at the Jamshedpur Women's College do engage with local realities, (like 'A study of drop-out among tribal students

at secondary level’, ‘Impact of mid-day meal’, ‘Case study of the KGBV’, ‘Engagement of teachers with local environmental contexts’), while others seem to be rhetorically driven by educational psychology texts (‘Comparison of personality adjustment’ and ‘Educational attainment of adolescents of single parent family and complete family’), or depict inadequate engagement with issues (‘Role of Sikh Institutions in the development of moral values in Jamshedpur’). Some of the dissertations however, do not reflect sufficient engagement with issues and pedagogic concerns. This may be due to the lack of academic support across various aspects of the M.Ed. Program, especially resources like texts and journals, lack of exposure of the faculty to contemporary research in education, academic scope offered within the course or absence of contact with the issues concerning the school system. It is pertinent to note that the library though well stocked shows the lack of exposure on the part of librarians and faculty to be able to select appropriate reading as well as audio-visual materials. The facilities of ICT in the colleges are also yet to be explored fully.

5.4 Avenues for professional growth

The state reported that so far, no training programmes specifically aimed at the professional development of the faculty in these Teacher Education Institutes have been planned. This severely affects the professional growth of teacher educators in terms of their keeping abreast of contemporary issues. This is also responsible for the intellectual isolation amongst the teacher educators besides not providing for enough avenues for career enhancement.

6.0 Preservice Programmes

The state has different institutions for catering to preservice programmes at the elementary and secondary and senior secondary levels. As mentioned above, the preservice programmes are currently being offered at DIET (upgraded from PTTC) and CTE (government, private and aided institutions). Most of these institutions have not evolved out of an organic process, but by a simple change of nomenclature. The above mentioned absence of a teacher education cadre, further leads to several curriculum and pedagogic challenges in these institutions.

6.1 Infrastructure

The TEI are currently being run out of old buildings, with minimal conditions of upkeep, and basic facilities were practically non-existent even in residential institutions. Clean facilities like toilets are a must to ensure the dignity of the students and staff. In a women's DIET visited, no staff resides on campus and the students live by themselves. To add to their woes, electricity is mostly absent and the institution has no boundary wall. Even basic bathing facilities were missing. This is a critical situation and needs to be addressed immediately for reasons of safety and security of the girls in these institutions. In addition, wherever there are residential facilities for girls, at least few women faculty members/ functionaries of the state should also reside in hostels.

Where central funds were available, the state is in the process of putting up infrastructure. The team visited some of these newly constructed buildings (those for the IASE and CTE in Ranchi and CTE Hazaribagh) which are in accordance with the norms laid down by NCTE. In some cases, there appear to be certain unresolved issues between the Centre and the State. For instance, DIET Ghamaria possesses an incomplete building (sanctioned before 2000), which the state is unable to complete. The state government may need to take appropriate steps to facilitate completion of these. Where there is an absence of central funds, the state may need to put in place appropriate mechanisms for the upkeep of the present structures.

6.2 Resources

The present linkages with the school system, the libraries and instructional resources, the exposure and support to the teacher educators are inadequate. The preservice institutions are ill-equipped and there is a paucity of updated materials, NCF and other related reports and documents, NCFTE, NCERT texts, readings for students and children's literature. At the same time, there is an absence of local texts or books written about local cultures. Instead, the libraries are stocked with readings from the syllabus, primarily guide books. The institutions do not imagine the teacher/ teacher educator as someone who needs to be academically engaged. This needs to be addressed urgently by re-orienting librarians, at periodic intervals. The development of Learning Resource Centres as a constituent part of the Teacher Education Institutes is yet to take off.

Technology as Resource Support

Given the conditions of the infrastructure and the fact that 45 % of total villages are electrified (<http://www.jharkhand.gov.in>) there aren't any provisions for integration of ICT. The possibility of use of ICT as a support system across the districts of the state seems remote at present.

However, familiarity with ICT was observed in the Teacher education institutions visited (mainly in B.Ed. colleges). The use of technology in teacher education though is yet to be explored fully.

Given the huge numbers of teacher educators to be oriented and supported in the near future, the State needs to explore the use of ICT to support and mentor teacher educators. The fact that districts have access to use of technology needs to be optimized upon.

6.3 Curriculum & Pedagogic Practices

The syllabi of the courses had been revised recently; two year Diploma in Education (known by different nomenclatures) in 2007 and B.Ed. in 2012 (Ranchi University). These revisions were carried out by faculty and experts drawn from within the state. It is observed that the different syllabi being followed across the preservice courses is not in sync with the NCFTE -2009 and the revised syllabi do not sufficiently engage with contemporary discourses in the disciplines and pedagogic practices. Jharkhand has adopted books developed by the NCERT and is also investing on developing their own books on similar lines. It is hoped that bringing the preservice teacher education courses at par with NCFTE-2009, would also ensure that students in teacher education courses are prepared in line with the requirements of the NCF-2005.

It is observed that teaching-learning/pedagogic processes within the TE programs are primarily rooted in lecture based methods, and routines built around lesson plan preparation and delivery, without allowing students a chance to engage with and reflect on the school and classroom processes. Learning from field realities has not been built into the teacher education programmes.

The present courses/ syllabi do not imagine the ‘teacher’ as participating and engaging with social, political, economic realities around her/him. The ‘teacher’ as a student of the course is neither sufficiently engaged with constitutional values and their relationship to education, nor is adequately prepared to critically look at the theory-practice connections in the context of realities both inside and outside the classroom. The courses further do not engage with the ‘learners’ and ‘learning’ in their curriculum, and do not appear to prepare the ‘teacher’ to understand the learner as a child who can think and participate in her/his own learning.

An analysis of the coursework across different programs reveals that teaching is not understood as professional practice, but more similar to a ‘skill’. The Student Teacher is not seen as someone who is developing as an academic and therefore, structures and courses do not dwell enough on their development as a professional. This may be at various levels: failure to engage them to critically look at school/ field based realities, to visualize crucial links between education and society; to see, understand and respect diversity; also in providing resources for their reading or accessing various sources and materials for themselves and for their students.

Assessment systems in the courses also need to be addressed while reformulating curricula. The weightage for skills and knowledge; for practices, assignments and examinations; for internal and external evaluation; and the methodology of assessment, for instance the nature of submissions, the nature of examinations and the continuous and comprehensive nature of learner development; should be given due attention.

6.4 Other issues: Admissions and Academic calendar

The DIET visited as part of the JRM exercise were either non-functional, or had a minimal intake of students. One of the DIET had 4 students in each of the two batches, and it was reported that they had been admitted on compassionate grounds. Another DIET had 26 students. It was reported that the entire admission process broke down because of the shift in marks from 45% to 50% at the entry level. In contrast, admissions to the B.Ed. courses are optimal.

The academic calendar across different institutions is at variance, affecting the movement of students into other courses or taking of the teacher eligibility tests.

6.5 Private institutions

A large number of private colleges have sprung up in the past few years. The team visited one such college affiliated to the Vinoba Bhave University. While the college apparently fulfilled all NCTE norms, it had an attendance of 19 students out of the 100 enrolled and very few teachers. The course itself had begun in January and the owner of the Institute (the principal was apparently on leave) claimed, 240 working days can be accommodated in the academic calendar. There appears to be no monitoring of what happens in these colleges and the state's confidence in the teachers produced here is unfounded.

7.0 Research in Teacher Education

Research on the school system and a wide variety of issues concerning the learner, the subjects of study, the socio-cultural contexts, issues of localisation, etc. are essential to the understanding of educational practice in any state. In the absence of a sound teacher education system, not much research is being undertaken in Jharkhand. This is further exacerbated by the fact that the background of teacher educators is administration and hence they do not have the orientation or motivation to undertake research. The state also appears to have not flagged research as a need. In the articulation of the teacher education institutions at different levels, particularly the IASE and CTE, research should be mandated and adequately emphasized. Field-based exposures to the students of teacher education at all levels should also become a part of the curricula. There is some attempt to do the same as dissertation that is being undertaken by the students in the M.Ed. programme as was elaborated in the section on preparation for teacher educators. There is a need for data generated from research to be actively fed back into the planning process of the school system. Currently there are no linkages amongst the school system and teacher education institutions for the same.

8.0 Inservice Programmes

8.1 Training Mode

The state has been organizing refresher inservice training at different levels for various functionaries. All kinds of training is currently being undertaken by the state, at periodic

intervals. This includes: training for teachers at the block and cluster levels, untrained teachers, head teachers, resource persons, master trainers and BRC & CRC coordinators.

In the absence of an established and functional SCERT, inservice training of teachers has come under the purview of the SSA activities. Though there are 17 functional DIET, none of them have enough capacity to provide inservice teacher training at elementary level. This is to do with the lack of vision as well as the absence of appropriate personnel.

Training of teachers under SSA though conducted at the Block level, in most cases is executed via a standardized package developed at the state level by State Resource Group. In the absence of SIEMAT, training of Head teachers and other functionaries specifically for leadership roles is not being undertaken systematically.

An exception to the SSA driven training was seen in the English Language Teaching Centre in the vicinity of DIET, Ratu campus. The resource centre has been put in place with academic support from CIEFL, Hyderabad (now the EFL University). Four teachers on deputation from schools have been intensively trained and have been engaged in inservice training of English Language Teachers of the state. The centre not only could articulate a perspective towards language and language pedagogy in the state, but also was equipped with adequate updated resources. Besides training, the group had helped put in place processes towards writing of language (English and Hindi) textbooks of Jharkhand. Class I textbooks were already printed and the drafts of Class II and III were ready to be sent for publication.

8.2 Themes and Curricular Areas

The state follows the cascade model of training -10 days at block level and another 10 days at cluster level. The module of block level is prepared by SSA functionaries for which it has a State Resource Group (SRG) of 80 resource persons at the state level. These resource persons are identified and prepared for academic support at the district and block level training programs. They are assistant teachers, officers, lecturers from different districts of the state. SRG is responsible for providing training to Block resource coordinators.

A look at the various ‘modules’ implemented by the state establishes that the perspective on training is not informed either by the field realities or the felt needs of the teachers but is guided by the provisions and changes in the scheme of SSA. Hence the training seems to be fragmented and is a piece-meal approach as an overall vision and planning for its realisation is missing. The content of packaged inservice programmes excludes teachers from academic discussions and planning/ preparation of these. It is imperative that the State recognizes teachers as professionals who have a repertoire of knowledge from their own practical experiences.

8.3 Training Need Assessment and impact assessment

The state does not have any plans for systematic need assessment of teachers. As stated earlier, training topics are decided as per the demands placed on SSA from the centre in terms of program implementation.

Need assessment of teachers for training has to be conducted by DIETs and the impact assessment of the training is supposed to be gauged by the Cluster Resource Centre. In the absence of proper functioning of these agencies neither are the training needs of teachers assessed nor is there any feedback on the training. Need assessment could form one of the important areas for research and research can inform the meeting of these needs.

8.4 BRC and CRC

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) are envisaged as academic support centers to conduct inservice teacher training and provide academic support to teachers and schools on a regular basis. In Jharkhand their involvement in organizing the training programmes as well as monitoring the impact of the training programmes seems limited. In the field the resource centre co-ordinators were functioning more as administrators than as resource persons for the teachers. The reason for this can be their lack of professional capacities to provide onsite support to teacher practitioners. Most of the Block Resource coordinators have a Post Graduate degree in the concerned subject and have been trained by a state level resource group. Cluster resource co-ordinators are graduates in one of these three streams – science, maths or language (English). The professional training and support given to these coordinators also needs attention.

9.0 Untrained teachers

The state has a huge number of untrained staff, who are employed as parateachers on consolidated salaries of 4500, 5500 and 6500. In view of RtE, the state saw the imperative need to train the 44,000 untrained teachers and coupled with its own acknowledgement of limited resources for Teacher education programs decided to train these para-teachers through the distance mode in collaboration with IGNOU. Though the state has been providing the teachers with this option, none of the teachers have completed the course in the past 5 years. Low motivation and no recruitment for teachers in the state are perhaps the reasons for this. In addition, the course itself does not have enough support structures in place (for instance mentors) to facilitate the completion of the course. This could change with the introduction of the two year D.El.Ed programme, the state is presently offering in collaboration with National Institute of Open Schooling (NIOS).

The NIOS curriculum aims to clear the backlog of untrained teachers and ‘to empower teachers to provide quality service to the school system’. The course is fully sponsored by the State Government. The Open Distance Learning mode is being used and curriculum has been developed by NIOS, following the NCTE norms. Study centres are proposed to be located in functional TIE’s - 15 DIET, 143 BRC, and 5 PTTC, and the BRC’s will function as the central hub of all activities and records for programme delivery. The DPE/JEPC would be monitoring the course, and NIOS would be the certifying agency.

The syllabus of the NIOS appears to be comprehensive and in sync with NCFTE 2009. The various modules developed for the transaction of the course have been simplified keeping the parateacher in mind. There are references to contemporary thoughts in education and the modules scaffold the practicing teachers to think about various issues in education through appropriate examples. Exercises in the text also provide opportunities to the teachers to reflect critically by drawing from their own experiences. There also seems to be provisions for individual mentoring of the teachers. Roles of DIET and BRC in enabling this needs to be thought through.

10.0 Convergence and Management : collaboration

In the absence of an institutional set-up, the mechanisms for management and convergence do not exist. While establishing and functionalizing various teacher education institutes the State needs to ensure linkages and collaborations by specifying and institutionalizing the processes for the same. Convergence amongst the various teacher education institutes and school systems are especially important in this context. Some preliminary ways of ensuring the same could be: collaborative research amongst the teacher educators and state functionaries (CRC and BRC); adoption of the practice teaching schools by TEI; exploring possibilities of convergence of models of inservice training like English Language Training with those of SSA; centralized admissions and synchronized calendars across TEI.

11.0 Some Issues specific to the State

The state has a high population of minorities, and previous Plans (for instance, XI plan) did earmark funds for teacher training for these groups (source: www.jharkhand.gov.in/dept_of_welfare). A systematic convergence plan could be worked out with the Department of Welfare, so that these funds are utilized synchronously with the TE plan.

The State is cognizant of its unique local concerns by taking some pro-active steps. Admissions in DIET are reserved, where seats are based on a disaggregated analysis of the population within the district. This may ensure the representation of minorities in the numbers, as some DIET have reservation as high as 70%.

What may be pertinent is the representation of minority issues across the curricular areas, and pedagogic practices. The issues that could be earmarked for both preservice and inservice training are: linguistic mapping and development of adequate language registers, perspective building for language and its space in the classroom, sensitivity towards children from disadvantaged backgrounds, understanding repercussions of frequent migration among other issues. Relevant research should also be designed at the local level, so as to feed back into this loop.

12.0 Recommendations

Following the visit and interactions with various levels of the school and teacher education system, the JRM team makes the following recommendations. The recommendations take into consideration the unique status of Jharkhand, which was outlined at the beginning of the report.

The State for all purposes will have to begin with a fresh slate. The identification of existing institutions for upgradation is a very preliminary step in the process of building institutions which would come to own, nurture and help build a strong school system in Jharkhand.

A host of issues emanating from the absence or neglect of systemic and programmatic support to teacher education has been analysed and commented upon in the foregoing report. The JRM team is acutely aware of the capacity of the state to articulate to itself the urgency, the need and the scope for reforms in a variety of issues.

These relate to evoking the desire of the state government to take ownership of the education of its citizens, going beyond the provisions that may exist in various central funding schemes. Over compensating for the lack of developments in the past would call for huge investments. The current challenges of civil unrest, absence of capacities, inadequate availability of personnel etc. will have to be factored in while drawing up plans. Despite all these challenges, the state will have to gather together all its courage and harness it to surge ahead.

12.1 Constitute a cell

The state is in the process of setting up institutions of teacher education which would require establishment of infrastructure, identification and appointment of staff, admissions, curriculum, and the functionalizing of the program. At present, as none of these institutions exist, or are not fully functional, the setting up of a Cell in the Directorate to coordinate the activities of the Teacher Education Scheme is crucial. When these organizations are fully functional, the cell can continue to support these institutions administratively.

Thus, a cell consisting of at least two officers at the level of Deputy Directors, one for institutional planning and the other for financial planning, exclusively deployed to address the

establishment of the teacher education system is proposed. This Cell would function as a liaison between the Central Government, the State Government and various institutions of the State. They will form the administrative support to the State leadership.

12.2 Set up a core group of heads of institutions

The state proposes to set up 1 SCERT, 1 IASE, 8 CTE and 24 DIET. While many of these are upgraded institutions, not all of them are currently headed by academic leaders. It is therefore proposed that the principals / heads of these institutions be identified and constituted into a core group. This group may then be mandated with drawing up the teacher education plan of the state, synergising individual plans of each of the institutions. The collective effort is aimed at building capacities to articulate and provide leadership to the state's efforts in school education. Establishing inter-linkages between institutions would be part of the mandate of this group.

12.3 Set up a state advisory group to work with core group

Institution building calls for a range of issues to be addressed. Among others, they include planning, management and maintenance of resources; development, planning and implementation of the curricular programmes; budgeting and fiscal management; drawing up, establishing and ensuring rules and governance; articulation of the vision and leading the team of faculty and students in realizing it; and so on. The core group of the heads of the institutions will need specialized support in many of the above. A state advisory group consisting of professionals drawn from the academia, the industry and the NGO community should be constituted to support the core group.

12.4 Set up an academic support group to mentor

On similar lines as the State Resource Group established under the SSA, the state would need the support of a mentor group, to support the development and implementation of academic programmes of teacher education, in particular, curricular revision, development of instructional materials, research and studies in education, as well as in the expanded roles the teacher educational institutions have to play in supporting the school system. The proposed academic support group could be drawn from the State's own institutions as well as from other states. This

group is distinct from the advisory group in that it consists of experts in teacher education and allied areas.

12.5 Draw up a teacher education plan and a school education plan

Mandate the core group of heads of institutions to draw up a collective plan for teacher education in the state. Currently, the institutions where they exist have been restricting themselves to preservice programmes. The expanded roles of the SCERT, IASE, CTE, DIET and BITE include a wide variety of support to the state in its implementation of the school education programme. The core group and the faculty within each of these institutions, with the support of the advisory group and the academic support group, would evolve innovative plans to strengthen the programmes of preservice, inservice, research, monitoring and evaluation, management information systems, curriculum development, etc.

The teacher education plan cannot exist in isolation from the school system. Incorporating the challenges and needs of the school system would help the teacher education plan in becoming more relevant and supportive and help evolve an integrated system of education for the state.

12.6 Establish the SCERT

Among all the teacher education institutions, the establishment of the SCERT is of prime importance. The state has already articulated its plan on paper. The actual roll out of this plan, particularly finding the faculty, drawing up an institutional plan and initiation of activities which will establish the SCERT in its leadership role for the state's education system is of utmost priority. The need to build capacities in curriculum development and development of training plans for the inservice programmes of the state should be among the first expectations from the institution. SCERT should also be expected to lead the development of the teacher education programmes at the preservice levels, especially in the BITE, DIET and CTE in accordance with the needs of the school system.

Elsewhere, SCERT have taken on a much larger role. It would however be in the interest of the state to allow the proposed SCERT to gradually expand its work and not degenerate into

bureaucratic routines due to it being saddled with administrative and managerial responsibilities, in its early years.

12.7 Establish TEI

Subsequent to the articulation of the TE plan and the conceptual vision of each kind of TEI, the state should establish/ functionalise the institutions. In each of these, requirements of physical infrastructure including support infrastructure like libraries and laboratories, resource centres, ICT facilities, hostels and training facilities, etc. need to be met in accordance of norms laid down by NCTE and the Teacher Education Plan.

The state needs to further provide for appointment of faculty, evolving procedures and practices, admitting students for preservice and inservice and nurture inter-linkages to make the TEI functional.

12.7.1. Define a cadre of teacher education (map existing persons in TEI and schools)

The state will have to develop a cadre of teacher educators in order to effectively translate the vision of Teacher Education. The State needs to align its' selection criteria for teacher educators to the norms prescribed by the NCTE.

A three pronged strategy is proposed:

- Identify and redeploy existing teacher educators, giving them the option to relocate to administrative responsibilities, if so desired. Map the requirements based on subsequent vacancies and the possible superannuation of these persons over the next five years.
- Identify and select persons with the requisite qualification from amongst experienced teachers and other personnel working within the education system in different capacities. (In informal discussions, it has been mentioned that the state has a large number of qualified persons, presently working in different government and private institutions at all levels.) This will bring in persons with a good understanding of the school system and the possibility of perceived promotion will also enhance the motivation of the system.
- Select persons with the requisite qualification through open selection to fill up remaining positions.

12.7.2. Professional Development of the Teacher Educators:

The teacher educators would also need support to be able to transact the vision of NCFTE 2009 as well as visualize their respective institutions. Forums have to be provided for teacher educators to be able to discuss these. The Academic Support Group could do this proactively by participation in various activities initiated by the teacher educators such as curriculum renewal, upgradation of resources, libraries, setting up resource centres. Besides these, exposure visits as well as participation in seminars/ refresher courses particularly at the National level should be encouraged. Institutional mechanisms for professional development need to be mandated. ICT based support and mentoring at the District level, should also be seen as an investment in the long term, to develop as a comprehensive support system, gradually reaching out to all teachers and students.

12.7.3 Capacity building for research: The teacher educators will need orientation and motivation to take up relevant research activities in various aspects of education. Research should also become an integral part of the preservice programmes, especially at the M.Ed and M.Phil levels. Field-based observations and studies should become integral part of the preservice programmes at the D.El.Ed, B.Ed and M.Ed levels.

12.7.4. Curricula and Pedagogy: The TE curriculum across all levels (D.El.Ed., B.Ed., M.Ed.) needs to be overhauled in consonance with NCFTE urgently. The state could use the NIOS curriculum as a good starting point for the D.El.Ed programme.

Building of capacity of the state in articulating appropriate curricula for their students is very important. It is visualized that the processes adopted for re-alignment of teacher education courses would involve the participation of teacher educators. In addition, this would bring in local concerns & challenges help identify local expertise, which would prove to be useful in building these capacities.

12.7.5. Resource Centres: In the absence of a resource pool at the Teacher education level, a route to empowerment could be the setting up of Resource Centres within each of the TIE's. The same has also been mandated in the NCTE guidelines. These Resource Centres should not only

stimulate the imagination of the teacher educators and student-teachers with an exposure to the state of the art, but also form the link with the ground realities of the state. The Resource Centres should endeavour to collect field based researches and data apart from local cultural resources. They should also encourage activities that systematically build a knowledge generation process for the state's curriculum, planning and policy.

12.7.6. Synchronizing the Academic Calendar: Systemic issues of academic calendars being adhered to and timely conduct of admissions, examinations, certification, appointments will help bring together the human resources required to organize the teacher education and school system. Professionally organizing activities, automation, systematic application of reasonable norms (for instance for reservations for posts), transparent procedures will go a long way in avoiding delays, litigations and wastages in the system.

12.7.7 Centralizing admissions: Centralizing and automating the process of ranking of students, will not only simplify the process, but also improve credibility of the process. The state could explore already existing automated admission processes from other states and disciplines to ensure smooth and transparent admissions.

12.8 Continuous Professional development of teachers

The training programs for the teachers need to look at teachers as empowered individuals and should include broader issues rather than orienting them to prescriptions imported from outside the state or evolved through centralised activities. They should further not be restricted to specific schemes or programmes. The state needs to find systematic ways to assess the needs of the teachers. Research undertaken by DIET faculty as well as teachers could be in this direction. Providing teachers a forum for discussing research could also be helpful.

Block Resource coordinators and cluster resource coordinators need to focus on providing on-site support to the teachers at school level. There needs to be more engagement of the DIET faculty and the block and cluster resource coordinators in providing support to teachers.

Once the large numbers of para-teachers successfully complete their training and acquire requisite qualifications, the state should endeavor to absorb these teachers into the teacher cadre.

12.9 Convergence and Management:

The organization of various activities related to the school system would also involve establishment of linkages between institutions and programmes, for instance between SCERT, DIET, BRC and CRC. The inter-linkages should be based on professional capacities and shared concerns for the school system.

A large number of teacher education institutions are in the private sector and a concern about the quality of preservice programmes being offered in these institutions has been raised, it is imperative that the state set up mechanisms for monitoring these institutions and align them with the other teacher education institutions of the state.

12.10 Research

Research, particularly on local challenges and issues will help unravel some of the unique impediments. Issues of tribal culture, socio-economic constraints, linguistic and other barriers of education have to be studied, understood and responded to in order to ensure inclusion of large numbers of people who would otherwise find it difficult to participate and benefit from education.

Research in various forms such as classroom based studies, surveys, action research, and other pedagogy based research in the context of the state's education/ schooling needs to be institutionalized at all levels of the TIE's. This research would provide valuable analysis and inputs into the state system, at the same time serve as a feedback into the development of a teacher as a reflective practitioner. It is imperative that Teacher educators' are introduced to research methodologies in their own context. The academic support group mentioned above could support this process.

Annexure 1

Visit of the JRM team: log of meetings and visits

Date	Meetings	Visits	Interactions
17.02.13	Mr. Pramod Kumar Sinha, State Representative – tentative itinerary prepared		
	Mr. Binay Pattnaik - shared his view of the state of affairs in Jharkhand		
18.02.13		<ul style="list-style-type: none"> • CTE, Hazaribagh • DIET Hazaribagh • High School, Hazaribagh • Vinobha Bhave College of Education offering M.Ed. • Mata Vindhyavashini College of Education, private college offering B.Ed. 	<p>Principal, DEO, teacher educators, student-teachers</p> <p>Principal Local MLA</p> <p>Director, faculty, student-teachers</p> <p>Chairperson, Secretary, student-teachers</p>
19.02.13	Ms. Mamta, Secretary, SSA	<ul style="list-style-type: none"> • SCERT • Language Training Centre, Ratu • DIET, Ratu, Ranchi <ul style="list-style-type: none"> o Elementary school and Mahila Samakhya Centre within the vicinity • BRC, Ratu 	<p>Deputy Director</p> <p>Teachers on deputation from schools to ELTI</p> <p>Teacher educators</p> <p>Teachers, students</p> <p>BRC coordinator</p>
20.02.13		<ul style="list-style-type: none"> • IASE, Rajkiya Shikshak Prashikshan Mahavidyalaya , Shahid Chowk, Ranchi, (CTE redesignated as IASE) 	<p>Dean, teacher educators, student-teachers</p>

Date	Meetings	Visits	Interactions
		<ul style="list-style-type: none"> o New building at Kanke • Govt. Women's teachers Training College, Gautam Budh Marg, Bariyatu Road, Ranchi (upgraded to CTE) 	Principal, teacher educators, student-teachers
21.02.13		<ul style="list-style-type: none"> • DIET, Gamaharia o Elementary school in the vicinity • Jamshedpur Women's College, Jamshedpur (Constituent college of Ranchi University) offering B.Ed. and M.Ed. • Loyola College of Education, Telco works, Jamshedpur, Private Minority College offering B.Ed. 	<p>Principal, teacher educators, student-teachers, teachers who are State Resource persons</p> <p>Teachers, students</p> <p>Principal of the college, Head of the Education Department, teaching faculty, students of B.Ed. and M.Ed.</p> <p>Principal, teacher educators, student teachers</p>
22.02.13	Met Mr. Tiwari, Principal Secretary Debriefing meeting –discussed key recommendations	<ul style="list-style-type: none"> • KGBV 	Warden, teachers students, DRC

Annexure 2

JRM Team Members

Team

1. Prof. Rajaram Sharma, Joint Director, Central Institute of Educational Technology, NCERT, Delhi, Team Lead
2. Mr. Bharat Kumar Nayak, Programme coordinator, Sate Insittue, Azim Premji Foundation, Jaipur, Rajasthan, Member
3. Mr. Binay Pattnaik, Education Specialist, UNICEF, Office for Jharkhand Ranchi, Jharkhand, Member
4. Ms Nidhi Gulati, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi, Delhi, Member
5. Dr. Sarwat Ali, Associate Professor, Department of Teachers Training & Non-Formal Education, Jamia Millia Islamia, Delhi, Member
6. Ms Smriti Sharma, Assistant Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, Delhi, Member