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मानव संसाधन विकास मंत्रालय  
स्कूल शिक्षा और साक्षरता विभाग  
शास्त्री भवन

नई दिल्ली - 110 115  
GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF SCHOOL EDUCATION & LITERACY  
SHASTRI BHAVAN  
NEW DELHI-110 115

D.O. No. 43-27/2012-EE.9

Dated the 3<sup>rd</sup> June, 2013

Dear

*P. S. Thangkhiew*

I am enclosing herewith the report of the Joint Review Mission on Teacher Education, lead by Prof. M.A. Khadar, Former Director, SCERT, Kerala which visited your State from 20<sup>th</sup> to 29<sup>th</sup> May, 2013. The team had discussed the report with you and your other team members.

2. I would request you to prepare a comprehensive position with regard to the status of teacher education in your State, along with steps taken by the State Government in the last one year for making qualitative and quantitative improvements in the Teacher Education scenario. Further, the action, which the State Government proposes to take, along with time lines, with regard to the recommendations of the Joint Review Mission, may also be indicated.

3. In this regard, I also refer to the SLP (C) No. 4247-4248/2009 before the Hon'ble Supreme Court in which the Hon'ble Court is hearing the matter relating to implementation of the various recommendations contained in the Report of Justice J.S. Verma, former Chief Justice of India on Teacher Education. The Supreme Court had also taken note of the JRMs and has desired that Action Taken Report should be obtained from the concerned States and placed before the Court by the Central Government.

4. In the light of the above Court order, I am to request you to indicate the action taken/proposed to be taken on the recommendations of the JRM by 30<sup>th</sup> June, 2013. A copy of the report is also placed on our website [www.teindia.nic.in](http://www.teindia.nic.in).

Please do let us know if we can facilitate this in any manner

With regards,

Yours sincerely,

*Amarjit Singh*

(Amarjit Singh)

Shri P. S. Thangkhiew  
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समृद्धि शान्ति शान्ति  
Mid Day Meal Scheme

**JOINT REVIEW MISSION**  
**TEACHER EDUCATION**  
**MEGHALAYA**  
**MAY 20-29, 2013**

### **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 Meghalaya from May 20 to May 29, 2013. As part of the review process, the JRM interacted and reviewed the progress of DERT, 2 CTEs, and 4 DIETs. Discussions were held with Principal Secretary, Education, Government of Meghalaya, Secretary, Education and SPD, SSA and RMSA in the forenoon of 27 May, 2013 and the Commissioner and Secretary, Education and Director, Higher and Technical Education. The Mission also interacted with North East Regional Institute of Education (NERIE).

The Mission noted several encouraging aspects in the State's teacher development system. The State has created a common cadre for DERT and DIET faculty which allows for lateral movement. The faculty-student teacher ratio is good which can enable the use of process oriented pedagogy for teacher education. The faculty members at DERT, CTEs and DIETs seem eager to ensure quality in teacher education programs. Several faculty members are upgrading their qualifications. Continuous and Comprehensive Evaluation (CCE) is being given the necessary attention in a systematic manner. DERT and DIET faculty have initiated an innovative strategy for building consensus on issues related to the revision on a social networking website. The presence of two national level institutions like the North East Hill University (NEHU) and North East Regional Institute of Education is a big advantage for the state. Finally, the leadership of the State is taking keen interest in teacher education and effective utilization of the CSSTE.

### **Key Issues and Constraints for Teacher Development in Meghalaya**

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

- Weak academic capacity of Directorate of Education Research and Training (DERT)
- Limited exposure and lack of professionalism among teacher educators
- Weak infrastructure and instructional facilities
- Teacher Education curriculum is yet to be revised
- Processes and standards in institutional system need to be strengthened
- Training and Research Programs lack professional approach
- Resources available in TEIs are both inadequate and underutilised
- College of Teacher Education (CTEs) have not been fully operationalised
- Strategy for untrained teachers needs to be revisited
- Linkages and collaborations need to be streamlined

### **Recommendations**

The major recommendations of the JRM are:

- Strengthen DERT as an academic institution by having a full time Director, creating and recruitment senior academic positions and by filling vacancies in key academic positions

- Strengthen Academic Staff at Teacher Education Institutions (TEI) by filling up existing vacancies, creating and recruiting positions as per CSSTE guidelines and rationalizing different grades of lecturers across DIETs
- Augment infrastructure and instructional facilities at DERT, CTEs and DIETs
- Strengthen academic programs
- Capacity building of teacher educators to be given urgent attention
- Revise curriculum of teacher education programs
- Ensure convergence among different stakeholders

**A presentation of the findings and recommendations of the Mission was made in a meeting held on May 30, 2013 at 10 am in the conference room of Secretariat, Government of Meghalaya. The meeting chaired by the Principal Secretary, Education, Government of Meghalaya, was attended by Commissioner and Secretary, Education and Director, Higher and Technical Education, Secretary, Education and SPD - SSA and RMSA, and officials of Department of Education, Director and faculty of DERT and Principals of CTEs and DIETs.**

### **Introduction**

The Joint Review Mission – Meghalaya visited the state and conducted review of the teacher education institutions from May 20 to May 29, 2013. The mission consisted of the following members:

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

The Joint Review Mission – Meghalaya commenced its activities on May 20, 2013. The mission met the Director of DERT, Shillong and Principal Secretary, Education, Government of Meghalaya, on May 20 and subsequently, participated in an interactive session with the faculty of DERT, few 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 interacted with the Secretary, Education and SPD, SSA and RMSA in the forenoon of 27 May, 2013 and the Commissioner and Secretary, Education and Director, Higher and Technical Education on the afternoon of May 27, 2013. The Mission also interacted with Principal, NERIE on May 28, 2013.

### **Schedule of Activities**

Visits and interactions with the Teacher Education Institutions (TEIs) – DERT, CTE, DIETs, SSA, NERIE, DHTE and private B.Ed colleges-started on May 21 and 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

### Directorate of Educational Research and Training (DERT)

Initially the State Council Education Research and Training (SCERT) was functioning within the Directorate of Public Instruction (DPI). The DPI was trifurcated and created the Directorate of Higher and Technical Education, Directorate of School Education and the Directorate of Education Research and Training (DERT) in 1997. The DERT is planned to perform both academic and administrative functions in the area of Teacher Education. In the Academic domain it is expected to plan and execute activities covering curriculum formation, development, training and Research. While the DIET is under the control of DERT, the CTE is controlled by the Department of Higher and Technical Education (DHTE). CTE is linked to DERT through the centrally sponsored scheme. DERT is responsible for administrative management of DIETs, providing grant in aid to Meghalaya Board of School Education, providing Grant in aid to Non-government Teacher Education institutes etc. It is responsible for formation and management of Elementary stage Teacher Education curriculum. DERT is recognized as the academic authority of teacher education within the state.

### 1. Curriculum and Pedagogic practices

- **Quality (pre- service and in-service)** – DERT is the State authority responsible for formulation and implementation of D.El.Ed Curriculum in the State of Meghalaya. The D.El.Ed curriculum is yet to be reformulated in the light of NCFTE, 2009 and RTE Act 2009. However, DERT has obtained approval of the State Government for initiating the reform of D.El.Ed course. Though sanction is issued, the needed fund for the reform process is not yet released. Thus the process of planning and execution of curricular revision is yet to begin. The existing practice of curricula reforms may not yield results in tune with the NCFTE 2009 perspective. A serious dialogue with experts in Teacher Education curriculum prior to the revision process is important to maintain quality as envisioned in NCFTE 2009. The existing D.El.Ed course is packed with conventional forms of content formation. It opens a conventional path for classroom transaction. It rarely provides space for thinking or reflective engagement of the trainees during the course period. Improvement or modification of the curriculum in the light of NCFTE 2009 is a critical need. It is also professionally important that curriculum should always be linked to the existing curricula policy (NCFTE 2009) of the country. This is more so in the context of RTE ACT 2009 where the quality of teacher training assumes primacy at the elementary stage.

The DERT conducts a range of programs in the in-service sector. For example they cover programs like setting questions in Science, Social Science, Language and Mathematics etc. for elementary school teachers, development of teaching learning aids, handbook on guidance, capacity building programs for principals and senior faculties of teacher education institutes and orientation program on teaching of Mathematics for upper primary school teachers. They also formulate programs on education for children with disabilities and also organize programs on basic computer skills for upper primary teachers. The analyses of the programme reports do not reveal the use of new pedagogic approaches in the professional practices in Teacher Education. There is also no evidence to indicate that they employ program management approach – designing, executing and follow up actions – in the in-service programs they conduct. DERT does not maintain a systematic database on teacher education systems within the state.

- **School Curriculum and Trained Teachers** – DERT also has taken the initiative to revise the school syllabi and text books following the NCF 2005 perspective. They have revised syllabi for all classes and all subjects from primary to higher secondary stages in the light of NCF 2005. This exercise was

done in consultation with State Board of School Education. However, the text books developed by private publishers are being used in all stages of schooling in the State. The table given below illustrates this inference.

S.No	Grade	Title of the book	Publisher
1	2	Tulip’s Learning Mathematics (strictly in accordance with MBOSE syllabus)	Tulip Publications, New Delhi
2	2	AHPL – Art of Healthy and Productive Living	Book Palace, Guwahati
3	2	Seasons – A Course in Communicative English	Pearson Longman
4	6	Enjoying Mathematics Book-6	Oxford
5	6	A Primer of Science	Tushar Publications, New Delhi
6	9	Environmental Education	Frank Bros. & Co.
7	9	Social Studies	Sunflower Pub. Pvt. Ltd.
8	9	Science and Technology	Ratna Sagar

**[Note:** These titles are a few examples. Each book carries the statement: “Prescribed .... By the Meghalaya Board of School Education (MBOSE) Tura, Meghalaya, vide Notification No.205 dated Tura, the 13<sup>th</sup> November, 2007. ]

Though the syllabi are considerably in tune with the NCF perspective, these text books do not reflect the perspective well. Different agencies are involved in preparation of syllabi and text books, which create disconnect between the two. A 12 member core committee for revision of school curriculum and text books is set up by the Government of Meghalaya vide order no.EDN.172/2002/148, dated 7 January, 2011. The committee met and set up 17 subject specific sub committees for formulation of syllabi and text books at Elementary stage. However they have not yet initiated the text book revision process. It is important to note that entrusting the task of developing the text books to private agencies erodes the professionalism in curriculum development of established institutes like DERT, DIET etc. What is significant is that DERT should emerge as a professional body on curriculum, research, development and training. Unfortunately, the prevailing practices do not seem to encourage the idea.

- **Quality of Resource Material** - Quality of resource materials in the area of teacher education from the process oriented pedagogic perspective need strengthening.
- **ICT Integration in TE** - Though the faculty members use the ICT facilities for power point presentations, program formulation etc., they are yet to integrate ICT in teacher training programs, both at pre service and in service stages.
- **Untrained and Unqualified Teachers** - The State has untrained and unqualified teachers to the tune of 23,967. The state has taken the initiative to address this issue with the support of IGNOU and NIOS. The details are given in the following table:

Status of Untrained Teachers in Meghalaya	
Total Untrained / unqualified teachers in Meghalaya	23967
Teachers exempted from upgrading qualifications (joining before September 2001)	3911
Teachers who need to upgrade their qualifications	20056



<b>Break up of Teachers who need to Upgrade their qualifications</b>	
Teachers without 12 <sup>th</sup> / less marks in 12 <sup>th</sup> (being upgraded through NIOS, will also need to subsequently acquire professional qualification)	4234
Teachers without professional qualifications (D El Ed or B Ed)	15822
<b>Break up of teachers without professional qualifications</b>	
Professional qualification proposed to be upgraded through NIOS	7822
Professional qualification proposed to be upgraded through IGNOU	8000
<b>Breakup of teachers whose qualifications is sought to be upgraded through IGNOU</b>	
Forms already submitted to IGNOU in December 2012, no response from IGNOU yet	1150
Forms yet to be submitted to IGNOU, state contemplating NIOS for this group too	6850

It appears that the arrangement with NIOS for clearing the backlog of untrained teachers is done with the approval of MHRD and NCTE. It is important to note that IGNOU continues to maintain silence on their support and probably the state has to depend on NIOS or other agencies for completing this task.

- **Developing Strategies in Teacher Preparation for Inclusive Teaching Learning; CCE; Multilinguality, assistive technologies** – Though training programs in the area of inclusive education are taken up, this area needs further strengthening in terms of quality of materials, training, follow up and creation of data system. The DERT has taken the initiative to implement Continuous Comprehensive Evaluation (CCE) at Elementary level. As part of this initiative, they have developed a handbook on CCE and also subject specific guide books on techniques and tools. They have also drawn up a program for training of elementary school teachers through 47 centers. However the training program is yet to be operationalized. A close observation of the handbook on CCE unfolds that enough space exists for strengthening the process perspective of learning in the suggested assessment system. Probably, priority is placed on the implementation of the idea and subsequently, based on field evidences from the schools system, steps can be initiated for reviewing the handbook and the strategies adopted. Multi-linguality and assistive technologies are yet to find space in the domain of DERT activities.

## **2. Professional Development of Teacher Educators**

Academic group of DERT consists of three categories – Lecturer, senior lecturer and selection grade lecturer. These three categories together have 23 faculty members in position. One post of lecturer in evaluation and one post of lecturer in education are vacant. Thus there are 25 faculty positions in DERT. There are no readers or professors in the academic group. There are one joint director and one deputy director. They along with Director form the top level officials of DERT and they are in place. The post of Director, Joint Director and Deputy Director are in the administrative category and they are in place. Administrative support to the system is provided by 53 administrative staff of different categories. Three positions are vacant – one Special Officer, One Assistant Librarian and one Statistical Assistant. Thus there are 56 administrative positions in DERT. There was a post of Secretary at DERT which has been downgraded to the post of Special Officer. The Mission was informed that there is no separate finance officer for DERT. However there is one finance officer whose office is at the secretariat is in charge of all the three directorates.

The academic staff requires master's degree in the concerned subject with B.Ed as minimum qualification. Among the existing staff 3 members have completed Ph.D, while two of them are

continuing Ph D studies. Three members possess M.Ed degree. The Joint director has completed Diploma in Education studies from Leeds University U.K. The various academic activities of DERT are performed by the three categories of lecturers.

There is a continued effort for restructuring and strengthening of DERT. For instance, a proposal for restructuring DERT and DIETs was formulated as early as 2008 and submitted to Government for approval. It appears that no action was taken on the proposal. Subsequently a fresh effort is initiated by formulating a proposal for restructuring DERT based on MHRD guidelines and is submitted to the Government for approval. A cadre of teacher educators consisting of DIET and DERT exists in the state. Meghalaya Public Service Commission who selects teacher educators issues notification indicating the post for DERT/DIET. Selected lecturers are positioned in the DIET and DERT depending on the vacancies. Usually lecturers move from DIET to DERT and senior position (Principal) in DIET is filled by DERT faculty on promotion. Likewise, senior faculty of DIET on promotion also moves to DERT. However the idea or the concept of cadre of teacher educators does not cover those in teacher education colleges (B.Ed colleges). The cadre of teacher educators does not make much sense without the inclusion of those in teacher education colleges. This arises mainly due to the administrative control of the teacher education colleges by the Department of Higher and Technical Education. In fact, DERT is a recognized authority on teacher education. But it does not have any authority on teacher education colleges. This is a serious concern that leads to multiple issues. Probably, reflections on restructuring of DERT may open the door for addressing this concern.

- **Faculty Development** - as part of the faculty development program, the faculty members undertook study visits to SCERTs and DIETs of Maharashtra, Goa and Andaman. They also visited Tata Institute of Social Sciences in Mumbai. Faculty also participated in programs conducted by NCERT at New Delhi. One faculty member participated in the e-Governance Champions Programme (e-GCP) held at Singapore. However it is felt that programs needs to be formulated at DERT level for the professional development of the faculty members. Well thought out program needs to be conceived and designed preferably in the areas of process oriented pedagogy , curriculum development, Research, Learning and Assessment, Program management and ICT enabled Teacher Education. These areas seek attention of the decision makers of DERT to address the professional development concerns of DERT faculty.

### **3. Institutions' Contribution in Research and Content Development**

Though it is not a major activity, DERT undertakes researches. Recently concluded researches consist of analysis of qualitative and quantitative performances of the schools in Meghalaya in the SSLC examination, decline in enrollment between classes 1 and 2, manpower requirement in education at the primary level, teacher absenteeism, students attendance in lower and upper primary schools, supervisory practices in upper primary schools, evaluation practices at upper primary stage, evaluation of the implementation of Teacher Education Scheme and Impact of in-service training program for elementary school teachers organised by DIETS. A quick analysis of these researches unfolds that the faculty members needs to be enriched on both quantitative and qualitative methodology. They also need to enrich their knowledge base on action research. Focus also needs to be placed on policy studies which are essential for strengthening of quality teacher education programs. Certainly, they need to be well informed on research report writing.

### **4. Infrastructural Facilities and Instructional Resources**

DERT has reasonable well-structured physical infrastructure . It has a computer lab equipped with 11 computers and 13 faculty members are provided with Personal computers. Computers are made available to administration and finance sections. But they do not have internet connectivity

and the faculty members have to use their personal internet connection. The lab should have adequate software so that they can use and adopt IT enabled approach in teacher training and research. No subject related Laboratories exist in DERT.

- **Library:** Though the library has Books (around 13,000), it needs to be enriched with subject and theme specific quality books. Though the directorate has ordered books, the supplied books are not yet taken into the stock due to lack of funds for clearance of the bill. It also requires to be enriched with professional journals, periodicals and magazines etc. The regular Librarian has retired and two assistants are engaged to manage the library.

## 5. Issues of Governance

DERT is essentially a directorate, to manage the teacher education system in Meghalaya. It needs a full time director. At present the Jt. Secretary in the Ministry of Education is holding the additional charge of director of DERT. The post of secretary is vacant for a long period. Likewise, it does not have a full time finance officer, but the finance officer of the education department at the secretariat looks after the accounts of all the three directorates. It means that the top positions at the directorate are either vacant or managed in terms of additional charges. In this context it is important to note that when the programs are conducted the academic coordinators are required to handle the financial matters of the program too. Naturally it curtails the academic functioning of faculty members.

DERT does not have higher level academic members – readers and professors. Conceptualizing, designing and executing academic programs are handled by lecturer level faculty members. Obviously if the DERT has to provide academic leadership in the area of Teacher Education it needs to have higher level academics in its faculty.

Delay in funds flow is affecting the execution of the programs. Though the recurring central assistance was released to state government in Dec 2012 and the non-recurring central assistance was released in Feb 2013 the respective amounts are not credited to the DERT till date.

DERT has set up a PAC to approve the programmes. It appears that they meet only once a year. There is no mechanism for monitor the implementation and management of centrally sponsored scheme.

- **Block Institute of Teacher Education (BITE)** - Seven BITEs are allocated for the state and will be established in three phases. The first phase will cover three BITEs – Mawkyrwat, Betasing and Khlieriat in West Khasi Hills, West Garo Hills and East Jaintia Hills districts respectively. The construction work will commence as soon as the funds is released by Government of Meghalaya.

## 6. Partnerships and Collaboration (Convergence)

There is a need to revisit the existing form of academic relationships of DERT with other academic agencies such as NERIE, Colleges of Teacher Education, SSA, RMSA and other non-governmental agencies in the field.

## 7. Work Plan, Fund Utilization and Audit

DERT has not yet received the approved fund to initiate the activities as envisaged in the plan. It means that neither the fund is utilized nor there exists a need for the audit. Given the quantum of fund involved – financial structures needs to be strengthened.

**College of Teacher Education (CTE)**

The state has two Colleges of Teacher Education (CTE). Of the two, one located at Shillong is a deficit institution (private aided) called College of Teacher Education (PGT). The other located at Tura, West Garo Hills, is a Government College of Teacher Education. CTE (PGT) at Shillong was established in 1964 and became a deficit grant in aid institution in 1986. Deficit implies that the salary for the staff paid by the Government but they do not enjoy pensionary benefits. The Government College of teacher education Tura, West Garo Hills was established in 1993. Both these institutions became CTEs vide G.O. No. CE/CTE.1/95-96/11, dated April 25, 1996. Though they are declared as CTEs they are yet to become functional CTEs.

**1. Curriculum and Pedagogic Practices**

Both these institutions are affiliated to North Eastern Hill University (NEHU) and offer B.Ed course of study. The intake capacity for B.Ed course in these two institutions is 100 each. CTE (PGT) Shillong has admitted 50 in-service and 50 pre-service candidates to B.Ed course of study and thus making the total 100. CTE – Tura has admitted 91 students against 100 seats where 21 are from in-service and 70 are from pre-service categories. At present they follow unrevised B.Ed curriculum. NEHU involving the faculties of CTE has taken the steps to revise the existing B.Ed curriculum and the reformulated curriculum is approved by the Board of Studies. Now it is with the Academic Council for final approval. It is expected that the revised curriculum will come into effect from the academic year 2014-2015.

Faculty of CTEs organize in-service program for secondary level teachers. They cover areas like teacher effectiveness, lesson planning, teaching skills, evaluation, life skills and subject specific teaching. Recently the CTE (PGT) Shillong organized workshop on communicative ESL classroom with RELO, American Embassy, and ELTAI. CTE-Tura focuses attention on workshops on subject specific pedagogic practices for teachers. It is felt that the pedagogic practices in these institutions remain on conventional path. There is an urgent need to revisit the practices and fine tune them in the light of NCFTE 2009. They lack adequate resource materials for professional practices, and this is more so in the case of Government CTE –Tura. These institutions are yet to develop modules or resource materials for organizing training programs. CTEs do not collect or maintain a database of teachers and their capacities for their respective districts. They are also weak on developing a training management system. Development of professionalism is yet to take root in these institutions. The main focus for them is the B Ed course of study.

**2. Professional Development**

Faculty positions in both the institutions are as per the pre-upgraded status. It means that both the institutions have 8 faculty members each including the Principal. Though they are recognized as CTE, the faculty norm as per the CTE is yet to be implemented. Without the required faculty members, these two institutions do not have the capacity to perform the academic functions as per the CTE norms. For instance, CTE (PGT), Shillong does not have faculty members for subject specific methods. This deficiency is addressed by positioning 10 part time lecturers by the management. Minimum qualification for the faculty of CTE is Master's Degree in the concerned subject and B.Ed. Among the 8 faculty members of CTE (PGT), Shillong, two are with M.Ed and three possess Ph.D degree. The CTE-Tura has one faculty member with M.Ed and the Principal has Ph.D degree. It may be noted that the Principal of CTE-Tura does not belong to the Faculty of Education. He is from the physics faculty and is posted as Principal to CTE, Tura based on the seniority in the service. It is important to note that faculty members of general colleges and teacher education colleges are pooled together to determine the seniority. This is a concern that needs to be reflected well. The administrative support system at both the institutions has personnel to the size of 10

each. The faculty members participate in academic programs like workshops, seminars etc., as and when they get the invitations from other institutions. There is no institutional mechanism for professional development.

### **3. Institutions Contribution in Research and Content Development**

Faculty members' engagement in this area of work is negligible in both the institutions. However they do undertake action researches. The analysis of the action researches undertaken by these institutions reveals that the faculty members need to enrich their knowledge base on the concept and methodology of action research.

### **4. Infrastructural Facilities and Instructional Resources**

CTE (PGT) Shillong is housed in a well maintained structure with auditorium, conference hall, training hall, classrooms, staff rooms and office rooms. It also has hostels for students with limited intake capacity. The various rooms including class rooms are well maintained. It has computer Lab with 7 old and 10 new computers with power back up support systems and internet facility. Teachers use computer facilities for power point presentations in the classroom but the faculty is not well versed with the ICT enabled approach in Teacher Education whether it is pre-service or in-service. It has a well maintained library with digitalized library management system. It has around 9000 books and managed by a professionally trained librarian. The college has already taken the initiative to set up a language laboratory and this is expected to be in operational form in July 2013.

CTE –Tura has a structure but requires maintenance. It has one training hall, classrooms, one room for staff etc. The existing hostel facility is extremely weak. It has 10 computers but only 4 are in working conditions. Internet facility does not exist. ICT integrated approach in teacher training does not exist. It has a library having around 5000 books managed by temporary staff. There are no well-equipped separate Language, Science, Mathematics and Psychology laboratories.

These institutions do not have relevant and new books on content or pedagogy. They lack material on process oriented pedagogy, constructivism, critical pedagogy, reflective thinking etc. They also lack adequate laboratory facility for providing support for teacher training programs.

### **5. Issues of Governance**

Though both these Institutions have been upgraded as CTEs, they are yet to be fully operationalized. Up- gradation is functionally linked to the faculty positions, infrastructural facilities and professional performance. They function at the level of pre-upgraded training college. This is an important governing challenge that needs to be addressed. Sanctioning of posts as per the upgraded norms and filling up such posts seek immediate attention. Flow of funds for the implementation of the centrally sponsored scheme needs to be speeded up and it seeks urgent attention.

### **6. Partnerships and Collaborations (convergence)**

CTEs have interactions with NEHU as it is the affiliating body for the B Ed program. The interaction with DERT is limited to the CSS. The CTEs access resources from the UGC and the NEC. The CTE Shillong has a study centre of IGNOU through which they offer B Ed, M Ed and MA Education.

### **7. Work Plan, Fund Utilisation and Audit**

Though the budget under the CSS has been sanctioned and received by the state government, it has not yet been released to the CTEs. Due to this constraint, the work plan is not initiated. In this situation, the question of utilisation of the fund or audit does not arise.

**District Institutes of Education and Training (DIETs)**

There are seven DIETs in the state of Meghalaya, one each in the 7 undivided districts. Recently 4 more districts have been created. The DIETs were established in 3 phases, starting 2000. These DIETs have a combined sanctioned intake of 434 student teachers for the Diploma in Elementary Education (D El Ed) course (see table below). The combined faculty strength of the DIETs as on May 2013 is 82.

S. No	District	DIET	Phase of DIET	Sanctioned Intake for D El Ed
1	East Khasi Hills	Sohra	1	60
2	West Jaintia Hills	Thadlaskein	1	100
3	North Garo Hills	Resubelpara	1	74
4	Ri-Bhoi	Nongpoh	2	50
5	West Khasi Hills	Nongstoin	2	50
6	South Garo Hills	Baghmara	2	50
7	West Garo Hills	Tura	3	50
<b>Total</b>				<b>434</b>

**1. Curriculum and Pedagogic Practices**

Since the curriculum of D El Ed has not yet been revised, DIETs continue to follow the traditional content and pedagogical practices. As mentioned in the earlier section on DERT, the existing curriculum does not reflect the spirit of NCF 2005 and NCFTE 2009. This essentially means that even the batches undergoing the program currently are not being prepared to 'facilitate the children in constructing their own learning'. The Mission did notice a few instances where the faculty has made attempts to base their sessions on the principles of constructivism. But it is not a common practice across DIETs.

Academic processes and protocols are yet to be evolved, in some ways limited by the curriculum and by faculty capacities. This is reflected in the conduct of the D El Ed program, the training programs for in-service teachers and in the research programs carried out by the DIETs.

ICT integration is limited to faculty using power point presentations, that too infrequently. Edusat facilities are sparingly used. The awareness of the faculty regarding the different relevant applications and software appeared to be limited.

Libraries do not have adequate number and variety of books and journals. The usage of libraries is limited. Student teachers usually visit the libraries only for 'course books'. Only a few personnel in-charge of the libraries have the necessary qualifications; none of them have the necessary exposure on managing a vibrant library.

Very little resource materials, even the ones made by students, were visible. The Mission was told that the students do produce a lot of material as part of their courses. None of the DIETs had good functional laboratories for any subject, where the student teachers could learn how to develop effective materials for those subjects.

The intake of the DIETs has been increased for this year, as given in the table below. However the existing faculty is expected to manage the course within in the existing facilities. In order to accommodate such a large number of student teachers, the DIETs have to tear down walls to combine two classes or use small ill-equipped rooms. Though the DIETs were suggested to create sections, only one of the DIETs visited by the Mission had actually created the sections. Academically no inputs have been provided to the faculty who have to now facilitate two or three times the number of student teachers than in the past. This may prove to be a highly demanding for the DIET.

The state government is in the process of approaching the NCTE to upgrade the intake capacity of the DIETs.

DIET	Sanctioned Intake	Actual Intake		(Deficit) / Excess* over sanctioned intake		Additional students in 2013 over 2012
		2012	2013	2012	2013	
Sohra	60	35	98	(25)	38	63
Thadlaskein	100	36	89	(64)	(11)	53
Resubelpara	74	35	37	(39)	(37)	2
Nongpoh	50	35	57	(15)	7	22
Nongstoin	50	35	99	(15)	49	64
Baghmara	50	35	43	(15)	(7)	8
Tura	50	35	82	(15)	32	47
<b>Total</b>	<b>434</b>	<b>246</b>	<b>505</b>	<b>(188)</b>	<b>71</b>	<b>259</b>

\*Figures in brackets indicate deficit

The need analysis process for in-service training programs is weak. As a result the training programs are often not need based from the point of view of both teachers' priorities and policy initiatives. The programs are not backed by any research as well. The in-service programs are not based on NCF or NCFTE perspectives. The design of the programs can be strengthened as well.

DIETs depend on data provided by the District Information System on Education (DISE). However this may be inadequate for academic planning for the district. DIETs make no effort to enrich the data system.

## 2. Professional development of Teacher Educators

As per records shared by DERT, only 2 DIET faculty members have completed M Ed (see table below). However several more are pursuing M Ed through distance mode, the details of which are given in a later section of this report.

DIET Faculty Qualifications							
Position	No. of Faculty	PG	B Ed	M Ed	M Phil	Ph D	Other
Principal	2	2	2	1	0	0	0
I/c Principal	5	5	5	0	0	0	0
Sr Lecturer	23	23	22	0	1	0	0
Lecturer	52	51	51	1	2	0	1
<b>Total</b>	<b>82</b>	<b>81</b>	<b>80</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>

Each DIET has 15 sanctioned academic positions. However none of them have all positions filled. Overall 22% positions are vacant in DIETs (see table below). However, vacancies in 5 DIETs are in the range of 20 to 40%. Despite these vacancies and the additional intake in 2013, the faculty-student teacher ratio is not alarming in any of the DIETs. The Mission was also informed that ad-hoc appointments of three lecturers per DIET were in process.

<b>Vacancy Position at DIETs</b>			
<b>DIET</b>	<b>Sanctioned Faculty</b>	<b>Actual Faculty</b>	<b>Vacancy %</b>
Sohra	15	14	7
Thadlaskein	15	14	7
Resubelpara	15	10	33
Nongpoh	15	12	20
Nongstoin	15	12	20
Baghmara	15	9	40
Tura	15	11	27
<b>Total</b>	<b>105</b>	<b>82</b>	<b>22</b>

Most teacher educators continue to tread the conventional path in their professional practices. They seemed to be constrained by personal issues and lack the drive to provide quality inputs in teacher development. Faculty meetings or sharing of ideas is not found to be a regular feature of the DIETs.

The role of teacher as a facilitator and a reflective professional is yet to get the attention of the teacher educators. Instead of planning for development of capacities of student teachers, the focus is placed on training of student teachers. The teacher educators have been introduced to the idea constructivism but they have not yet integrated it in their professional practices.

No institutional vision and planning mechanism exists for building capacities of DIET faculty members. Only sporadic training or exposure programs are conducted for the faculty; that too driven by the resource institutions like NERIE or NCERT. Role of principal as in-house resource person has not been conceived.

It is felt that the absence of IASE in the state, which has the mandate to plan and carry out the necessary development programs for teacher educators, is one of the reasons for the limited capacities of the DIET faculty.

Several faculty members are pursuing different courses to upgrade their qualifications, which is a positive step and the details are given in the table below.

<b>Courses being Pursued by Faculty</b>		
<b>Name of Institution</b>	<b>M Ed</b>	<b>Ph D</b>
DERT	0	2
Sohra DIET	3	0
Thadlaskein DIET	4	0
Resubelpara DIET	1	1
Nongpoh DIET	3	0
Nongstoin DIET	3	0
Baghmara DIET	1	0
Tura DIET	6	0
<b>Total</b>	<b>21</b>	<b>3</b>

### **3. Institutions' contribution in Research and Content Development**

Faculty members of various DIETs are engaged in research activities. However, perusal of some of the reports tells that the faculty members need to enrich their capacity in research methodology. Also they need to build their knowledge base in action research and policy studies.



#### 4. Infrastructural Facilities and Instructional Resources

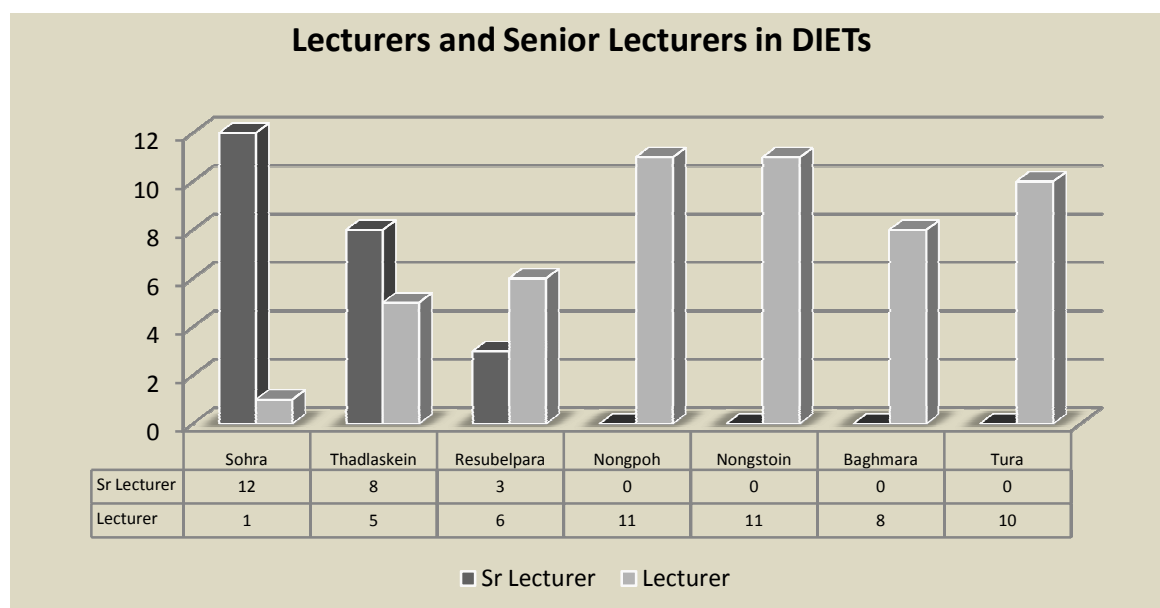
Though these institutions have basic physical infrastructure, they require maintenance. They also require additional rooms for training, conference, laboratories, hostel facilities and staff quarters. Some of these items are budgeted 2012-13 under CSS. Though the DIETs do have computer laboratories, the available facilities are not adequate. No other laboratories exist in DIETs, though some of them have limited material for psychology and science laboratories. Each DIET has minimum number of books which are not adequate either for professional development or practices.

Computer Facilities in 4 DIETs visited by the Mission		
S. No.	DIET	Observations
1	Sohra	No separate computer lab available. There were a total of 9 computers available out of which 5 are said to be functional as they were bought in 2010. One of them is used by the Principal and the remaining four by other faculties.
2	Thadlaskein	A total of 15 computers are available out of which 8 are allowed to be used by students.
3	Resubelpara	NEC has given them 8 computers. In total 16 desktops are available out of which 12 work. One part time computer operator is there who does office work on computers.
4	Tura	No separate computer lab. 13 computers are in working condition out of the 16 available, 7 of these are in faculty rooms while others are kept in the EDUSAT room. There is no internet facility. Personal datacard is being used. Principal is trying to get WIMAX or V-SAT.

#### 5. Issues of Governance

Functional autonomy is a weak spot of DIETs. It appears that faculty seldom initiates academic programs and instead they rely on following directions from above.

5 DIETs do not have full-fledged Principals. While the reasons may be valid, lack of leadership constraints the institutional level decision making and functioning in multiple ways. There are no senior lecturers in 4 DIETs. On the other hand 2 DIETs have predominantly senior lecturers. (see graph below)



**6. Partnerships and collaborations (convergence)**

Whatever collaborative efforts exist today is limited to SSA and DERT. However, the relationship between the DIETs and SSA needs further strengthening. THE DIET faculty are involved in teacher training programs as resource persons only. Some research projects taken up by DIET faculty with support from SSA, are yet to be completed. One faculty member of DIET-Resubelpara happens to be the District Mission Coordinator of the SSA. However, DIET-Tura has mobilised resources from the District Rural Development Authority (DRDA) for building a new conference hall.

**7. Work Plan, Fund Utilization and Audit**

DIETs have not received funds under CSS for the year 2012-13. They have not initiated any work.

**8. Process and Performance Indicators**

DIETs lack a professional approach in planning the inputs and executing the teacher development programs. DIETs depend on DISE for their data requirements and do not have its own data management system. The idea of training management system is not integrated as part of their work. ICT integration in teacher education program is minimal.

## Section 2 – Strengths, Issues and Constraints

### Strengths of Teacher Development System in Meghalaya

- Common cadre for DIET and DERT
- Presence of institutions like NEHU and NERIE
- Good faculty – student teacher ratio
- Innovative strategy for consensus building for revision of D El Ed (Facebook Group)
- Initiative to adopt CCE systematically in schools
- Potential of faculty at the DIETs, CTEs, and DERT
- Many faculty members upgrading their qualifications (M Ed and Ph D)
- Positive thrust of the state leadership on teacher education

### Key Issues and Constraints in Teacher Development System in Meghalaya

- **Weak academic capacity of the DERT**
  - Top positions in DERT are administrative in nature – Director, Joint Director, Deputy Director
  - No senior academic position
  - Academic functions are managed only by different levels of lecturers
  - Key administrative positions are missing Like Special Officer and Finance Officer, putting additional burden (eg: financial functions) on academic staff
  - Limited exposure of DERT faculty
  - The existing capacity of DERT does not provide maintaining quality, continuity and connectivity of professional development of teacher educators and teachers in different stages of schooling
  - Limited role of DERT in text book development. Text books developed by private agencies have been prescribed.
  - Lack of academic protocols and benchmarks for training and research programs
- **Limited exposure and lack of professionalism among teacher educators**
  - Key ideas of the current educational paradigm have neither been internalized nor spread
  - Most faculty members only possess the minimum qualifications as per state norms (Masters + B Ed)
  - Faculty development is ad-hoc and limited; TEIs do not ‘plan’ programs for faculty development
  - Limited opportunities for full-time M Ed course in the state
  - Absence of IASE in the state which could take up the agenda of development of teacher educators
- **Infrastructure and instructional facilities**
  - Classrooms, libraries, laboratories and conference rooms are either non-existent or ill equipped
  - Lack of maintenance and renovation of buildings
  - Non-existence of laboratories in all subjects
  - Lack of residential facilities for teacher educators and student teachers
  - Non availability of clean toilets with running water
  - The department faces problems in getting construction estimates from the Public Works Departments

- **Teacher education curriculum**
  - Revision of D El Ed curriculum is in a nascent stage
  - Revised B Ed curriculum is yet to be approved by NEHU
- **Academic leadership**
  - Lack of institutional vision
  - Lack of norms and protocols for ensuring quality in academic programs
  - Existing vacancies in senior positions like Principals, Senior Lecturers in DIETs
- **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
- **Training and Research Programs lack professional approach**
  - Needs assessment process is not systematic
  - ‘Resource person’ centric selection and design of training programs
  - Process oriented professional development programs for teachers and teacher educators are yet to be conceived
  - Lack systematic data and training management system
  - Need for strengthening methodology of research studies
  - Need for enrichment on the concept and purpose of action research
  - Policy studies do not find space in the domain of research
- **Resources available in TEIs are both inadequate and underutilised**
  - Libraries are confined to course books and lack academic journals
  - Personnel managing libraries are unqualified and/or unskilled
  - Faculty and students have limited access to computers
  - Edusat facilities are not being utilized adequately
  - Need to build awareness of faculty regarding relevant computer applications and software
- **College of Teacher Education (CTEs) have not been fully operationalised**
  - Necessary posts have not been created
  - Additional infrastructure requirements have not been fulfilled
  - CTEs are yet to establish professional connectivity with DERT and DIETs
  - The existing cadre of teacher educators does not cover CTE faculty
- **Untrained teachers**
  - Of the 15822 teachers, allocated share of NIOS’ is 7822 while that of IGNOU is 8000. However IGNOU’s response is yet to be received.
- **Linkages and Collaboration**
  - The existing collaboration with SSA needs further strengthening
  - Engagement with NEHU and NERIE is sporadic and unplanned

### Section 3 - Recommendations

- **Strengthen DERT as an academic institution**
  - State may consider enhancing the status of DERT to a higher level system
  - Create senior academic positions – Reader, Professor
  - Relieve academic staff of financial responsibilities
    - Expedite recruitment of Special Officer
    - Appoint full time Finance Officer
  - Director, DERT should be a full-time position
  - Evolve protocols and benchmarks for academic programs in the areas of needs assessment, methodology and design, and report writing
  - Develop and implement a systematic strategy for capacity building of DERT faculty
  - The state may consider placing a Technical Support Group at the DERT for support in various academic functions
  - CTEs should be brought under administrative control of DERT and cadre should be integrated
  - Strengthen the professionalism of curricula development in the state (schools). DERT should be empowered to develop school syllabi and textbooks in collaboration with MBoSE.
  
- **Strengthen Academic Staff at Teacher Education Institutions (TEI)**
  - Creation of posts and recruitments at different levels must be expedited
  - All TEIs should have a balance of Selection Grade, Senior Lecturers and Lecturers; 20rationalization is required
  - Existing norm of 16 years of experience as eligibility condition for becoming DIET principal needs to be revisited
  
- **Augment infrastructure and instructional facilities at DERT, CTEs and DIETs**
  - Classrooms and multi-purpose halls
  - Enrich laboratories and libraries
  - ICT equipment and software
  - Hostels and Staff quarters
  - Toilets, water facilities, electricity backup
  - Hire consultants for preparation of construction estimates
  
- **Strengthen programs**
  - Methodology and report writing in research programs including action research and policy studies should be strengthened
  - In-service teacher training programs should be reconceptualised and implemented on a project mode keeping the process oriented pedagogic perspective for strengthening professionalism

- **Capacity building of teacher educators to be given urgent attention**
  - Develop and implement an institutional mechanism for planning for capacity building of teacher educators
  - Areas that need attention include
    - curricula analysis and development
    - process oriented pedagogies based on the principles of constructivism
    - learning and assessment
    - TEI leadership
    - research including action research and policy studies
    - ICT integrated teaching-facilitation
  - Possibility of enhancing intake capacity in regular M Ed programs and upgrading one of the CTEs into an IASE should be explored
  
- **Revise curriculum of teacher education programs**
  - NCFTE 2009 and RtE 2009 should form the basis for the revision of curriculum
  - Revision of D El Ed should necessarily include development of relevant material and enhancement of capacities of teacher educators
  - Consultation with experts prior to revision is an essentiality
  - DERT should liaise with NEHU to ensure that NCFTE 2009 and RtE 2009 have been adequately integrated in the ongoing revision of B Ed curriculum
  
- **Ensure convergence among different stakeholders**
  - Bi-monthly review meeting of heads of various institutions should be organized under the leadership of Director, DERT to review academic programs administrative and financial matters using project management software
  - Coordination among teacher education institutions, SSA, RMSA and Department of School Education can be further strengthened
  - External academic support may be sought in identified areas

**Annexure 1**

<b>Date</b>	<b>Activities/Institutions visited</b>
May 20, 2013	1. Briefing meeting with heads and faculty of DERT, CTEs, and few DIETs 2. Brief interaction with Principal Secretary Education
May 21, 2013	1. Interaction with DERT faculty 2. CTE (PGT), Shillong
May 22, 2013	1. DIET, Sohra 2. DIET, Thadlaskein
May 23, 2013	1. DIET Resubelpara
May 24, 2013	1. DIET, Tura 2. CTE, Tura
May 25, 2013	Return to Shillong
May 27, 2013	1. SSA, Shillong 2. DHTE, Shillong
May 28, 2013	1. NERIE, Shillong
May 26 – 29, 2013	Report Writing at DERT

## **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