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GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
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D.O. No. 43-27/2012 EE.9

08th May, 2013

Dear *Sunil*,

I am enclosing herewith the report of the Joint Review Mission, lead by Prof. Venita Kaul which visited Uttar Pradesh from 1st to 5th April, 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 has 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.

3. 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 30th May, 2013. A copy of the report is also placed on our website 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 Sunil Kumar
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मध्यम धान योजना
Mid Day Meal Scheme

**Joint Review Mission for Teacher Education
Uttar Pradesh**

April 1 to 5, 2013

1. Introduction

The Joint Review Mission (JRM) constituted by the MHRD to review the Centrally Sponsored Scheme on Teacher Education of MHRD visited Uttar Pradesh from April 1 to 5, 2013. The Mission members included Prof Venita Kaul, Mission Leader, Prof Poonam Batra, Prof N.K.Dash, Dr Shubhra Chatterji, Mr Kamlesh Joshi and Dr Rubina Maiti. The Mission visited four districts, Lucknow, Allahabad, Hardoi and Barabanki in the course of the JRM. In Lucknow the JRM met with the Principal Secretary, Department of Basic Education and Director, SCERT and his faculty and representatives of the constituents of SCERT. In both Allahabad and Lucknow respectively, the JRM visited the IASEs and CTEs and in each of the four districts the Mission visited the DIETs, as well as private, recognized BTC teacher training institutes, interacted with their faculty and observed the classes. The Mission also met with the Block level mentors of the *Shiksha Mitras* who are undergoing the distance education training in the context of RTE in the Lucknow region and conducted a focus group discussion with Principals and/or senior faculty of about 30 DIETs from the districts that had not been visited. The Mission shared its draft report in a wrap up session on April 5, 2013, which was chaired by Principal Secretary, Basic Education and attended by State Project Director SSA, Director, SCERT and his staff.

The main objective of the JRM was to review the status and progress of the programmatic interventions under the Centrally sponsored scheme of Teacher Education, with specific reference to the Teacher Education institutions at the state and district levels and to propose measures to strengthen them. These included the SCERT, IASE, CTE and DIET. The guiding principle was one of a Learning Mission: (a) learning of progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities with regard to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions. (Ref TORs)

The Mission would like to place on record its deep appreciation of the courtesy and cooperation extended to it and for the very cordial and candid discussions that the mission was able to have at both the state and district levels with the Principal Secretary, Director SCERT and his team and the faculty and staff of each of the institutions visited, in the course of this Mission.

2. Methodology

The methodology adopted by the Mission to address the assigned TORs included the following:

- 1) Review and analysis of documents, including the status report, Annual Work Plan and Budget and appraisal minutes.
- 2) Visits to SCERT, SScEd, SIE, ETI, 2IASEs, 2CTEs, 4DIETs and 3 State recognised Private teacher training institutions. In each of these institutions the Mission interacted with the heads of the institution and their staff, reviewed their activities and output and observed classes, where these were being held.
- 3) Focus Group Discussion with faculty of 30 DIETs at SCERT Lucknow and with a group of *Shiksha Mitras* who are undergoing distance mode BTC training and with their Block level mentors.

The Mission has prepared the report on the basis of the review and analysis of the information compiled from the above sources.

3. Profile of the State

As per the Census of India (2011), UP has a population of over 199 million people making it India's most populous state. It is the second largest state economy in the country with nearly three fourth of its workforce dependent on agriculture. Over 75 percent of the population is in rural areas. A distinguishing feature of the state is its regional variation across the spread of five regions. The administrative structure comprises eighteen *mandals*, seventy one districts (with four more added recently) and 106704 villages. Two major challenges flowing from these features are the significant *scale* and *diversity* in the state, which necessitates area specific and contextualized interventions especially in the social sector.

Educational Profile: The total population of children in the state in the age group of 6 to 10 years is 23.29 million, of which the school going population is about 23.2 million. For the 11 to 13 year age group the corresponding numbers are 15.1million and 15.08 million respectively. (AWBP 2012-13). The number of children out of school has been estimated to be 1.09 lakhs in the state. With regard to schools, as quoted from the UP Basic Education Department's data, the number of primary and upper primary schools is estimated to be 1,55,619 and 76,398 respectively. In addition, there are 1091 schools run by the Department of Tribal and Social Welfare, 1,721 by local bodies, 8,958 private aided schools and 59,734 private unaided schools. The total strength of teachers is 3,60,300 of which 1,35,727 are women. At the secondary stage, the total number of schools across sectors is 19,430 and there are 61,888 teachers of which 12,811 are women. Thus there is a distinct difference between the profile of the elementary and secondary schools, both in terms of numbers and profile of teachers.

Currently the state faces the challenge of significant teacher vacancies in the context of RTE (2009), which need to be filled by 2015. In addition, 10-15 percent teacher vacancies are expected to emerge annually due to the retirement of teachers or increase in the number of

schools. The Mission was informed that the state government is addressing this challenge in multiple ways. The 1,72,000 *Shiksha Mitras* who are untrained are being given BTC training in distance mode, with NCTE approval through the DIETs at the CRC levels. The first batch of 62,000 teachers will complete their training in August 2013. The second batch of 62,000 teachers has been enrolled in August 2012 and the remaining 48,000 will be enrolled in July 2013. In addition, each DIET has an intake of two batches ranging from 50 to 200 students per batch each year, for pre-service training. The private teacher training institutes that have NCTE approval have also been given recognition to run BTC programmes. In the next phase about 300 more institutions are expected to get recognition, over and above the current number. The state's expectation is that within the next 2 to 3 years existing teacher vacancies will get filled, with only the annual attrition remaining to be addressed. The state has carried out an estimation of the demand and supply of teachers at different school stages from 2007-8 to 2016-17 in collaboration with NCTE.

UP has a number of stage and discipline specific institutions for the preparation of teachers. Teacher preparation programmes are available for pre-primary, elementary and secondary stage of education. In addition existing NCTE recognized institutions offer a post-graduate degree in education (MEd). Subsequent to NPE (1986), the state has established 70 DIETs, 3 Colleges of Teacher Education (CTE) and three Institutes of Advanced Study in Education (IASes) under the centrally sponsored Scheme of Teacher Education, of which two are located in universities.

The advisory and coordinating role at the state level in the field of curriculum and teacher education is played by the SCERT, which is located in Lucknow. The SCERT perhaps has a unique feature in that it has located within it ten 'discipline based' constituent units, which were initially independent. These have now been integrated under the umbrella of SCERT and include the State Institute of Education, State Institute of Science Education, English Language Teaching Institute, Bureau of Psychology, Hindi *Sansthan*, State Institute of Education and Technology and College of Physical Education, Colleges of Teacher Education, Allahabad, Varanasi and Lucknow, Institute of Advanced Studies in Education, Allahabad, College of CT Nursery, Agra & Allahabad. The SCERT also oversees the functioning of the 70 functional DIETs in the state.

The JRM reviewed the status of teacher education institutions in the state, keeping in view the above context. The findings of the Mission are discussed in two parts. The first part highlights the major issues emerging from the review while the second part presents the more detailed observations with respect to each institution.

4. Overview of Findings

The Mission is of the firm view that the quality of any schooling system rests primarily on its teachers. The quality of teachers, in turn, rests largely on the quality of institutions educating and supporting them professionally. While these resource institutions that support school education and teacher education in the state are doing significant work, the Mission identified specific

challenges which need to be addressed for more effective utilization of these resources, and which in turn could contribute significantly to quality reform at the systemic level. The Mission would like to put on record that the State government is cognizant of some of these issues has already initiated the process of addressing them, primarily in terms of DIET faculty. .

4.1 Large scale vacancies in institutions, particularly in DIETs: The DIETs were envisaged as a critical link in the vertical chain of resource institutions at the state level, to enhance outreach and enable need- based and contextualized teacher preparation and support to the school system. Although every district in the state has a DIET now, with five additional institutions proposed for the newly formed districts, these are in most cases functioning at extremely sub-optimal levels. There are approximately 69 percent vacancies of Lecturers and Senior Lecturers’ positions and 72 percent vacancies of Principals’ and Vice Principals’ positions across the board. (Refer Table 1)

Staff Positions			
Designation	Sanctioned	Filled	Vacant
Principal	70	23	47
Vice Principal	70	16	54
Sr. Lecturer	420	79	341
Lecturer	1190	417	773
Statistician	70	34	36
Technical Assistant	70	36	34
WE Teacher	70	47	23
Support Staff	1386	848	538

- Revision of service rules for appointment of Lecturers is in process
- Guest Lecturers have been invited in DIETs
- In 47 DIETs, Vice Principals, DIOS/BSA/Senior Lectures are working as Principal
- Academic Staff Profile: MPhil-9, PhD-61, MEd-80, BEd/LT-499, DLEd-32, BPed/MPed-6

A CTE visited in Lucknow was found located in a dilapidated old building with about 4 to 5 acres of unkempt land and had 13 vacancies of academic staff against the sanctioned strength of

22! Needless to say with minimal resources, human, financial and infrastructural, the institution had no activities to report to the Mission. This was the case with the CTE in Allahabad as well. The IASE housed in the Department of Education, Lucknow University has the infrastructure created from the Teacher Education Scheme, but in terms of human and financial resources, they have a similar story to tell. The IASE located in Allahabad has an interesting history. Started as an institute for vernacular languages during the colonial administration, it became the Central Institute of Pedagogy (CPI) in the early 1900s. Thereafter it was upgraded as an IASE during the seventh five year Plan under the Centrally Sponsored Scheme of Teacher Education. As a CPI it used to offer the LT programme for preparing school teachers. After the LT was discontinued and replaced by the one year BEd programme, the CPI was not allowed to offer the BEd. As a result the institute decayed overtime due to lack of engagement with any teaching or research activity in education. Even when it was upgraded to be an IASE, it received bare minimum funds with no clear research or teaching programme. Even now this institute has a remarkable building and a vast expanse of open space, including a separate unit of psychology and a hostel. Its greatest treasure is its heritage library that houses thousands of archival books that would be a boon to any serious researcher. The Mission is of the view that as a matter of priority the IASE at Allahabad would need to be supported in many ways, including affiliating it to a University, providing financial support to preserve its archival material and to augment its staff so it can become a lead centre of educational research and teacher development and support.

The Mission raised these concerns with the Principal Secretary and was assured that at least the situation of the DIETs is expected to improve within a year. The notification for the development of a separate cadre for teacher educators, which will enable direct recruitment of DIET faculty has received the necessary clearances and is awaiting cabinet approval. As soon as the approval is received it will be sent to the State Public Service Commission for advertising the positions. This will enable the filling up of 743 positions of Lecturers in this year itself, with an average of 16 persons to be placed in each DIET. The CTE and IASE related issues, which fall in the domain of higher learning will also need to be resolved at the earliest.

The Mission strongly recommends that along with expediting the filling of teachers educators' vacancies, the State government address the issue of the filling the large number of vacancies of Principals and Vice Principals on a priority basis. It is also recommended that the state should consider a policy of a fixed tenure for these positions as that will bring stability to the existing structures. This is important given the Mission's observation that the availability and quality of effective leadership is a critical factor in the status and performance of a DIET or any institution for that matter. In addition, the issues of making available human and financial resources on a timely basis for CTEs and IASEs may also be addressed on priority.

4.2 Institutional Interlinkages: The Mission was impressed with the significant work that has been carried out, over the years, by each of the constituents of the SCERT in their respective disciplines and also by some DIETs. The outputs ranged from curriculum revision, development of textbooks, training manuals and guidebooks to action research projects and evaluations.

However, the presentations and discussions across institutions highlighted a significant gap in terms of institutional inter-linkages. These linkages are perceived as two fold:

Horizontal linkages: With the seven constituent units integrated under SCERT, the Mission perceives this as a major opportunity for coordinated functioning of work on curricular issues in teams rather than individually, each bringing to the task at hand his or her own disciplinary advantage. The presentations made to the Mission of the mandate and work of each unit still reflects a compartmentalized approach in their respective disciplines. This lack of coordination can be often counterproductive. For example, the language curriculum may be pitched at a different level than the language used in the social studies textbooks for the same grade, thus making it difficult for the students. Similar issues may come up if different pedagogies are advocated. The mission also noted varying levels of awareness with new pedagogical concepts and curricular issues among the staff from SCERT and its constituents.

Similarly, across DIETs too there does not seem to be any coordinated planning or sharing of faculty expertise, course materials etc other than those developed and made available by the SCERT. However, the Mission was very encouraged on being informed that the government has a plan for connectivity of all DIETs, so that some good lectures in any DIET or at SCERT could be beamed across to all DIETS and interactions facilitated between them. This could be a major step forward not only in terms of making good resource accessible but also as an incentive for more effective teachers to show case their work on a wider scale.

Vertical Linkages: The institutions created under the Teacher Education Scheme in particular, such as IASE, CTE and DIET along with the proposed BITES and SSA supported BRCs and CRCs have been conceptualised as a vertical chain for decentralized teacher support. The placement of IASEs in higher learning institutions intended to strengthen university – school linkages and narrow the gap between theoretical knowledge and field practice through the mediating DIETs and block level structures. The Mission found very little evidence of this linkage at the institutional level, apart from sporadic instances of individuals being invited to support or collaborate, and that too at a personal level.

With this concern in mind, the Mission had a discussion with the Principal Secretary, Basic Education that for optimal utilization of these teacher education institutions, it would be imperative to redefine their roles in the present context, not only as autonomous institutions but also in relationship with other institutions in the sector, in furtherance of the goal of supporting quality reform.

In this context, the Mission *recommends that the state authorities may consider including in the AWPB for 2013-14 the development of a **holistic plan** for strengthening teacher education which would :*

(a) address both the horizontal and vertical linkages across institutions, informed by a common goal of quality improvement, across institutions.

(b) Identify and redefine the role of each institution down to the NPRC level, as a link in the chain of resource support to the schools. The focus would be particularly on a very active chain of support and feedback loop between DIETs-BITES-BRC-NPRCs to inform both school quality and provide feedback on training. Given the emerging evidence that it is the close mentoring and teacher support, rather than training that leads to classroom reform, the NPRCS will need to be selected, strengthened and enabled to serve as effective mentors for the teachers.

(c) Suggest an institutional development plan for each institution in the above context, as an autonomous institution (within rules), with a clear road map for the state, using the present status as the baseline.

(d) Recommend effective use of technology to optimize the envisaged inter-linkages.

(e) Suggest professional development needs and modalities for academic and non academic staff at all levels in the context of the envisaged role redefinitions and formulate a comprehensive professional development programme. This assignment could be undertaken with the help of Universities, NUEPA, IIMs and consulting organizations with expertise in institutional development.

4.3 Phased Approach to institutional development: The Mission was informed by the Principal Secretary that there is a proposal to develop 5 to 6 DIETs and 75 BRCs as model or lead institutions, at their respective levels. These could serve as models and support others in the process of peer learning and sharing, both through direct mode and through the effective use of technology. It is also proposed to make available good classroom teaching practices, especially in science and mathematics teaching, as open education resources (OER) either through direct beaming or through videos and other multi-media materials. *The Mission was very appreciative of this idea and fully endorsed it.*

The Mission also recommends that this proposed concept of model institutions may be aligned to the concept of resource support chain discussed earlier. This would imply that the two lead institutions may be identified from the same district as far as possible so as to be able to demonstrate an exemplary practice of chain of resource support. This exercise could begin in a phased manner with the better equipped DIETs being included within this year, and can get extended to others once their faculty is in place. With a documentation and evaluation design integrated in this proposal, it would also facilitate more effective scaling up.

4.4 Curriculum Revision aligned to NCF and NCFTE: The Mission had the opportunity to review the revised textbooks and other support materials published by SCERT, and in particular

those developed by the constituent units of SCERT. The Mission members also observed classroom teaching in both DIETs and private institutions. Overall, the Mission appreciates the extensive work put in over the years by the SCERT constituent units which focused on different subject disciplines, as reflected in the large number of manuals, modules and other print materials shared with the Mission. This also included the course material developed for ODL training of the *shiksha mitras*, which was appreciated by the trainees. While the materials do reflect a great deal of thought and effort, they do not reflect an adequate understanding of the NCF (2005) and its pedagogical concepts and thrusts such as the concept of constructivism which is the advocated base of curricular reform. In a private institute visited no one had even heard of the NCF and this was also noted in the interactions with some of the representatives of the different institutions, including DIETs. It was also noted that the manuals and pedagogy related materials shared with the Mission in most cases did not indicate any theoretical or philosophical framework informing the development of that document, whether constructivist or behaviorist or otherwise. In addition, some current curricular issues such as multilingualism, early literacy, continuous comprehensive evaluation, constructivist approach in classrooms, corporal punishment and inclusive education are on the whole not reflected in most documents.

With RTE in place now, and every child expected to be in school, teachers will need to be prepared for more diversity in the class composition and this aspect of inclusion needs to be highlighted both in theory and practice. A related issue is that while the modules have been prepared for each subject separately, perhaps by subject experts, these do not address the pedagogical aspects related to each discipline. As a result classroom practice continues to be didactic and dominated by the lecture method. The TLMs prepared also reflect a conventional approach. In addition, use of technology in the classroom was evidently also very minimal. The process of revisiting the school curriculum and the teacher education curriculum, in line with the NCFTE (2009) has just about begun.

The Mission recommends that SCERT may take forward the process of teacher education curriculum renewal in alignment with the NCFTE (2009), with wider consultation with other states and expert agencies to bring in ideas already explored and experimented with. The process may be conceptualized more comprehensively to include not just curriculum renewal with the active involvement of the faculty but also systematic development of curriculum reading materials and an intensive on-going process of faculty development related to it.

4.5 Institutional Capacity

Infrastructure: The Mission observed wide variations in the provision of infrastructure in DIETs and other institutions visited. Even among the DIETs there was variation although funding is equitably allocated. The Mission noted that this variation could be largely attributed to the quality of leadership available in a DIET. Most DIETs visited and observed had students, who are young adults, in large numbers sitting on the floor with no proper seating arrangement. While internet facility is now available in all DIETs, computers are scarce and there are hardly

any DIETS with language labs, computer labs and science labs as prescribed, even though they are recognized by the NCTE. The Mission would like to emphasize that if self-learning is to be encouraged, following a constructivist paradigm, computers and internet facility will need to be made an integral part of an educational institution.

The Mission therefore recommends that basic facilities such as a proper seating arrangement, furniture, computers, library ought to be part of a functioning DIET as well as to the BRCs. This is the basic facilities if available would enable them to support the up-gradation of teachers' skills and knowledge, closer to their work sites. An effective revenue model could also be explored, as noted in the DIET in Lucknow where computer or other related facilities are provided to private institutions in the evening hours to generate revenue that is used for support activities.

Roadmap for Teacher Education: The SCERT has formulated a roadmap for TE for the coming five years through a consultative process. This covers the following areas:

- Innovation Curricula, Materials & Pedagogical Models
- Strengthening Teacher Education Institutes & linkages between them
- Building strong cadre of Teacher Educators
- In-service Training Processes & Outcomes
- Pre-service Teacher Education Processes & Outcomes
- Accountability, Monitoring & Support Mechanisms for TEIs & Teachers
- Research, Evaluation & Disseminating Innovations
- Improving Teacher Working Conditions

The Mission would like to congratulate the state on this important need-based and contextualized initiative and recommends that the work related to this plan may be initiated at the earliest with the aim to formulate details for each of the areas identified in terms of content as well as mechanisms of achieving the stated goals.

Professional development of staff: SCERT is the apex body responsible for organizing pre service and in service training for all the teachers in the state. It fulfils this function with the help of 10 specialised units affiliated to it and 70 DIETs located in the districts. The state is currently in the process of revising its pre service teacher education programme in the light of NCF 2005 and NCFTE 2009. The new definition of knowledge given in the NCF necessitates a paradigm shift in the way the teaching learning process is conducted, both in schools and in teacher training institutions. The SCERT has to play a major role in ensuring that teacher educators at all levels are equipped to transact the new curriculum in order to prepare teachers who understand social realities and the constructivist approach to learning. After observing the classes and interacting with various faculty and students of some of the DIETs the Mission members felt that change of curriculum in itself will not lead to the kind of pedagogical transformation that is being envisaged, unless the teacher educators are facilitated proactively to internalize the NCF

and NCFTE philosophy and its implications for teacher preparation and classroom teaching. The Mission also observed that training by itself has limited impact unless it is followed up with regular on-site mentoring, which trainees also indicated has more value. This observation is endorsed by many research studies elsewhere as well. The AWPB for 2012-2013 has mention of a few capacity building activities for DIET faculty in the areas of Action Research and ICT. The Mission members felt that this was routinised in its approach and not based on the needs at the field level. There were also concerns raised that often the same persons were repeatedly deputed for training and opportunities were not equitably distributed.

The Mission therefore recommends that:

- (a) *a strong program of capacity building be instituted in the state for the Faculties of DIETs and BRC/NPRC resource persons. The programme of faculty development should be designed to ensure that all curricular areas described in the NCFTE become the focus of interaction and hands-on activity. These should be followed up with a strong component of mentoring and on-site support.*
- (b) *A computerized Training Management System for DIET faculty be developed along the lines of the TTMS seen in the Lucknow DIET, to avoid the 'batching matching' anomalies and make sure that the right person is given the right training or that the same person does not get deputed for all trainings. .*
- (c) *Exposure visits within and outside the state to observe good practices in model DIETs/BRCs should be continued as already initiated.*
- (d) *A credit based induction programme may be conceptualized and implemented to ensure professional capacities in the system. Given that many Principals and Vice Principals and even Senior Lecturers do not have any training in Educational Philosophy and Practice a package of basic short term courses on some key issues such as pedagogy, curriculum, understanding children, knowledge and learning, inclusive education, continuous comprehensive evaluation, early literacy, use of ICT etc based on needs can be offered in blended learning formats (including face-to-face,distance and online learning), in a flexible mode, since the faculty members cannot be taken away from their institutions for attending long duration courses. The state can think of making each of these courses credit based. These credits would get accumulated over a period of time and certificates/diplomas could be awarded, thus incentivizing the process. This can be undertaken by IASE faculty located in the universities, whose mandate is also to develop professional capacities at all levels.*
- (e) *Reading materials should be prepared or procured around specific curricular areas outlined in the NCFTE 2009 and those specifically mentioned in the NCTE model syllabi. These materials available in simple Hindi, and should be made available to teacher educators and student-teachers at all levels. Specific mechanisms need to be put in place to disseminate curriculum readings through study circles as part of faculty development programmes for*

teachers in service and for pre-service programmes offered across the government and private institutes in the state.

- (f) Inservice training of teacher educators, BRCs, NPRCs could be conceptualized in the ODL mode which is currently being employed for *shiksha karmis*. Attempts should be made towards a mixed mode with print materials made available to them directly for their study, supported by contact classes through the BRC special teachers at the block level. This was observed to be an effective model in specific instances., as observed in the DIET Lucknow. However, the mission would like to caution that this can be effective only if (a) it is ensured that block level subject specialists have a sound knowledge-base and are well prepared to conduct the contact programmes and (b) good quality self-learning reading materials are made available for participants.
- (g) The State can implement a scientific, research-based approach to identification of teachers' training needs, through a combination of methods such as classroom observations, surveys, focus group discussions with teachers and CRC/BRC trainers, and thorough assessment of teachers' knowledge, skills, attitudes and subject mastery.

4.6 Financial performance

Issue of fund flow: The state received the sanction letter for the first installment for the FY 2012-13 only on November 22, 2012 since the scheme was being restructured at the central level. The state government needs to be appreciated for having made an advance of 25 percent of the approved budget available to the SCERT in April 2012 which facilitated the work of the institutions, to an extent.

Centrally- Sponsored Scheme Of Teacher Education (75:25)

(Expenditure statement during 2012-2013)

(Rs in lakh)

Name of Institution	Approved admissible budget	Received central Share 75%	Received state Share 25%	Expenditure	
				central share	state share
DIETs OF UP (70)	7897.36	5923.02	1974.34	4900.00	1074.34
CTE (3)	21.00	15.75	5.25	12.15	4.25
IASE	16.50	12.37	4.13	8.18	3.10
SCERT	37.25	27.94*	9.31*	0.00	0.00
Total	7934.86	5951.14	1983.72	4920.33	1081.69

* Note: Fund release through state budget. Funds not received.

The second installment was received on January 21, 2013. The SCERT did not get any funds at all in the year since its budget line had to be created in the supplementary budget, which missed the required deadline. Consequently, under the scheme SCERT was not able to conduct any activities in the year 2012-13. The budget has now been carried over to the next financial year. *The issue of fund flow from MHRD to the state and from state to the implementing entities is a serious issue, which needs to be streamlined. The Mission recommends that both MHRD and the State government may give it due attention.*

Lack of resource support to IASE and CTE: The IASE visited in Allahabad and Lucknow and the CTE visited reported that almost no activity has been undertaken under the Teacher Education scheme due to lack of funds. While the IASE, which is located in the Lucknow University reported not having received any funds since 2009, the CTE has received Rs. 3 lakhs for the year, which is negligible for any effective programme to be implemented. These institutions are therefore languishing in a sub-optimal status. The IASE also reported that a possible reason for the fund flow to be disrupted is that it goes through state exchequer and then the SCERT before being made available to them. Interestingly, SCERT had no knowledge of this channel or its own involvement in it. This may be due to the Director SCERT having taken

charge very recently. However, the Mission does endorse the need for a smooth flow of funds to these institutions to enable them to play an effective and mandated role.

In this context, *the Mission notes that the rules under the scheme allow for funds to made available directly from MHRD to the higher learning institutions and recommends that this provision be utilized to engage with IASEs directly and activate their important contribution to the scheme’s goals and objectives. A specific recommendation with regard to IASE in Allahabad has been stated earlier in this report.*

5. Detailed Review

The detailed review is focused specifically on the teacher education institutions that were visited and their respective mandates and needs. Table 2 provides a list of all the institutions that provide teacher training for different stages of education in the state. The overall guidance to and oversight of these institutions is the function of the SCERT and its constituent units.

Type / Level of Teacher Education Institutions	course offered	No. of Institutions	Intake Capacity
Pre-Primary (Kindergarten)	CT Nursery	2	64
Primary	BTC	70 DIETs+1 CTE (5 new DIETs to be established)	10450
Upper-Primary		90 Private Institutes	4500
Physical Education	D.P.Ed.	2 colleges of physical education	60
Secondary (Class IX-X)	B.Ed.	3 CTEs+1 IASE+2 Phy. Edu.	on pending with NCTE
Senior Secondary (Class XI-XII)			

5.1 State Council of Educational Research & Training (SCERT)

SCERT is the apex academic authority responsible for school education including elementary teacher Education. It organises both pre service and in service training programmes for elementary school teachers. It plans designs and develops elementary teacher education curriculum, textbooks and training modules. The constituent units of SCERT are the following:

1. State Institute of Education, Allahabad.
2. State Institute of Science Education, Allahabad.
3. Bureau of Psychology, Allahabad.
4. English Language Teaching Institute, Allahabad.
5. Govt. College of Physical Training, Allahabad and Rampur
6. Rajya Hindi Sansthan, Varanasi
7. Colleges of Teacher Education, Allahabad, Varanasi and Lucknow
8. Institute of Advanced Studies in Education, Allahabad
9. College of CT Nursery, Agra & Allahabad.
10. State Institute of Education Technology, Lucknow.

Two IASEs are located in universities in Lucknow and Bareilly.

Each of these institutions is engaged in planning, design and development of curriculum, textbooks, and training modules in their respective focus areas. They also organise workshops and training programmes. SIET develops content based video programmes for students and teachers which are telecast by DD Liuchow and Edusat under Gyandarshan. Although all these constituent units are engaged in meaningful activities in their respective disciplinary areas, the team observed that there is lack of mutual interaction and coordination among them. Since these institutions have a long past and accumulative experiences, their potential needs to be fully utilized and their professional development ensured to further strengthen elementary teacher education programmes and school education in the state. Interactions with some of the faculty members revealed that as of now many of them are well versed in their disciplines but not able to engage with questions of curriculum change and redesign in the context of NCF(2005) and NCFTE (2009). In this context, it is to be appreciated that SCERT has already prepared a roadmap about how these institutions can function in a holistic and co-ordinated manner as well as strengthen their own potential. It is hoped that the State will on priority initiate action on this roadmap, particularly in the context of their redefined roles, issues of coordination and support for the institutional development of each of these institutions.

Infrastructural facilities and Instructional Resources: The SCERT was noted to have reasonable infrastructure which includes a room for academic and support staff, a conference room, a library with 4,000 books, and a guest house. However, it could benefit with some more space. There are about 18 computers with internet facility which are used by academic and support staff. However, there is no dedicated computer laboratory in the institute. While the library is in place there is a need to update the collection of books, journals and periodicals. The library management system also needs to be automated and the post of librarian which is currently vacant needs to be filled. The SCERT must also have its own website so as to be able to

reach out to all institutions, and in particular the DIETs with its new publications, activities and events.

Academic Staff Positions in SCERT, IASEs and CTEs: The SCERT has a sanctioned position of 25 academic staff out of which 20 positions have been filled up. Among the faculty there are 2 PhDs, 1 M Phil, 1 M Ed, 10 BEds/LTs and 1 DEPA. The sanctioned position of IASE Allahabad is 33 out of which 9 positions have been filled up. Of these there are 2 B Eds and 2 LTs. The sanctioned position of Academic staff of CTE Lucknow is 22 out of which only 8 positions have been filled which include 6 B Eds/LTs and 1 DP Ed. The sanctioned position of CTE Allahabad is 22 out of which only 7 positions have been filled up and these include two B Eds. The sanctioned position of CTE Varanasi is also 22 out of which only 9 positions have been filled. Thus while SCERT, located in Lucknow, is fairly well staffed, the other institutions such as CTEs and IASEs are actually languishing in the absence of both human and financial resources. It is evident from the above that a lot of academic positions are lying vacant or not always occupied with people of requisite qualifications. These positions need to be immediately filled and the under qualified faculty need to upgrade their qualifications.

Professional Development Needs of Faculty: The units of SCERT such as SIE has developed the curriculum for pre-service education and have developed text books for classes I-V. They have also just developed the state curriculum framework on the basis of which they will revise the syllabus and text books of classes I-III this year and those of classes IV-V next year. These efforts are worthy of appreciation.

The state is currently in the process of revising its pre service teacher education courses in the light of NCF 2005 and NCFTE 2009. The new definition of knowledge given in the NCF necessitates a paradigm shift in the way the teaching learning process is conducted, both in schools and in teacher training institutions. The SCERT has to play a major role in ensuring that teacher educators at all levels are equipped to transact the new curriculum in order to prepare teachers who are aware of social realities and the constructivist approach to learning. After observing the classes and interacting with the SCERT and DIET faculty and students of some of the DIETs, the Mission members felt that change of curriculum in itself will not lead to the kind of pedagogical transformation that is being envisaged, *unless the teacher educators and in turn the teachers are enabled through a process of intensive dialogue and discourse, to internalize the philosophy and theoretical principles and their implications for curriculum and pedagogy.* The proposal to realign the curriculum with the NCF and NCFTE may therefore require a process of intense interactions and reflection, collectively with external experts and other states who have already moved forward on this. Some of these states are Haryana, Chattisgarh and Rajasthan.

Although the mission was informed that the SCERT faculty attend seminars and conferences and are deputed for exposure visits to SCERTs and DIETs in other states; they themselves feel the need for professional development opportunities in the areas of NCF, NCFTE, constructivism and the use of ICT in teacher training. It was suggested by the academic staff that there should be vertical linkages with University Departments of Education or/and IASEs for frequent sharing

of knowledge and experiences. Although the academic staff of SCERT, CTE, and DIETs attend programmes conducted by SIEMAT it was suggested that the SIEMAT needs to be involved in the building up of a training management system for elementary teacher education so that every faculty member has equitable opportunity for being deputed for training. Given the proposal of SCERT to develop Open Educational Resources for easy use by DIETs, BRCs and teachers, the SCERT Faculty would also require professional training in generating content in the blended mode. The SCERT/SIE can think of creating a web portal for teacher education for dissemination of better practices and resources; identifying and documenting good teaching-learning processes, publicly appreciating those teachers, and disseminating these practices through different media (websites, notice boards, case studies).

SCERT should also think of organising seminars, workshops and exposure visits for their allied Institutions such as Faculties at the Rashtriya Hindi Sansthan and ELTI so that they can play an effective role in developing appropriate resources and training manuals for teachers in the areas of Reading Pedagogy, Multilingualism, Developing Proficiency of teachers for teaching English as a Second Language at the elementary stage, in consonance with the guidelines given in NCF (2009).

5.2 District Institutes of Education and Training

The DIETs were conceptualized as the apex organization at the district level to provide academic and resource support to the BRCs, NPRCs, schools and teachers to ensure proper implementation of strategies and programmes undertaken by the state government in the area of elementary education. However, the extent to which these institutions are able to play the envisaged role is a matter of debate. The review indicates that there is very little coordination and absolutely no follow up of the training (held in DIETs) with the block level institutions and the schools, primarily due to lack of both human and financial resources and facilities like vehicles and ICT. Currently the SIScEd/SIE train master trainers who in turn train school teachers and provide them academic support. The SIE/SIScEd does not monitor after that. The faculty at DIETs act as mentors to follow up of the impact of. Hence the trainers of master trainers remain severed from the process of. There is need for a systemic and logistic support to bring the DIET monitoring / mentoring in link with the SIScEd/SIE. The large number of vacancies in the DIETs are already discussed at length earlier in the report. To enable the DIETs to fulfill the envisaged mandate, there needs to be a comprehensive state level plan for institutional development of all related institutions at the state, district and sub district levels, ensuring clear role definitions, commensurate facilities and resources and mechanisms in place for effective horizontal and vertical linkages. The functions of the DIETs will have to be integrated within this larger plan.

Infrastructural Facilities and Educational Resources

The state has a total of 70 DIETs that are functioning out of which 62 have received NCTE recognition for running the BTC Course. The Mission team visited 4 DIETs in 4 districts—Allahabad, Lucknow, Barabanki and Hardoi. UP is a large state with wide variances across

districts with different DIETs operating at different levels of efficiency and quality. This difference was found even in the 4 DIETs that were visited. The Lucknow DIET is located at the heart of the city, adjacent to the SCERT. Its campus was found to be buzzing with different kinds of activities with the presence of around 400 student teachers. Strong, proactive and creative leadership has ensured that all resources are put to optimal use. This particular DIET can be cited as a role model of what the DIETs have the potential to be. All the classrooms were equipped with LCD Projectors. They had set up a state of the art ICT enabled English Language Lab, a Science Lab and a Conference Room. White boards as well as black boards were available. They have a separate cell to coordinate all in service trainings that are conducted with SSA funds. They have devised a yearly calendar to conduct their activities in a planned manner and eliminating any kind of ad hocism. This is particularly important as the DIETs have a wide variety of functions that require coordination with different institutions vertically as well as horizontally. As an Academic Resource Centre, DIETs have to build up a repository of resource materials. The Lucknow DIET has taken steps towards this and is documenting all their activities in a focused manner. They have a well stocked library and are in the process of setting up a digital library. They have initiated a number of innovative activities from time to time, out of which we felt that two activities described in the box can be taken up by the state for wider dissemination.

DIET Alumni Association

This is an online association that operates through a Facebook Account with about 400 working teachers as its members. It is a very simple and cost effective way to help teachers stay connected and share their ideas and experiences. They started with a Green Teachers' Network for building up awareness on environmental issues. Now they are in the process of establishing an Educational Forum for teachers where they can share their best practices from their classrooms in an informal manner. Professional Forums - for teachers, managed by the teachers, levels can be set up at district as well as block levels, along these lines. Such forums can play a positive role not only in terms of enhancing teachers' understanding on different educational issues but also address the critical issue of 'teacher isolation' – one of the major factors for sagging motivation levels of working teachers.

TTMS

Another good initiative was the conceptualisation and development of a TTMS - an online data management system that maintains a detailed data base of all elementary teachers in the district – their profiles, academic qualifications, percentage of marks obtained in the last examination, subject specialisation, service background, whether engaged as resource persons for in service trainings, their hobbies, interests, soft skills, achievements and recognitions or awards, received, etc. Apart from resolving the batching matching issues in organising training programmes, such an exhaustive data base can also be used creatively to develop a pool of local resource persons for initiating different kinds of activities, as has been demonstrated by this institution.

However, the Lucknow DIET in terms of standard is only one among a couple of DIETS in the state, each of which has very dynamic leadership to account for its quality. Most others are skewed in the other direction. For example, in terms of infrastructure and resources, the Barabanki DIET that the team visited had a different story to tell. It is housed in an old building located in a flood prone area. They have a small camp office in the city where they keep their office files. The campus of the DIET also has a major monkey menace ! The students and staff members have to keep moving from one place to another for fear of monkey attacks which is extremely inconvenient and disruptive. While the Hardoi DIET has a big campus, most of it is lying unused and untended. It had an old and musty feel about it, as it has not been whitewashed for more than two decades! Neither the Barabanki nor the Hardoi DIETs have any kind of Science or Language Lab. In fact, our team members found that the faculty did not seem to have much concept about such Labs. In Hardoi, the team observed that there were rooms lying vacant and there was no effort to put this available resource to good use. The ICT room had three TVs, of which 2 seemed to be defunct. There was little evidence that the room was being used regularly for students. The staff in charge however, showed the team a set of teaching videos that they had been given by some institution and reported that these were found to be useful by students. In the Hardoi and Barabanki DIETs, the students were found seated on *durees* on the floor and most DIET faculty interacted with confirmed this to be the scenario in many DIETS across the state, whereas the Lucknow DIET had used innovative ways of overcoming the resource problem and had adequate number of chairs available for students in the classroom. There are conference halls in Barabanki and Hardoi DIETs but they were not well equipped to organize meetings and workshops. The Conference Hall in Lucknow DIET on the other hand is well equipped and is even rented out to NGOs for hosting prestigious seminars and workshops. The DIETs have libraries in a single room with around 5000 books and a few old journals. There is urgent need to provide them with libraries with new books, journals and periodicals to keep up with the demands of the present education system. There is a need to digitalize the library management system and the Lucknow DIET has already started this process. There is also a need to appoint a librarian in DIETS to overlook the smooth functioning

of the library. The DIETs visited (with the exception of Lucknow DIET) do not have more than one or two computers which are used for administrative and accounting purposes. Internet access is available, but it needs to be harnessed for strengthening institutional capacity. Each DIET is supposed to have its own website and we found that the Lucknow DIET has put up one. Other DIETs need to follow this example. Once put up, the websites have to be made functional and updated regularly. The process of digitalization of list of books and linking them same to the website through an ICT based data management system has been initiated in DIET Lucknow and this can be taken up by other DIETs in a phased manner as and when their ICT capacities get built up.

The DIET in Allahabad has been chosen to be a model DIET. The team interacted with several Block level personnel who were attending a workshop organized by the DIET. They have developed interesting multi-media materials for teaching science and mathematics. Such work undertaken by individual DIETs needs to be shared and disseminated. This DIET has a dynamic Principal under whose leadership the faculty keeps meticulous records of documentation of monitoring schools and supporting teachers. For instance, they collect data from teachers who attend in-service programmes through questionnaires, first before starting the in-service trainings and then after the trainings. The aim is to assess whether the trainings create any difference in the way teachers think about many issues with regard to teaching and learning. This is a fine idea. However, on close scrutiny we discovered that the questions given pre-training were different from the questions given during the post-training sessions. This is a methodological issue which can only be addressed if the DIET faculty is trained on research methods to undertake such studies. This could be an important area of engagement with DIET faculty. Faculty development programmes for teacher educators must include workshops and hands-on experience of doing documentation and research. Research can provide a learning framework to enable teacher educators and teachers to reflect on their own practice thereby making them professional in their orientation.

Review of the Teacher Education Curricula

The BTC Course: The BTC course of two years being offered by DIETs and several private institutes is facing several challenges: as the eligibility criteria for admission is graduation, students find it less challenging and often ‘boring’ in the words of the DIET faculty and students; this problem gets aggravated because often the two year term of the course gets extended to three years, due to round the year admissions. Admissions into the BTC course have to depend on a government order that is revised from year to year. Because of the lack of the academic calendar, admissions into the BTC continues through the year leading to regular shifts in examinations and hence completion dates.

The course curriculum has not been revised for a long time and needs to be revised with a sense of urgency to bring it in consonance with the NCFTE. More recently with the introduction of TET, the TET has become an added eligibility criteria for recruitment as teachers. As a result there are fewer takers for BTC, also because the BEd is a one year degree programme after graduation whereas BTC is two year certificate after graduation. However, because there are a large number of primary level teaching jobs available in the government sector, the BTC continues to draw large numbers of students. One of the DIET Principals reported that they even had a student from Bombay IIT enrolled for this course! However the influx of better qualified people has posed a challenge for the teacher educators, as the BTC Course was originally designed for Class XII graduates. UP is perhaps the only state that has stipulated graduation as the eligibility criteria for entry into BTC. This is a positive step in enhancing the quality of elementary school teachers.

The team reviewed the different curriculum documents related to BTC, and found that the philosophical & epistemological underpinnings behind the theory papers were not very clear. Some examples are used to illustrate this point. Various topics have been included under “Contemporary Indian Society” but it was not clear as to how they would help to develop students’ understanding of the social context and social realities and generate critical and moral energy that would help them to develop as sensitive, responsible and professional teachers. For example, a lot of emphasis has been given on teaching in a standard language whereas, NCF 2005, visualizes the issue of language teaching in a wider, multilingual context, which speaks about medium of expression, thoughts, identity of the child.

Another example, if we examine the content on Aims of Education, it is hard to establish how the aims are related to our constitutional values. Similarly the Child Psychology content does not attempt to make a connect with the social context of the child. The NCF 2005 and NCF 2009 have elaborated on the kind of approaches that can be used to help the teacher to become a reflective practitioner – by dwelling on the nature of a subject and the objectives of teaching the same, or by helping learners relate the knowledge content with the social and political context of the learner. This emerges as a significant gap.

This gap was reflected in one of the classes on Indus Valley Civilisation and Varna Vyavastha that some of the team members observed; it was a mechanical transmission of information without any kind of analysis or reflection. A similar lacuna was observed in the case of Language Pedagogy. A review of the training module on Hindi Language for Junior classes indicated that the focus of this module was mostly on the improvement of spelling and grammar and how to overcome the negative effect of dialects to acquire correct pronunciation. The perspective of NCF 2005 on language teaching is on the contrary much wider, as it locates language as a medium of expression, thought, identity, aesthetics, scientific study of language,

reading for joy etc. These perspectives need a very focused review and discussion with the faculty so as to enable them to find a fit with the new pedagogy and constructivist approach.

The BTC syllabus has also introduced a prolonged period of School Internship to help trainee teachers acquire deeper understanding of the school system and the manner in which learning takes place. A visit to one of the schools where the interns were placed, revealed that the internship was a continuation of the earlier practice teaching sessions where the focus was on completing the desired number of lessons rather than creating a learning opportunity for trainee teachers to observe and reflect on field reality and develop a critical understanding of the school system. The lessons were duly completed even though they had very little connection to where the children were. During one of the interactions with the Mission team members the trainee teachers said that the gap between what was taught and what actually happened in schools was a 'given' and they had to somehow complete their practice teaching because it was a course requirement! It was obvious that the training was teaching them to cope and adjust with the prevailing state of affairs rather than empowering them to become change agents. It is clear that teacher educators need support by way of developing their knowledge and professional skill repertoires.

Distance Learning BTC Course for Shiksha Mitras: A special BTC Course is being conducted under the guidance of SCERT, in the distance mode for the *Shiksha mitras*. Their study material has been developed by SIE. This is an interim measure to build qualifications of Shiksha mitras as per RTE stipulations. It is expected that once these 1,76,000 shiksha mitras receive this training, the distance mode will come to an end, as the Justice Verma Committee Report also recommends that the first degree of teacher education should be in the face to face mode alone. It was observed that the self learning materials that were given to the trainees were not adequate and did not always adhere to the basic principles of self learning materials. The emphasis was more on preparation of Lesson Plans in a mechanical manner. From the course material it was not very clear to the Mission as to whether the students were helped to develop an understanding of the nature or objectives of teaching different subjects. There is no prescribed reading material for the Pre service BTC and students are left to fend for themselves. The faculty acknowledged that students read the *kunjis* that exist in the market and felt strongly the need to develop curriculum readings. One of the private institutes observed had a number of such *kunjis* in their library. This also leads to a wide variance in quality across the DIETs in different districts.

A good practice was observed in Lucknow District where the mission had the opportunity to interact with some student teachers and mentors. The BRCs/URCs have been identified as Study Centres and a team of Subject Matter Experts has been appointed in these study centres to act as Mentors/ Academic Counsellors to the trainees. These Mentors have been selected from among upper primary teachers with post-graduate degrees in their respective subject areas and are BEd trained. The Mission team found both trainees and mentors to be quite enthusiastic. The trainees were able to describe with concrete examples how the training had helped to improve their teaching skills. The distance learning mode necessitates that trainees read up the study material

prior to the counselling session. The contact time is devoted to seeking clarification and is therefore in the form of a dialogue and hence a welcome departure from the traditional one way lecture method. This may be the reason for the better quality of learning that was evidenced. The trainees reported that the support and feedback given by the mentors during classroom teaching had helped them to improve their teaching practice. It is worth considering whether this mode of delivery can be applied to other in service trainings held for teachers, as the pedagogical approach is more in tune with modern teaching practice across the world. However, it would be pertinent to mention that the quality of training that was found in this particular DIET may not be representative of what is happening in other parts of the state.

The Mentors expressed that they had not been given any kind of additional or advanced reading material apart from the study material developed for the trainees. They felt that they needed further training to upgrade their subject knowledge base. They also wanted support in the form of advanced reading materials on educational theory and pedagogy to deepen their knowledge base. Since the mentors are the key persons in delivering all kinds of in service training at the block level, there should be a plan for their continued capacity building. To start with, the state can think of preparing a portfolio of selected readings for them. The faculty also had very little idea of the kind of readings required in different courses. It was reported that the state had just initiated the process.

One private institute offering BTC was observed in Allahabad. While the infrastructural facilities were fairly good, the library was equipped with multiple copies of *kunjis* similar to the observations of DIETs. The language lab was equipped with computers and a system of dissemination and teaching but there was little evidence of its optimal use. The faculty had not engaged with NCF or NCFTE and were not able to engage in a discussion on the the need to change the way teachers are prepared.

It is strongly recommended that teacher education institutions be provided support in developing and redesigning the BTC programme in line with NCFTE as well as in developing anthologies of curriculum readings that the students and faculty can use. It is recommended that support to faculty for restructuring the teacher education programme should be designed in such a manner that helps develop capacity of teacher educators as well.

In service Courses: The Mission was happy to observe that SCERT encouraged DIETs to design their own courses as a means of empowerment as well as to make in service training linked to local needs. We found faculties have developed a number of training modules related to different subjects like Music, Art, Physical Education, Right to Education, Computer Training, Positive Disciplining, Personality Development, Physical Education, Motivation, Leadership, Spoken English, Activity based teaching in different subject areas. The BRCCs are meant to be subject specialists to provide support to practising teachers. However in the interactions with the DIETs a feedback was that since the RTE has been implemented, there has been a tendency in the in service training to focus only on RTE and its provisions and implications, thus marginalising the focus on specific support for teaching school subjects.

DIET Lucknow reported that it had conducted 37 in service training programmes in the year 2012-2013 and organised 4 seminars and workshop. The team members felt that certain critical issues such as multilingualism, constructivism, early literacy, reading pedagogy, etc also need to be included. The regional variations and region specific issues needs to get addressed in some in service courses.

Professional Development needs of DIET faculty: It was reported that most DIET faculty members teach courses in the BTC which are not always in accordance with their specialization, as their recruitment is often not on the basis of specializations needed in the institute. Also, there being no separate cadre for the DIET faculty all these years, teachers from intermediate or secondary or even primary level have also been recruited as faculty. As the faculty members themselves do not have formal training in education or elementary education, which the DIET mandates, they may be facing a great deal of challenge in running the courses. This is probably the reason that when the discussion focused on the curriculum of BTC, most faculty members could not reflect on anything substantive. Opportunities to engage with issues of teacher education curriculum are also limited due to lack of exposure. The DIET faculty requested that they be properly trained and sent for various exposure visits and faculty exchange programmes to be able to stay updated.

It was observed that the pedagogical practices followed in the teacher training institutions were not giving scope to trainee teachers to reflect deeply on larger social issues, to examine and overcome their biases and beliefs. Informal discussions with some students revealed that these concepts had not been assimilated by them and therefore has not resulted in any kind of attitudinal changes. This was reiterated by some block officials who commented that the newly recruited teachers do not seem to have the desired sensitivities. Instead of blaming teachers, one should try to reflect on the content and process of the pre service course and why it had failed to create the kind of teachers that the NCF (2005) talks about.

During their discussion with the Mission members on some of these issues, the teacher educators confessed that they did not see things from a perspective different from what they had learnt several years ago. But when they were made aware, they expressed the need to expand and deepen their knowledge base to be able to handle such issues. Many of them said that they would like to have access to reading materials that would make them aware of current issues in education. During interactions in one of the DIETs, it came out that not a single teacher educator had heard of either NCF 2005 or NCFTE 2009. They were not aware of issues such as multilingualism, or inclusive education and had limited awareness about the use of ICT in education and were themselves not comfortable using computers.

A strong program of capacity building should be instituted in the state for the DIET Faculty and BRC level resource persons to ensure quality delivery of all pre service and in service teacher training programmes. The AWP for 2012-2013 has mention of a few capacity building activities for DIET faculties in the areas of Action Research and ICT. The Mission members felt that this

was routinised in its approach and not based on the needs at the field level. A computerised Training Management System for DIET faculty can be developed along the lines of TTMS to avoid the ‘batching matching’ anomalies and make sure that the right person is given the right training. Exposure visits within the state to observe good practices in model DIETs/BRCs should be organised. Alternative methods of reaching out should be explored e.g. reading materials explaining some of the educational principles mentioned in NCF 2005 and NCFTE 2009 written in simple Hindi, should be made available to teacher educators at all levels and these can be disseminated through study circles. Existing materials developed by other states can be used, or translations of existing materials can also be undertaken to avoid duplication and investment of time and human resources. Induction Courses should be offered to the new faculty to make them aware of the current discourses in education.

A credit based certification programme for DIET faculty: Currently the faculty of DIETs is comprised of two categories of staff – academic and administrative. In a focus group discussion held with some of the DIET Principals, some of them expressed the need to get familiar with educational theories and practices to be able to function effectively as the head of an academic institution. Opportunities to upgrade their knowledge base by attending short term courses offered in dual learning mode they felt might be a way to address this issue. Capacity Building of CTE Faculty also needs to be undertaken to revive and rejuvenate them. It was found that many faculty members especially at the senior levels, who are deputed to the DIETs often do not have any professional training in Education. It is therefore recommended that short term courses on pedagogy, curriculum, child development, sociology of education, knowledge and learning, use of ICT etc. can be offered in blended learning formats to them, since the faculty members cannot be taken away from their institutions for attending long duration courses. The state can think of making each of these courses credit based and modular. These credits would get accumulated over a period of time and certificates/diplomas can be awarded to a teacher educator after a certain number of credits have been acquired. The IASEs can take a lead in developing and offering these courses. There are also few promotional avenues for DIET faculty because most avenues of occupational mobility are available to higher secondary school teachers. This is another reason why DIET appointments are not so attractive. The state will need to institute mechanisms to attract and retain talent in DIETs. This can be possible if a systemic link is established between the DIETs, SCERTs and the University.

Critical Systemic Concerns

The Principals of DIETs are appointed from within the existing education cadre through the UPPSC. As a result and due to frequent transfers it is difficult to sustain leadership. DIETs have therefore become institutions that do not attract talent and become breeding grounds for interim arrangements and adhoc work culture. This has a serious impact on the quality of the institutional

culture and its role in teacher development and support. As a result of this the DIET faculty tends to remain in the mode of ‘administrators’ rather than academics/teacher educators. Specific mechanisms will need to be thought out and instituted to develop an academic professional culture in the institutes of DIETs and the private institutes.

Political interference appears to be part of the functioning of DIETs, the conduct of BTC and the recruitment of teachers. It is important to recognise that systemic issues of DIET faculty recruitment, promotional avenues, career advancement issues; linking admissions into BTC with job assurance, government control and patronage over the BTC institutions (private and DIETs) form a web of conditions that give legitimacy and reinforcement to political interference. Elementary teacher training institutions thus becomes hubs of reinforcing a culture of status-quo and resistance to change. There will need to be mechanisms to minimise this kind of interference. One way could be to delink DIET faculty and Principals recruitments from the bureaucratic system and instead to link it with the university system. This would also enable the development of an academic cadre of professionals.

5.3 Private Teacher Education Institutions

Infrastructure and educational resources

There are 87 Private Institutions that have got NCTE and state recognition and are offering BTC courses at present and recognition for another 421 are in the pipeline. In comparison, there are at present 70 DIETs in the state with plans to start 5 more in near future. Once all these private institutions get recognition, the percentage of private institutions will be heavily skewed in favour of the private institutions, implying that the bulk of teachers will get trained by them. Admission to BTC in both public and private sector as well as the qualifying examination are centralized. The team visited three private teacher training colleges in Lucknow, Allahabad and Hardoi. The Colleges were found to have requisite infrastructure as laid down in NCTE norms e.g. lecture halls, conference hall, library, computer lab, internet, playground, laboratories, staff room, etc The classrooms were equipped with furniture, OHP, whiteboard, etc. The Faculty was in place, unlike the DIETs. The College in Hardoi has about 10,000 books in the library. It also has an LCD projector. The team observed teaching learning activities in the classroom. However, while facilities at least in the institutions visited were relatively better, the teaching learning pedagogy was found to be primarily lecture oriented without any ingredient of participatory, constructivist approaches. Specific comments about the private institute in Allahabad have been mentioned earlier in this report.

Professional Development needs: The faculty, barring the Principal in one of the institutions visited, said that they do not have any idea of NCF 2005 and NCFTE 2009! Although they have

organized an international seminar on Professional Development of Teacher Educators in November 17th -18th , 2012 their participation in seminars and conferences on a regular basis is not very encouraging. Several of the SCERT units such as SIE and SIScEd mentioned that they would like professional development programmes for themselves. These could include fellowships to undertake short-term research, getting attached to university departments so they get the opportunity to engage with their parent disciplines of sciences, languages, maths and social sciences in order to be in touch with frontier research and knowledge in these disciplines. While the English Language Teaching Institute at Allahabad has a long history, it was disappointing to see that the materials developed by them for teacher workshops needs to be informed by a more updated theoretical frame with a focus on language structure rather than language usage. Planned interactions of the faculty with other institutes in the country, including the CUEFL which has been a pioneer in preparing English language teachers, is strongly recommended.

The staff in the DIETs expressed that they would like to have interaction with other DIETs and share their knowledge and experiences. Since the Private institutes are preparing teachers for the public education system, it would be worthwhile to enter into some kind of partnership and dialogue with them as well, and encourage them to adopt good practices from model institutions. They should be encouraged to invest in capacity building of their faculty. The Mission was happy to note that SCERT had already initiated steps in this direction and hoped that in a partnership would evolve in the near future. Such a step would also serve as a means to check on the quality of their training.

Several of the SCERT units such as SIE and SIScEd also mentioned that they would like professional development programmes for themselves. These could include fellowships to undertake short-term research, getting attached to university departments so they get the opportunity to engage with their parent disciplines of sciences, languages, maths and social sciences in order to be in touch with frontier research and knowledge in these disciplines.

The English Language Teaching Institute at Allahabad has a long history. However it was disappointing to see the materials they develop for teacher workshops. The frame of teaching the English language continues to be theoretical with focus of language structure rather than language usage. Most of their pedagogic methods are archaic and in dire need of reform. This institute needs to interact with other institutes in the country, including the CUEFL which has been pioneer in preparing English language teachers. Some of the ideas suggested for faculty development of DIETs and SCERT faculty should apply to this institute as well.

5.4 Block Institutes of Teacher Education: The BITES have not yet been approved at the time of appraisal of the AWBP for 2012-13 by MHRD since the budget estimates had not been submitted by the state.

5.5 Initiatives for collaboration with higher learning institutions: The linkages and partnerships of the DIETS with universities and institutes of higher learning or IASEs is minimal or non existent. Some DIETs invite University faculty occasionally but that is more at a

personal level. There is an urgent need to bring all these institutions on one platform and make their collaboration more systematic and coordinated. It is recommended that SCERT facilitate each DIET to compile a database of expert teachers, other Resource Persons, NGOs, Universities, and other resource institutions in the district who can help with curriculum revision, trainings, material development keeping in view the updated policies and help forge links with them.

The above stated efforts need to be complimented by a series of structural reforms with regard to faculty recruitment in DIETs and private institutions and a close monitoring of quality standards in all teacher education institutions. This should be possible only if process norms are developed at the NCTE level as per the recommendations of the Justice Verma Commission (JVC). The process of implementing the recommendations of the JVC are underway that would provide a road map for providing the much needed support to states for reforming the sector of teacher education. In conclusion, it is hoped that these recommendations will be given due attention by the state and the Restructured Scheme of Teacher Education will be perceived as an opportunity to support these and other initiatives aimed at the status and performance of teacher education institutions for all stages of education in the state of Uttar Pradesh.