

Envisioning Teacher Education

In the 10th Plan and Beyond

Based on intensive discussions held on 6-7 March 2003 with central and state governments, planners and administrators, and experts from national level resource institutions

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Preface


Two years ago, the Department of Elementary Education and Literacy (DEE&L), Government of India, had constituted a sub-group for drafting the 10th Five-Year Plan scheme for teacher education. I was asked to chair the sub-group. The recommendations made by the sub-group received the approval of the Working Group on the 10th Plan and that of the Planning Commission. The DEE&L evolved guidelines for Central support for development of teacher education in the States, based on the recommendations of the Working Group.

The Working Group had noted with concern that since the formulation of the Teacher Education Scheme in 1987, progress made by the States varied widely. The Group, therefore, decided to have some flexibility in the Guidelines for provision and utilization of the central funding for addressing state-specific needs. In this context the NCTE had held a two day consultation meeting with the State Education Secretaries and their senior colleagues on March 6-7, 2003.

The agenda of the meeting comprised presentations of the guidelines formulated by the DEE&L to facilitate the process of preparation of State Perspective Plans and Budgets for professional development of teachers and teacher educators, sharing of experiences in institutional development initiated by some of the states and institutions, discussion on quality improvement in teacher education through curriculum renewal and research and interactions with experts who may be associated with the appraisal of States' Plans and Budgets.

This document has attempted to capture the vision of participants who had attended the two-day meeting and accordingly it has been titled as Envisioning Teacher Education in 10th Plan and Beyond.

I am indeed grateful to all the experts who participated in the meeting and made their invaluable contributions in the form of their presentations and visionary views. The documentation in its present form is the contribution of Prof. Kuldip Kumar and Prof. A.K. Sharma. I am indebted to them for their professional support.



A.N. Maheshwari
Chairperson
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New Delhi

17th April, 2003

A word from the Editor

As stated on the front cover, the text of this publication is based on the outcome of intensive discussions held on March 6-7, 2003, among the planners, policy makers, academicians, designers and implementers of central and state government programmes related to professional development of teachers and teacher educators in the country during the 10th Five-Year Plan period and beyond. The transcriptions of audio tapes of intensive discussions were subjected to editing to adapt the content of original discussions, which had undergone the process of electronic recording and humanized transcription, to make the text of this publication reader friendly.

The text has been organized under 11 chapters. Chapter one reflects some policy indicators for development of teacher education. Chapter two presents a perspective on developments in teacher education during last five decades. Chapter three provides a comprehensive picture of the state-of-the-art, giving detailed information on the status of NCTE recognized institutions and other related facts. Chapter four highlights the revised central guidelines, which the state departments of education are expected to follow to get the central financial assistance. In chapter five the steps involved to prepare decentralized planning with a bottom-up approach are briefly discussed to serve as a help-line for planners in respective States. The application of available technology to utilize electronic media to educate larger numbers of teachers and teacher educators is the subject of chapter six. In the remaining chapters innovative practices adopted by some of the states and institutions to tackle ticklish problems of teacher education are given as references for the reader to take note of.

It is hoped that in spite of the cascading process involved in bringing out this publication, the reader will find the text useful and meaningful.

Kuldip Kumar
Editor (Documentation)

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Chapter 1

Policy Indicators for Development of Teacher Education

*S.C. Tripathi**

NCTE is an apex body, created by a parliamentary statute, to look after teacher education at the school level. There are more than 5 million school teachers working almost in every village, every hamlet, every town in the country, but the gap between the teacher and the NCTE needs to be bridged through the various hierarchies of the institutions and the State governments. Hopefully, the NCTE and its regional branches will continue to interact with the various hierarchies of the institutions and the State Governments with a view to professional development of teachers because the quality of our schools which has become a key area of concern depends on the quality of the teacher. It is not enough to just enroll children for a certain number of years in schools, but it is important that they acquire meaningful life skills and embark on a lifelong process of learning. In this, teacher education plays a central role. The standards of learning are influenced strongly by the teacher's capacity, understanding and skills. In this light, teacher education is one of the most influential under-currents in our school system. The upgradation of standards in our school system is contingent upon improvement in teacher education.

It may be needless to emphasize here the critical importance of teacher education. The National Policy on Education recommended overhauling of teacher education system and we had, as an outcome, establishment of DIETs. Subsequently the centrally sponsored schemes of teacher education launched resulted in by now 492 DIETs, 86 CTEs and 38 Institutes of Advanced Studies in Education (IASEs).

**Secretary, Deptt. of Elementary Education and Literacy, MHRD, Govt. of India*

The teacher education scheme was reviewed by the Working Group on the Tenth Plan. The Working Group found that

- (a) although a large number of institutes had come into existence, there was a need to develop and strengthen these institutes;
- (b) the status and functioning of these institutes varied widely among States and each State needed to examine teacher education in its own context and formulate strategies accordingly; and
- (c) many States had not provided these institutions, especially DIETs, with the basic conditions for functioning such as appropriate recruitment and placement policies, role definition and articulation of relationship with the schools.

The Working Group has underlined the need to make these institutes more functional and productive.

As a result of the establishment of DIETs and upgradation of CTEs and IASEs, a vast capacity now exists in the country for providing pre-service education to teachers. In-service training of teachers was also addressed from the Central level through the schemes of PMOST and SOPT and has increased manifold in DPEP. Moreover, in DPEPs, sub-district resource centres, block resource centres, cluster resource centres have been set up. These allow for continuous academic support features on a much wider scale and in greater depth. In SSA, provision exists to continue this process. Substantial funds will be available for training of elementary teachers. BRCs and CRCs will be supported. Academic support to teachers will be available on a much wider scale, than ever before, in the Tenth Plan.

However, there are many issues regarding teacher education that need to be addressed. The quality of pre-service and in-service education needs to be upgraded. We need to examine teacher education in the context of upper primary and pre-primary grades. There are still some of the weaknesses. The needs of these stages of education should be addressed adequately. For this, we plan to encourage and support initiative by teacher education institutes. Moreover, the expansion of schooling facilities, both at the primary and upper primary levels, as well as improvement in teacher : pupil ratio initially to 1 : 40 requires a massive recruitment drive for teachers. The Tenth Plan Working Group's report estimates 11 lakh more teachers. In recent years, several States have gone in for large scale teacher recruitment at decentralised level. Bihar, Uttar Pradesh, Orissa, West Bengal and several other States will have to do a massive recruitment. In view of their difficult fiscal situation, this recruitment will require a different strategy – a decentralized level of recruitment but, at the same time, professional qualification has to be acquired by those persons who are recruited at the decentralized level and a professional development programme for those persons has

to be worked out. The training needs of such teachers also need to be addressed. The North-Eastern States are facing the problem of a large number of untrained teachers. This problem is also there now in many of the States in the Hindi belt which have made large recruitment at decentralized level. For training of these teachers, a specially designed package for primary teachers for six month teacher education Certificate in Primary Education has been prepared by IGNOU and NCTE. It has been approved by NCTE to provide training so that they can handle the classrooms better. Such efforts need to be strengthened further.

An important issue related to education volunteers working in the EGS centres is that of their professional development. While a number of alternative models are available, such as those adopted by Rajasthan and Madhya Pradesh, but each State will have to examine and adopt a model which is suited to its own circumstances. However, whatever be the model, there can be no denying the need to provide adequate support to such teachers in their professional development and it is in our interest to ensure that they receive appropriate and suitable training. In this context, the Tenth Plan period is the time for supporting and nurturing teacher education institutes to make them vibrant and functional. In the revised guidelines for teacher education, we share, on the one hand, the demand that the States put in place basic facilitative conditions for the optimal functioning of these institutes and be accountable, and on the other hand, we shall increase the flexibility available to States and institutes to plan and undertake activities as per their needs. We hope to create an opportunity for teacher education institutes to initiate action and produce high quality work. It is time to deliberate on the issues that the State Governments need to address in this regard.

As the number of teacher education institutes grows, so does the number of teacher educators. Today, there are nearly thirty thousand teacher educators in our country. As pointed out by the Working Group, it is critical that we address the issues of professional development of the teacher educators. A connected issue is, that within teacher education, there are many areas in which we do not have adequate specialized courses. Many more courses are needed in curriculum development—educational management, gender issues, education of disabled children, student evaluation and other areas.

It is critical that our information and knowledge base in these areas grows and leads to professionalism in our school system. In the revised teacher education guidelines, we have tried to provide space for such initiatives to emerge and also for programmes for teacher educators to be funded and conducted. While we attempt to provide space through the process of planning and financial support, it is up to our resource institutions themselves to exploit this opportunity to develop in depth, context to special knowledge in various areas and develop meaningful courses for teacher educators. In the forthcoming years, we hope to see researches, training programmes and other projects in a host of less explored aspects of teacher education.

In the revised scheme for teacher education, central funding would be based on perspective plans formulated by the States. We would expect you to understand State-specific needs and develop context-specific strategies with respect to teacher education. This is a complex and demanding task and considerable effort will be required at the State level.

There are two other issues that may be mentioned in passing. One is about computer education. Very often it is asked, why not make computer education not exactly compulsory but devote more attention, time and resources on computer education for the primary and upper primary school children? There are some States which are going ahead and doing this which is welcome, but perhaps resource-wise and also in respect of our preparedness, what is more important is computer literacy and computer knowledge of the teachers. Therefore, in four years or five years time (we have already lost one year of the Tenth Plan), we should put in place a scheme so that all the teachers become computer literate and it is possible for them, either individually or collectively, to use computer as a tool for preparing teaching-learning material. If we are able to make 32, or 35 or 40 lakh teachers at the end of the Plan – hopefully, 35 or 40 lakh computer literate teachers will be there spread out in every nook and corner, in every village and they are able to use computer and we are also able to provide, if not individually, to every teacher but to a group or say a school one or two computers, and there will be about 8 lakh schools, then the computer revolution would have already taken roots in the country. So, that is one area, we should consider seriously.

The other thing is about the programme of SSA which we shall take up for the next year as the action and work plan for the year 2003-2004. As you know, we in the SSA guidelines have said that in the year 2003, we would like all children to be in a school or education guarantee centre or an alternate education school. It would not, therefore, be wise to see any plan which does not even plan for this. There are some States which have not completed the house-to-house surveys and they are perhaps not in a position to plan for it. It is one thing that you plan and eventually you are not able to achieve all the targets. But not to be able to plan will be unacceptable. We would not consider it an acceptable plan if the plan itself does not address this problem. Therefore, the plan must address this problem. We want to take advantage of the full year. We want to set up meetings and have the approvals given latest by 30th of June. Now when the plans come, because this is a continuing programme, we would expect the estimated expenditure and physical progress by 31st March of the continuous construction items which have to spill over to 2003-04, the continuing recurring items like recruitment of teachers, indicating the number recruited in the year and component of salary to be continued. This can be given in writing also, spelling out items of expenditure that have been completed during the year and provision of funds for the next financial year on items like teacher grant, school grant etc., the location of new schools that have been approved, giving details of progress in taking possession of land, starting construction. Plans should indicate clearly the places where new schools

are to be opened, construction work to be taken up and those continuing from last year. Then, under the component of EGS and AL, plan should indicate the number of children covered under each centre, the number of days the schools are to run. Normally, AL should have a perspective. They are meant to be a temporary phenomenon. Eventually, if there is a backlog, then after a couple of years it should be cleared. Or if there is a continuing supply, then it should be converted into a regular school. So, that should also be kept in mind. In regard to appointment of teachers, the plan should clearly indicate professional qualification of teachers, and how it is proposed to meet the requirement of NCTE while appointing these teachers. Also as there are frequent transfers in the State Governments, so there is perhaps need to sensitize Secretaries to Government and Directors of Education who look after recruitment and personnel matters exclusively that a teacher is a teacher who qualifies as per NCTE guidelines. Just as in a degree college or in a university, you cannot have a teacher unless he qualifies under the UGC guidelines, similarly in a primary school or upper primary school, a teacher cannot be called a teacher unless he qualifies under the NCTE guidelines. And certainly if we are funding the programme, then we cannot be seen as violating the NCTE which is a statutory body. Therefore, in all those States where it is not so, please move NCTE for a dispensation for a certain period of time. It is not that anyone wants to harass you or anyone wants you to be put to difficulty, but it is a process that you have to go through that NCTE will take a look and you will have to say how, over a period of time, you will be able to come to a stage where your teachers are qualifying under the NCTE guidelines. So, under that, then a dispensation can be considered by the NCTE for a temporary period.

Chapter 2

Milestones in Teacher Education Since Independence

A.K. Sharma*

1. Introduction

India became free from the colonial rule on 15th August, 1947. She gave to herself a Constitution on 26th November, 1949, the commencement of which took place on 26th January, 1950 when India became a sovereign, socialist, secular, democratic republic. The Preamble of the Constitution gave the framework on the basis of which a free nation would charter its future. The Preamble states :

“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

The ideals stated in the Preamble, namely, justice, liberty, equality and fraternity have to be realized through educational interventions based on social, cultural, economic and political concerns of the nation. One important concern in respect of education, for which the Constitution provided a significant thrust, is Article 45, in the Directive Principles of State Policy, which states *“the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years”*. Education being a very vital instrument of social transformation, revamping of education system to prepare citizens

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imbued with these ideals naturally became an important concern for national development. The content and process of education, from the school stage onwards, was to reflect these concerns through different curricular areas and expected to nurture these ideals taking into account the specifics of different stages of education and the characteristics of learners.

School education can achieve the intended objectives of national reconstruction only if there are corresponding reflections of the same concerns in the programmes of teacher education, as teacher is the pivot on which the outcomes expected of any educational system can blossom. These concerns dominated the leaders of the nation through the establishment of various Commissions, Committees, working groups, etc. from time to time. The implication of establishing such Commissions was far-reaching as this was to provide the foundation on which the ultimate edifice of Indian Education in the post-colonial era was to be developed and nurtured. This had also an in-built concern for modification of the programmes related to training of teachers to handle the onerous task of building a free nation. The destiny of the nation was indeed sought to be shaped in the classrooms. It is, therefore, important to run-through various significant milestones in our journey to understanding the present status of teacher education.

2. Indian University Education Commission (1948-49)

The first Commission on the formulation of the vision of education in the Independent India is known as the Indian University Education Commission under the Chairmanship of Dr. S. Radhakrishnan. The Commission was to report on Indian university education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country. Attention to higher education was contemplated first, as the tasks related to development of higher education have a great potential for such developments as could put the country quickly on an international pedestal in the comity of nations. The Commission did not substantially deal with teacher education in a policy framework. However, the Commission indicated the directions for the development of higher education inasmuch as was necessary to put the country on a road map of scientific, technological and economic progress. In the field of professional education, the Commission recommended :

- (i) that the courses be remodelled and more time given to school practice and more weight given to practice in assessing the students' performances.
- (ii) that suitable schools be used for practical training.
- (iii) that students be encouraged to fall in with the current practice of a school and make the best of it.

- (iv) that the bulk of the staff of a training college be recruited from people who have first hand experience of school teaching.
- (v) that the courses on the theory of Education be flexible and adaptable to local circumstances.
- (vi) that the students be encouraged to proceed to the Master's Degree only after some years of experience of teaching.
- (vii) that original work by Professors and lecturers be planned on an all-India basis.

As a first template for thinking in teacher education, it laid the foundation for de novo deliberations to move towards qualitative improvements in the training programmes for school teachers.

3. Secondary Education Commission (1952-53)

Thereafter, a Secondary Education Commission, to examine the prevailing system of Secondary Education in the country, was appointed under the chairmanship of Dr. A. Lakshman Swami Mudaliar to suggest measures for its reorganization and improvement, and to give its recommendations on the orientation needed to school education in the post-colonial period. This provided the first significant intervention in school education as well as teacher education after independence. It suggested :

- Conversion of 10-year high school to 11-year higher secondary school.
- Need of a multi-purpose orientation to school education with a focus on vocationalisation of education.
- Provision of only two types of teacher training institutions :
 - (i) For those who have taken the School Leaving Certificate, for whom the period of training was recommended to be two years ; and
 - (ii) For graduates for whom the training may, for the present, be of one academic year, but extended as a long-term programme to two academic years.
- Designing new programmes of teacher education to implement the recommendations of multi-purpose education.
- All teacher trainees to receive training in one or more of the various extra-curricular activities.
- Expectation from teacher training colleges to arrange refresher courses, short-intensive courses in special subjects, practical training in workshops and professional conferences.

4. Establishment of National Council of Educational Research and Training – NCTER (1961)

The NCERT was established as a technical resource support institution as an autonomous organization to advise and assist the Government in formulating and implementing the policies and programmes in the field of education, particularly school education. It evolved as a premier educational body devoted to educational research, development, training, extension and dissemination. An aspect worthy of mention in this write-up is the status it accorded to Teacher Education by establishing an exclusive Department of Teacher Education which became a pace-setter in the country to initiate new thinking for reorientation of this important concern in education. Amongst the significant contributions of the NCERT are included :

- (i) Revamping of Elementary Teacher Education Curriculum
- (ii) Revamping of Secondary Teacher Education Curriculum
- (iii) Reorganizing of Student Teaching and Evaluation
- (iv) Institution of All-India Surveys on Teacher Education
- (v) Focus on continuing education of teachers through establishment of Centres of Continuing Education
- (vi) Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards.

Thus, the NCERT played a pioneering role as a national think tank not only in school education but also teacher education.

5. Emergence of New Programmes of Teacher Education (1963-65)

Towards implementation of the multi-purpose system and preparing teachers to handle the multi-purpose education was of paramount concern. The conventional programmes of teacher education and the institutions which offered them were ill-equipped to handle the preparation of the new brand of teachers for the variety of streams namely, technology, agriculture, commerce, home-science, fine arts, science and humanities, visualised for the success of the multipurpose scheme. It was with this concern that new models of teacher education emerged for the first time in Independent India. A document entitled 'Plan and Programmes' gave a blue print of the Regional Institutes of Education (RIEs) (earlier called Regional Colleges of Education-RCEs) to fashion teacher education on more professional lines. Four such institutions were set up at Ajmer, Bhopal, Bhubaneshwar and Mysore under the aegis of the NCERT. The unique characteristics of these teacher education institutions and programmes have been :

- Design and development of integrated courses of four years' duration in a majority of the areas mentioned above.
- Conceptualizing internship-in-teaching in place of the conventionally offered practice teaching lessons of limited duration.
- Establishment of Demonstration Multi-purpose Schools to work in synergy with the RIEs to function as educational laboratories in teacher preparation.
- A fully professionalised academic schedule involving interaction with community during 3 summer vacations available in the duration of 4 years of the teacher education programme to focus on the role of teachers as agents of social change .

The very infrastructure of the RIEs — campuses of about 100 acres each, technical workshops and agricultural farm, science laboratories, libraries, multi-disciplinary faculty to handle both subject specialisations and related pedagogy were a strong pointer to professionalise the programme of teacher education. It is rather unfortunate that such a vision of teacher education has, till today, remained confined only to the four RIEs although the experiment with the model has proved its worth through the general quality of its products and their acceptability by educational institutions. It is not the concern here to bring out the trials and tribulations undergone by these innovations in teacher education.

6. Institutionalising In-service Teacher Education (1965) : Birth of Correspondence Education in Teacher Education

A correspondence between pre-service and in-service responsibilities was conceived in the Mudaliar Commission to confer a bimodal character on teacher education institutions. It was recommended that the teacher training colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshops and professional conferences. A practical implementation of this idea took place through realization of a pressing need for clearing the backlog of untrained secondary school teachers. A formal method of face-to-face interaction was not practical because of the requirement of the size of population to be covered and the time required for clearing the backlog. This was achieved by the formulation and the launching of the modality of correspondence education for the first time for in-service education of untrained secondary school teachers enabling them to earn a B.Ed degree of the University. This task was undertaken by the Central Institute of Education (CIE) of the Delhi University and the four RIEs. This became the fore-runner of the present day correspondence/distance education modality for teacher education.

It is important to mention that the rigour built into this programme of teacher education called B.Ed (Summer School-cum-Correspondence) was much more

than would normally be available even in a formal face-to-face mode. A continuous face-to-face interaction involving two summer months, one in the beginning and the other at the end of the academic session, provided all the required inputs for ensuring standards. In between, there was a correspondence package with built-in assignments which provided the necessary support and opportunity of feedback from the teachers enrolled for the course.

It may be pointed out that only teachers who had been in service for periods varying from five years onwards were eligible for the benefit of such a programme. An unfortunate distortion of this programme happened in the correspondence programme in teacher education offered by some of the universities in India which led not only to the dilution of academic standards but also affected seriously the relevance of the modality of correspondence education for teacher education leading to the first degree namely, B.Ed.

7. Birth of Non-Statutory National Council for Teacher Education - NCTE (1973)

As mentioned earlier, a negative fall-out of correspondence education for teacher education was seen in the distorted duplication by certain Universities for the first degree in teacher education, i.e, B.Ed. This almost resulted in commercialisation of teacher education with the university system making non-viable enrolments to their teacher education programmes with apparently fake certificates of teachers shown to be working in schools to facilitate their enrolments. It is against the backdrop of such a situation and to maintain standards and norms in teacher education that the NCTE was created by a resolution of the Government of India. It evolved a document called "Teacher Education Curriculum – A Framework" with the involvement of UGC Panel on Teacher Education which was the first attempt to revamp teacher education pertaining to all stages of education. The unique features of this framework were the following :-

- Teacher education was made task-oriented and less theoretical.
- The instructional time was apportioned to various tasks as follows :
 - Pedagogical Theory including Teacher and Education in the Emerging Indian Society, Educational Psychology; special courses according to needs and facilities available 20%
 - Content-cum-methodology and Practice Teaching Including related Practical work 60%

- Working with the Community
- Health / Physical Education made an Integral Component of Teacher Education Curriculum

20%

- Continuous provision of earning credits for further teacher education degrees/diplomas
- Interaction of the NCTE with the university system to revamp university curricula in tune with the 'Teacher Education Curriculum : A Framework.'

8. UGC Panel on Teacher Education (1970s)

Teacher education at the B.Ed level falls in the domain of Colleges of Education which are in the higher education sector and so come under the preview of the university system. The UGC in the discharge of its commitment towards monitoring quality of higher education has also devoted its thinking on teacher education. The UGC Committees on Curriculum Development recently brought out detailed curriculum for B.Ed. and M.Ed. programmes in an attempt to enable the university system to model their curricula in terms of the guidelines provided by the UGC.

9. Teacher Education for the Senior Secondary Stage (1974) : Another Innovative Experiment

A significant innovation was attempted by the NCERT in 1974 in developing specialised M.Sc.Ed. programmes for preparing teachers for the +2 stage in subject areas like chemistry, physics, mathematics and life sciences in its four RIEs. These programmes had all the essential components of the post-graduate courses in the concerned disciplines, besides a special component of education necessary for the pedagogical requirements exclusively for the +2 stage. A new programme of this nature required substantial effort to stabilize its acceptability in the educational system and also be able to attract an intake of students willing to confine their careers to teaching at the +2 stage. The speciality of this programme was the focus on the requirements of the +2 stage which are not normally a part of a general B.Ed programme. The M.Sc.Ed. programme achieved its objectives although it was given up in the 1990s for some reasons connected with structural reorganisation of the NCERT.

10. Culture/Value Focus on Teacher Education (1981-83)

It has been felt since long time that value orientation should be the central focus of education and that teacher should be given the necessary training in the effective methods of development of values amongst students and teachers. Towards this end, a working group was constituted by the Govt. of India in 1981

to review the teacher training programmes with a view to promoting value education. This was the first value based focus on reviewing teacher education in the light of the need for value orientation to education. This Committee deliberated on the following aspects and worked out an outline programme with the following objectives :

- To *suggest* the necessary changes in the present content and scope of value-orientation in education with special reference to the need to ensure development and promotion among students and teachers not only of the highest values of physical, emotional, mental, aesthetic, moral and spiritual culture but also of those values which are uniquely Indian, and which would promote secularism, pride in heritage and composite culture ;
- To *suggest* a programme of the study of the national freedom struggle;
- To *suggest* the curriculum content for teacher trainees to achieve the desired value-orientation;
- To *suggest* special techniques of pedagogy for training in value-orientation;
- To *suggest* strategies for reorientating serving teachers through in-service programmes ;
- To *suggest* ways of promoting participation of voluntary organisations in organising training courses for teachers;
- To *assess* dimensions of effort required as also to indicate the extent of governmental inputs;
- To *make* suggestions which would be relevant to the determination of the new roles of teachers as counsellors and guides instead of as mere lecturers; and
- To *determine* the important tasks that teachers will need to undertake towards preparing the new educational materials keeping in view the challenges of our times.

There are some other concerns which dominate discussions in the field of teacher education which have implications for culture and values. There is a discussion on Indianization of teacher education. What does it actually mean? Do we need to derive from our ancient thought and also the wisdom of the Indian thinkers in education to formulate our curriculum. It is one thing to discuss Indian thinkers in education, it would be quite another to design teacher training pedagogies based on the thoughts of these thinkers. Are there indigenous pedagogies? If so, how do we reflect them in our teacher education programmes in the context of today? Perhaps there is a need to study indigenous learning patterns in our own sub-cultures.

11. National Policy on Education (NPE) 1986 and its Programme of Action (POA) vis-à-vis Teacher Education

The NPE 1986 was evolved out of wide ranging discussions amongst all sections of the society and the document : 'Challenge of Education – A Policy Perspective' was evolved. It is a fine, candid expression of the health of the Indian Education including teacher education.

The NPE looked at the role of the teacher and the expectation of teacher education in a holistic perspective. It mentioned that the Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. It highlighted some vital concerns of teachers and teacher education and these are summarized below :-

- Reorganizing methods of recruiting teachers to ensure merit, objectivity and conformity with spatial and functional requirements.
- Making pay and service conditions of teachers to be commensurate with their social responsibilities and with a need to attract talent to the profession.
- Efforts towards the desirable objectives of uniform emoluments, service conditions and grievance removal mechanisms for teachers throughout the country.
- Formulation of guidelines to ensure objectivity in the postings and transfers of teachers.
- Creation of a system of evaluation which will be open, participative and data-based.
- Laying down norms of accountability with incentives for good performance and disincentives for non-performance.
- Preparation of a Code of Professional Ethics for Teachers and its observance.
- Overhauling the system of teacher education.
- Emphasizing inseparability of pre-service and in-service components of teacher education.
- Emphasizing new programmes of teacher education to focus on continuing education for professional development.
- Phasing out sub-standard institutions of teacher education.

- Establishing District Institutes of Education and Training (DIETs) with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.
- Upgrading selected teacher training colleges to complement the work of State Councils of Educational Research and Training (SCERTs).
- Providing the necessary resources and capability to the NCTE to accredit institutions of teacher education and provide guidance regarding curricula and methods.
- Networking between institutions of teacher education and university departments of education.

A significant recommendation of the NPE/POA was the formulation of a Centrally sponsored scheme on restructuring and reorganization of teacher education as a key step towards its 'overhauling'. Amongst the significant components of the scheme are mentioned the following :

- Making pre-service and in-service components of teacher education inseparable. This meant periodic and recurrent orientation of teachers not only in different subjects but also relevant pedagogy.
- Programme of Mass Orientation of School Teachers (PMOST) to apprise the teachers to the basic thrusts of the policy and the expectations of teachers' role in achieving the policy goals.
- Establishment of DIETs with the expectation of operationalizing the following vision :
 - Designing convergence of formal, non-formal and adult education.
 - Planning and Management perspectives to determine formulation of teacher education programmes.
 - DIET to be Nodal Centre for educational development of the District.
 - Identification of 'Lab Areas' for DIET's own learning to improve contextual outputs.
- Strengthening 250 Colleges of Teacher Education (CTEs) and upgrading 50 of them into Institutes of Advanced Studies in Education (IASEs) as a technical resource support for quality pre-service and in-service teacher education at the secondary stage as well as elementary teacher education.
- Strengthening State Councils of Educational Research and Training (SCERTs) to perform a networking role in establishing inter-linkages between teacher education institutions.
- Strengthening University Departments of Education.

12. NPE with Modifications Undertaken in 1992

The NPE in 1986 was subjected to a review and its modified version (1992) mentioned only minor changes in the area of teacher education. It endorsed speedy implementation of all the recommendations contained in the NPE 1986 except that in place of PMOST, it implemented a Special Orientation Programme for Teachers (SOPT).

13. Establishment of Statutory NCTE : A Historic Landmark in Teacher Education (1993-95)

In order to bring order to some disturbing situations in the field of teacher education and the inadequacy of the non-statutory status of the existing NCTE at that time, the NPE recommended to provide necessary resources and capabilities to the NCTE to maintain standards and norms in teacher education. In pursuance of this goal, the NCTE was set up by an Act of Parliament in 1993 and it commenced its statutory functioning with effect from 17th August, 1995. This was a historic landmark in teacher education. The provisions of NCTE Act are given below :

(a) *undertake* surveys and studies relating to various aspects of teacher education and publish the results thereof;

(b) *make* recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;

(c) *co-ordinate* and monitor teacher education and its development in the country;

(d) *lay down* guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;

(e) *lay down* norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;

(f) *lay down* guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification;

(g) *lay down* standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;

(h) *lay down* guidelines regarding tuition fees and other fees chargeable by recognised institutions;

(i) *promote and conduct* innovation and research in various areas of teacher education and disseminate the results thereof;

(j) *examine and review* periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;

(k) *evolve* suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions;

(l) *formulate* schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;

(m) *take* all necessary steps to prevent commercialisation of teacher education; and

(n) *perform* such other functions as may be entrusted to it by the Central Government.

14. Distance Education in Teacher Education

With the developments in information and communication technologies and the role of multi-media interactive teaching-learning, the earlier conservative view held about correspondence education in teacher education became a subject of debate and the dilemma facing the teacher education thinkers had to be resolved. Several Committees constituted by the NCTE involving bodies like the UGC and the Distance Education Council (DEC) – Indira Gandhi National Open University (IGNOU) deliberated on the question in all its dimensions and accepted distance education, with its checks and balances, to provide a supplementary model particularly for teachers already in service.

Of particular concern was the need for evolving a modality for continuous professional development of teachers keeping in view the mandate of the NPE which visualised a three-year periodic cycle for teachers to undergo professional training. During 1997, a tele-conferencing model involving DIETs was successfully experimented in the country under the joint auspices of the NCERT, IGNOU and ISRO. It enabled a larger coverage of teachers in a shorter time making available the best resource support from experienced professionals. This modality, in fact, lay the formulation of a National Action Plan for the Primary Teachers (1999) using distance education modality.

15. Regulating Teacher Education for Quality

The NCTE has now been in existence for more than seven years and it has

been grappling with the concerns for qualitative improvement of teacher education at all levels. Towards this end, it initiated a number of steps, some significant ones are:

- Development of a Curriculum Framework for Quality Teacher Education. This would further require analysis of the ground situation as to the extent of implementation of the recommendations of the framework in the university system.
- Regulations laying down norms and standards for the teacher education programmes, namely (i) Elementary Teacher Education; (ii) Secondary Teacher Education (B.Ed); (iii) Master of Education (M.Ed); (iv) Master of Education (M.Ed part-time); (v) Certificate in Physical Education (C.P.Ed); (vi) Bachelor of Physical Education (B.P.Ed.); and (vii) Master of Physical Education (M.P.Ed).
- Laying down minimum qualifications for recruitment of teachers in schools including guidelines on tuition and other fees.
- Institutionalisation of Management Information System in order to bring about transparency in the functioning of the NCTE.
- Performance Appraisal and Accreditation of Teacher Education Institutions in collaboration with National Assessment and Accreditation Council (NAAC).
- A landmark decision to make information and communication technology literacy as compulsory part of B.Ed course based on a CD-ROM approach developed by the NCTE.
- CD-ROMs on value orientation to teacher education.
- Supporting an innovative 4-year Bachelor of Elementary Education (B.El.Ed.) in the University of Delhi.

16. Process / Pedagogy of Teacher Education : Evolving Consensus

There are several concerns which need to be discussed in depth in order to formulate the processes and pedagogies of teacher education. Any attempt to develop teacher education curriculum, both in terms of content and methods, will require attention on several issues such as the ones listed below.

Presently teacher education is stage-specific, for example, the pre-school, primary, elementary, secondary, etc. Considering the specific nature of learners in each of these stages, it is understandable to plan for stage-specific teacher education programmes. The present day realities are such that the system is utilising the professional training in general for any level of school education. It may, therefore, be a case to formulate a teacher education programme which orients a prospective teacher to the pedagogical aspects of different stages.

It is also significant to ensure that the demands on school curriculum are effectively matched with those of a teacher education curriculum. For example, the emphasis on development of courage to question spirit of inquiry, objectivity, creativity, problem solving skills, decision making skills and aesthetic sensibility are critical concerns to be developed in children. A teacher education programme must clearly focus on these in the theory and practice of teaching. Presently, these dimensions remain somewhat dormant.

The evolving concerns of teacher education also need to consciously take into account the ground realities of the education system in preparing teachers who can effectively handle these realities. To mention a few, a pedagogical training should deal with concerns such as the following :

- Handling large sized classes
- Methodology of multi-grade settings
- Implications of inclusive education to give practical shape to integration of physically and mentally disadvantaged children in normal settings.
- Perspectives related to gender equality including all forms of discrimination.
- Requirements of slow learners.
- Special concerns for gifted learners.

If integrated models of teacher education take some shape in future, while designing such programmes, it would be relevant to point out the nature of integration, for example, how integration can be reflected in the design of a programme, and how integration takes place in the mind of the teacher.

The question of duration becomes significant to define the professional nature of a programme. The exercise should involve :

- Spelling out the various tasks necessary for certification of a person to be entrusted the education of children.
- The time required to accomplish the identified tasks.
- Inter-linkages between various stake-holders to ensure an appreciation on the part of prospective teacher and commitment to the profession.

17. Teacher Preparation for Vocational Education

Vocationalisation of education, particularly of higher secondary education, was recommended by the Kothari Commission but unfortunately this concern has not seen the light of effective implementation, as was visualized. It is felt that

there are three concerns which the Indian education should attempt on priority, first, universalisation of elementary education, second, vocationalisation of secondary education and third, rationalisation of higher education. Whereas enough attention is being paid to the first, there is practically nothing to feel happy about the second. In regard to the first we have now Compulsory Elementary Education Act which makes education a Fundamental Right of Children in the age group 6 to 14. But vocational programmes as a part of school education have not taken the roots which were visualised by various commissions and committees. The traditional school system does not seem even to be geared to offering vocational programmes and the situation is much worse when it comes to teacher preparation for vocational areas. In order to make a success in this area, we have not been able even to evolve a meaningful teacher education curriculum framework for vocational education, particularly in areas such as technology, engineering, agriculture, business/commerce, home science, health/paramedical etc.

It is true that vocational programmes cannot be fixed entities and, therefore, the school system may have a natural hesitation in appointing full-time vocational teachers. In view of this, for evolving teacher education programmes, it would be necessary to take into account the following aspects :

- Identification of generic vocational competencies rather than competencies specific to a particular vocational area.
- Whether the traditional teacher training institutions are adequate to handle the job of vocational teacher preparation.
- The nature of pedagogy for vocational teacher training.
- The requirements of vocational teacher educators.
- The infrastructural support needed to change the face of the existing teacher training colleges to handle the new concerns of vocational education, if possible.

18. Where do we go from here ?

This document provides a wide variety of options for future developments in Teacher Education. The need of the hour is to take stock of the ground realities in respective States and to formulate perspective plans for teacher education accordingly. The following chapters would provide some suggestive leads in this respect.

Chapter 3

Status of Teacher Education vis-a-vis NCTE Regulations (as on 31st March 2003)

*S.K. Ray**

Introduction

The objectives of the National Council for Teacher Education (NCTE), which has been set up by an Act of Parliament, are basically to :

- achieve planned and coordinated development of the teacher education system throughout the country;
- regulate and maintain norms and standards in the teacher education system; and
- for matters connected therewith.

In the initial years, there were doubts that government institutions may not require NCTE recognition. Such issues have now been settled. It is now mandatory for every institution, irrespective of its being a government or a private institution, running a teacher education programme to seek recognition from the NCTE. The statutory implications for an affiliating or examining body are that the affiliation will be granted to only those institutions which have been recognised by the NCTE.

For NCTE recognition, the institution imparting teacher education is required to fulfil certain minimum norms and standards prescribed by the NCTE. Since September 2001, in addition to the institution meeting the prescribed norms and standards, it has been made mandatory for a person to be appointed in a school system to have qualifications as prescribed by the NCTE.

* *Member Secretary, National Council for Teacher Education, New Delhi*

2. As on 31st March 2003, the NCTE had recognised 2934 teacher education programmes with an intake capacity of more than 216385 students. Course-wise details are presented in Table 3.1.

Table 3.1 All India Status of Recognition of Teacher Education Programmes (as on 31.3.2003)

S. No.	Name of Teacher Education Course	Total No. of Courses recognized as on 31 st March 2002	Total No. Courses recognized as on 31 st March 2003	Total approved intake during 2002-2003
(1)	(2)	(3)	(4)	(5)
1.	Pre-primary	66	75	3361
2.	Elementary	1054	1153	67638
3.	Secondary (B.Ed.)	915	1075	113474
4.	M.Ed.	142	156	4462
5.	Physical Education	296	334	18553
6.	Others	133	141	8897
7.	Total of all Courses	2606	2934	216385

3. It has been observed that there is a growing tendency towards grant of recognition for a large number of secondary teacher training institutions. From 710 in 1995-96, it has now gone up to over 1100 institutions and is likely to touch 1150 with some more institutions from the State of Andhra Pradesh obtaining recognition shortly. In the elementary sector, however, the growth is minimal and that too restricted to only a couple of States – Gujarat, Maharashtra and, may be, Tamil Nadu. (See Table 3.2)

Table 3.2 Growth Profile of Elementary and Secondary Teachers' Training

Year	Elementary	Secondary
1995-96	939	710
2001-02	1049	903
2002-03	1104	1100*

*Does not include the number of additional new institutions being granted recognition in the State of Andhra Pradesh.

4. The recognition status in respect of DIETs, CTEs and IASEs sanctioned over the last fifteen years is not a very satisfactory one. Of the 486 DIETs sanctioned by Government of India, only 355 institutions have obtained the NCTE recognition. About 136 DIETs all over the country are yet to obtain recognition from NCTE. Of course, the position is better in the case of CTEs and IASEs. All IASEs have been recognised by the NCTE. In the case of CTEs, there are still 11 CTEs which remain unrecognized. This is an important area where funds are not the constraint. There may be difficulties in getting adequate number of teacher educators and administrative problems which can be easily solved. The States which have not been able to obtain recognition in respect of all the DIETs should make efforts and seek the assistance of NCTE in obtaining recognition for all the DIETs that have been sanctioned by the Govt. of India. (See Table 3.3)

Table 3.3 All India Status of Recognition of DIETs/CTEs/IASEs

S.No.	INSTITUTION	SANCTIONED	RECOGNISED
1.	DIET	486	355
2.	CTE	85	74
3.	IASE	36	36
TOTAL		607	465

5. About the requirements of NCTE, as pointed out earlier, it has been set up with a view to ensuring planned and coordinated development of teacher education. To achieve this objective, manpower planning is vital for the entire task. Therefore, NCTE in its initial years, i.e. in 1995, prescribed in its regulations that each application submitted by a teacher education institution should be accompanied by a 'no objection certificate' (NOC) from the State Government. Simultaneously, the NCTE issued a set of guidelines to the States about the parameters that should be followed by the State Government while granting NOC to the intending teacher education institutions. The requirement of NOC not only came under criticism but was challenged in various courts. Earlier, some of the State High Courts, for example, Madras High Court upheld the validity of the NCTE's prescription of the requirement of NOC. The issue has now been finally resolved and the Supreme Court in its very recent judgement, delivered only on 7th February, 2003, have stated that requirement of NOC by NCTE is intra-vires and ultra-vires to the Constitution. And they have also endorsed the guidelines referred to. In fact, the guidelines also came under challenge by some of the institutions. They said that guidelines do not have the force of law because that is not a part of the regulations. The Supreme Court has endorsed the guidelines which require the points to be taken care of by the State Governments j i.e manpower planning, need for trained teachers in the tribal and hilly areas, and status of teachers of elementary vis-a-vis secondary and all those aspects. The Supreme Court judgement is a landmark judgement in the sense that it has clearly stated the envisaged role of the State Governments in the process of recognition. The Supreme Court in its judgement has observed :

"There are only four Regional Committees in the whole country and therefore, each Regional Committee has to deal with applications for grant of recognition from several States. It is, therefore, obvious that it will not only be difficult but most impossible for the Regional Committees to itself obtain complete particulars and details of financial resources, accommodation, library, quality of qualified staff, laboratory and other conditions of the institution which have moved an application for grant of recognition. The institution may be located in the interior of the district in a far away state. The Regional Committee cannot perform such a Herculean task and it has to necessarily depend upon some other agency or body for obtaining necessary information. It is for this reason that the assistance of the State Government or Union territory in which that institution is located is taken by the Regional Committeesp

From the NCTE point of view, it is indeed a landmark judgement because some of the critics had been advocating that the NCTE should do away with the requirement of NOC. Even some people started accusing NCTE of abdicating its responsibility in the matter of grant of recognition to the teacher education institutions. It is not a question of abdication of one's responsibility but the idea inherent in the requirement of NOC is that it is a cooperative effort, a joint venture of the Centre and the States, and the NCTE alone is not in a position to discharge this function, nor was it envisaged by the law makers while enacting the NCTE Act.

While upholding the validity of the requirement of NOC, the Supreme Court has issued two directions. There was an appeal by the institutions that the State Governments are taking inordinately long time in issuing the NOC. To mitigate their grievance, the Supreme Court has directed that decision on all pending applications should be taken within four months, i.e. four months from 7th of February 2003, the date of deliverance of the judgement, failing which, it will be deemed that NOC has been granted by the concerned State Government. Simultaneously, the apex court has directed the NCTE to frame a time-limit for the State Governments to issue NOC so that the institutions are in the know of the time to be taken by the State Government in processing the application for grant of NOC.

6. Coming to the norms and standards expected to be followed by the teacher education institutions, NCTE framed Regulations for the first time in 1995-96, that is, in the first year of the NCTE. An in-house study was undertaken about the extent of compliance and it was noted that more than 80% of the institutions were not able to attain the level prescribed by the NCTE. The major casualties were the government institutions. The State Governments just raised their hands and stated that it is just not possible for the State Governments to provide the kind of staff, the kind of facilities prescribed by NCTE as the minimum requirements. Therefore, a little more than two years back, the NCTE undertook a review of the norms and standards as they existed then and held extensive consultations with the State Governments and the revised regulations were issued in September 2001. They have not only been revised but simplified. Minor details regarding the size of the room etc. have been done away with,

the requirement of number of teachers has been reduced to a realistic level and, more than that, a provision has been made for grant of State-specific relaxation. Because of the diversity of the situations, some of the States have their own peculiarities and to take care of those difficulties, NCTE has provided for a clause for relaxation. In the enabling regulation, unless there is a clause for relaxation, it would have been difficult for NCTE to consider any proposal for grant of relaxation. Pursuant to the provision for such relaxation, NCTE has granted certain relaxations in respect of proposals received from the Governments of West Bengal, Maharashtra and Gujarat. These relaxations are mainly of two types. One is in regard to the number of teachers, and another is about the qualifications of teachers. In the case of qualifications of teachers, the problem is what will happen to the existing teachers; they had been appointed under a different set of rules and we are asking them to follow an entirely different set of rules. To take care of this kind of a situation, the Governments of Maharashtra, Gujarat and West Bengal asked for certain relaxations, which have been granted.

7. About the qualifications of teacher educators, the first is about the elementary level teachers training and the second is about the secondary level teachers training. Essentially these prescribe the academic and professional qualifications. As far as academic qualification is concerned, normally NCTE would expect one to have a post-graduate degree in the relevant school subject, followed by a post-graduate degree in education, i.e M.Ed. Besides that, in the case of elementary education, elementary teachers can be considered for appointment as teacher educators in elementary teachers training institutions if they possess teaching experience of five years in an elementary school. Similarly, for the secondary teachers training institution, candidates with post-graduate degree in school subject and B.Ed. degree are eligible for appointment as teacher educators, if they have got five years of teaching experience in a secondary school.

There are not many institutions offering M.Ed. course. NCTE would like more number of M.Ed. institutions to come up so that there is a constant supply of M.Ed. candidates for appointment as teacher educators. Over and above that, NCTE has suggested M.Ed. through distance mode to be available only to serving teachers, by way of career advancement and for professional development to become teacher educators.

About two years back, in September 2001, NCTE had permitted M.Ed. part-time course for serving teachers. M.Ed. part-time course has now been introduced by CIE, Delhi University. Other institutions may also take advantage of this system and come up with more proposals for M.Ed. part-time. The only difference is that M.Ed. part-time is of two year duration whereas M.Ed regular is of one year duration.

8. Regarding the recruitment qualifications for teachers, NCTE has been given the mandate to frame regulations laying down the minimum qualifications required of a teacher for appointment in a school system.

Pursuant to that mandate, NCTE issued a regulation in September, 2001, laying down the minimum qualifications for different levels of teaching. Essentially, pre-service training has been made a pre-requisite for appointment as a teacher in the school system. One important point that may be highlighted is that, number one, pre-service teacher training is essential for appointment as teacher. Number two, for primary schools, such a teacher should have obtained a basic teacher training or elementary teacher training of a duration of two years. NCTE has made it very clear that B.Ed. is not a substitute for elementary teacher training. Hence, as per the NCTE Regulations, those possessing a B.Ed. degree are not eligible for appointment as primary teachers. (See Table 3.4)

Table 3.4 Recruitment Qualification for Teachers

Level	Minimum Academic and Professional Qualifications
I <u>Elementary</u> (a) Primary (b) Upper Primary (Middle school section)	(i) Senior Secondary School certificate or Intermediate or its equivalent; and (ii) Diploma or certificate in basic teachers' training of a duration of not less than two years. OR (i) Senior Secondary School certificate or Intermediate or its equivalent; and (ii) Diploma or certificate in elementary teachers training of a duration of not less than two years. OR Bachelor of Elementary Education (B.El.Ed.) OR Graduate with Bachelor of Education (B.Ed.) or its equivalent
II <u>Secondary/High School</u>	Graduate with Bachelor of Education (B.Ed.) or its equivalent. OR Four years' integrated B.Sc., B.Ed. Or an equivalent course.
III Senior Secondary/PUC/Intermediate	Master's Degree in the relevant subject with Bachelor of Education (B.Ed.) or its equivalent. OR Two years' integrated M.Sc.Ed. Course or an equivalent course.

9. About the training of untrained teachers, prior to the NCTE Act or the Regulations coming into force, due to financial constraints and also due to non-availability of adequate number of trained teachers, a large number of teachers had been appointed without pre-service training. In fact, some of the States amended their recruitment

rules and stopped pre-service training. So what should we do about providing training and improving their professional competence? Strictly speaking, as per the law, there is no statutory requirement for the untrained backlog of teachers to acquire any professional qualification because no regulation can adversely affect the career prospects of a serving teacher. But, at the same time, NCTE would facilitate the States to have in-service training for the existing teachers and ensure that benefits accruing from such training will have limited impact, that is, it will entitle the teacher for regularisation in service, confirmation, increment, promotion etc. Pursuant to that, at the initiative of Ministry of Human Resource Development, NCTE and IGNOU have jointly launched a programme for in-service training of six months duration known as Certificate in Primary Education. It has been launched by IGNOU with the recognition of NCTE. They have just started the course in the North-Eastern States and in Sikkim. Depending on its success, both IGNOU and NCTE jointly would consider extending its reach to the other States also.

Besides this six-month certificate course, some of the State Governments have taken the initiative of organising structured in-service courses. For example, an in-service programme has been introduced by the State of Orissa for clearing the backlog of untrained teachers particularly in the KBK districts. They have assured that the programme will be exactly the same as prescribed for regular training. Similarly, Govt. of Rajasthan which had stopped the pre-service training during the last few years have revived the pre-service training, but for the backlog of untrained teachers, they have submitted a proposal and we are in dialogue with the State of Rajasthan. Hopefully, that proposal will be cleared shortly. We would request other State Governments wherever such a backlog exists to come up with specific proposals for discussion with NCTE so that a way out may be found. In fact, Andhra Pradesh and Gujarat have held some preliminary discussion on this aspect and formal proposals from these two States are awaited.

10. Then comes the question of appointment and training of para teachers. As per the NCTE regulations, pre-service training is a mandatory requirement. That is the legal position. But is it possible for the States to comply with this requirement. There are States where adequate number of teachers training institutes are not available. What do we do? Do we stop recruitment of untrained teachers totally? That may lead to a chaotic situation. Ideally, NCTE would like recruitment of only the trained teachers. But, if there are certain administrative exigencies like non-availability of adequate number of scheduled caste/scheduled tribe teachers, non-availability of female teachers, unwillingness on the part of trained teachers to move to remote areas, in such cases NCTE would consider State-specific proposals and in the regulations on teacher qualifications, we have incorporated a clause for grant of State-specific relaxation. So, NCTE can assure that it will take care of such problems being faced by the State governments.

The para teachers are essentially untrained teachers. Their services can be regularised only after they acquire the NCTE prescribed qualifications. Till then they may have to be kept on a sort of probation. The NCTE requirement of appointing qualified teachers has far reaching implications. NCTE regulations have statutory force and are applicable for the entire country except the State of Jammu and Kashmir. Under the Sarva Shiksha Abhiyan Programme, the Ministry of HRD has decided that release of funds are subject to appointment of teachers trained with NCTE qualifications. That is one of the major conditions that has to be kept in view.

The last one which is most important is that court intervention is to be avoided. In fact, courts have started intervening in regard to enforcement of NCTE Regulations. The courts have issued directions for compliance of NCTE regulations. In Uttar Pradesh and Delhi, courts have clearly ruled that candidates with B.Ed. qualifications are not eligible for appointment as primary teachers. Possibility of such rulings coming from other State High Courts, or even from the apex court cannot be ruled out. In this connection, it may be mentioned that we already have a PIL pending in Himachal Pradesh High Court against the appointment of untrained teachers. Therefore, it is necessary to work in right earnest so as to make the recruitment policies of the State governments, in conformity with the NCTE requirement, so that there is no clash of interests. To enable the State governments to do so, NCTE has given a time-frame of three years so that they are in a position to amend the recruitment rules. That deadline is coming to a close sometime in the middle of 2004. A year and a half are left. We are hopeful that the State governments would act on this requirement, because most of the States are already having recruitment qualifications more or less in conformity with the NCTE regulations. But those States where it is not a prerequisite, may have some difficulties; they should come up with State-specific proposals. NCTE would consider their cases with a positive approach.

11. Detailed information on recognition status of institutions which have received funding under the central scheme on Restructuring and Reorganisation of Teacher Education have been given at the end of the book (Annexure - 1).

Chapter 4

Central Guidelines for Financing State Specific Planning and Implementation in the 10th Plan

*Rashmi Sharma**

1. The Context

1.1 It may be recalled that as a follow up of the National Policy on Education, 1986, a centrally sponsored scheme was launched in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgradation of knowledge, competence and pedagogical skills of school teachers in the country. The scheme had the following components:

- Setting up of District Institutes of Education and Training (DIETs);
- Strengthening of 250 Colleges of Teacher Education (CTEs) and development of them as Institutes of Advanced Studies in Education (IASEs);
- Strengthening of State Councils of Educational Research and Training (SCERTs);
- Orientation of school teachers; and
- Establishment and strengthening of Department of Education in Universities.

1.2 As an outcome of implementation of the above mentioned teacher education scheme during the past fourteen years since 1988, the following infrastructure is now available:

-	DIETs	:	492
-	CTEs	:	86
-	IASEs	:	38
-	CERTs	:	20

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1.3 There have been several evaluations of these institutions to find out the extent to which their functioning have been up to the desired expectations and the problems confronted by them to achieve the objectives as visualized in 1987-88 when the scheme was launched. The studies have brought out certain issues and some of the major issues, which could have become impediments in fully realizing the expected outcomes of the scheme, as identified in the studies, are briefly stated hereunder :

3.1 *Lack of role clarity:* It has been observed that in many States there is a lack of clarity about the role that these institutions are expected to perform. As an example, in many States, DIETs continue to remain as pre-service teacher training institutes. There are some other States where DIETs have wound up the pre-service activity. It is not clear whether such distortions of the otherwise well-defined institutional roles are carefully thought out developments or whether they are circumstantial or circumventional, that is, something happens and it proceeds in a certain kind of direction.

1.3.2 *Inadequate recruitment and placement policies:* It has been pointed out in the studies that the kind of faculty placed or recruited in DIETs or other teacher training related institutions are questionable. This is substantiated by the fact that in quite a few States, there is hardly any recruitment or placement policy. It is well known that Principals or other faculty members are generally posted in DIETs for extraneous or extra-professional reasons.

1.3.3 *Need for re-examining institutional structure:* The studies have revealed that the branches which were envisaged in the scheme have either not come up or have not been functioning efficiently and effectively. There are DIETs in which the only branch actively functioning is the pre-service branch. Perhaps, time has come to have some rethinking about the structure of institutions like a DIET or SCERT as envisioned earlier.

1.3.4 *Absence of necessary linkages to schools, sub-district resource centres and other institutions:* It has come out very sharply in the studies, especially in the DPEP districts, that the linkages of DIETs to schools and the newly created structures such as Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) are either not well defined or are just not there. It has been pointed out by faculty members of DIETs in some of the States that their visits to schools are taken by the school authorities as an unwarranted activity and an encroachment of their autonomy.

1.3.5 *Lack of an academic and professional working style:* Many of the teacher education institutions, DIETs in particular, have not yet developed a professional work culture that may enable them to contribute towards quality improvement in teacher education.

1.3.6 *Wide variations among states:* Existence of above mentioned problems varies a lot from State to State. Some States have a few of these problems whereas others are still struggling with the very basics.

1.4 Teacher Education and DPEP

In the states and districts where the District Primary Education Programme (DPEP) has been implemented or is being implemented, there has been a concerted attempt to improve upon the prevailing pedagogy. In the last seven to eight years, quality improvements in school related issues have come to the centre stage and there has been a visible shift in the approach, content and process of teacher training. The following characteristics have become quite conspicuous:

- Intensive focus on improved pedagogy.
- Radical shifts in teacher training.
- Emergence of BRCs and CRCs.

With the establishment of BRCs and CRCs as academic support structures at the sub-district level, the outreach of teacher education improvement activities has come to the level of primary schools.

It may also be mentioned that some of the DIETs, and even the SCERTs, initially either remained totally uninvolved or were bypassed in the formulation and implementation of quality improvement activities under the DPEP. This is an issue which is indicative of certain problems which need looking into and should be addressed to.

On the other hand, in States like Andhra Pradesh, these institutions became actively involved and have grown along with the process. Also, a wide variety of ways of functioning of such institutions have emerged in the form of involving or collaborating with resource groups at the state and district levels and NGOs in quality improvement programmes at school and community levels.

1.5 Teacher Education and SSA

Under the Sarva Shiksha Abhiyan (SSA), a conscious effort has been

made to address to the problems reflected upon (under para 1.4 above) and to involve DIETs and SCERTs in quality improvement programmes actively and vigorously. It will, therefore, become necessary for these institutions to bring about radical change in their functioning to be able to provide expected support to the mission mode which is envisioned under the SSA.

1.6 Recommendations of the working group :

1.6.1 As already stated (under para 1.1 above), the centrally sponsored scheme of restructuring and reorganization of teacher education was taken up in 1987. The scheme was continued in 8th and 9th Plans. For the 10th Plan, a working group was constituted to examine the progress made in the sector of Teacher Education, and to recommend required modifications to make the sector vibrant to meet the emerging professional needs of teachers and teacher educators. The working group reviewed the functioning, achievements and constraints of institutions set up as a part of implementation of the centrally sponsored scheme (mentioned under para 1.2 above) and recommended certain modifications to make teacher education vibrant and productive to meet the challenges ahead, especially during the 10th Plan period. The major recommendations of this working group included the following:

- Continued central support with substantial revision of the scheme.
- Focus on making teacher training institutions functional and productive.
- Improving the quality of pre-service and in-service teacher education.
- Encouraging autonomy and initiative of states to formulate state specific plans keeping in view their respective needs and to make central funding available to respective state according to progress made so far.
- Emphasis on accountability of states to utilize the allocated funds.
- Intensive supervision and providing needed support.
- Encouraging states to evolve their own strategies and to assimilate innovations in teacher education.

1.6.2 The working group recommended some basic principles for supporting teacher education in the states. These principles included the following:

- Central funding to be based on plans to be formulated by each state.

- Central funding to be conditional to states putting in place certain basics such as recruitment and placement policies, role definitions, linkages to schools.
- Innovative practices within and outside the Government to be encouraged to improve quality of teacher education and education of teacher educators.

1.6.3 The working group also identified certain areas in teacher education which should be the focus of attention during the 10th Plan. These included the following :

- Development and strengthening of teacher education institutions.
- Education and development of pre-service as well as in-service teachers.
- Professional development of teacher educators and managers.
- Emphasis on learners achievement in teacher education programmes.

1.7 Based on the recommendations of the working group for teacher education, Revised Guidelines have been formulated which may facilitate preparation of perspective and annual plans by the states for central funding. The guidelines are elaborated in the following paras.

2. Revised Guidelines for Central Support to Teacher Education

As per the recommendations of the Working Group, support to states for teacher education will be provided on the following principles:

- (i) Central funding for Teacher Education will be based on plans formulated by States as per actual need. In other words, each state would be expected to prepare a comprehensive plan for teacher education, delineating clearly its needs and priorities. This plan would then be scrutinized, possible modification made with the agreement of the state and then funded. The recruitment policy of teachers, particularly in terms of qualifications, as prescribed by NCTE, demand and supply of trained teachers and training capacity would be articulated clearly in the plan.
- (ii) Central Government funding to Teacher Education will be conditional to the States putting in place certain basics, such as appropriate recruitment and placement policies of teacher educators, role definition of teacher education institutes, their links with schools, etc. Thus placement of appropriate faculty, maintenance of buildings, supervision and support from the state level would be pre-requisites for central funding.

- (iii) Innovative practices in teacher education, as well as involvement of resource institutions across the country, within and outside government will be encouraged to improve their quality.

A. The following were identified as thrust or focus areas in Teacher Education for the 10th Plan by the Working Group :

- (i) *Development and Strengthening of Teacher Education Institutes* : This includes an enabling policy environment, capacity building and encouragement of institutional initiative, as well as supervision and monitoring. States would be expected to formulate appropriate recruitment and placement rules for faculty of teacher education institutes, and articulate their role and relationship to schools clearly. The institutes in turn would be expected to plan systematically and take initiative to improving the quality of education in their districts. States would structure these institutes as per state-specific and district-specific needs.
- (ii) *Training of teachers, pre-service as well as in-service*: Teacher training is to be expanded to reach out to all teachers. Training of para teachers, specially if untrained, needs emphasis. Simultaneously, pre-service and in-service training needs to be upgraded qualitatively. For this, innovation and tapping of resources all across the country is to be encouraged. Formalization of in-service training in terms of accreditation of teachers etc. needs to be considered to ensure quality. Pre-service training for pre-primary teachers needs to be encouraged and gaps related to upper primary education are to be plugged in.
- (iii) *Professional development of practitioners, i.e., teacher educators, managers and others*: This is identified as a major emerging need. If the quality of teacher education is to be upgraded, then teacher educators must be provided adequate opportunities to build their own capacities. For this too, a wide network of resources across the country would need to be tapped.
- (iv) *Assessment of students and ways of testing achievement levels* : Systematic learner evaluation is needed so as to orient teacher education towards quality improvement in schools. (The component of assessment of student achievement will be taken up under the Sarva Shiksha Abhiyan).

The Revised Guidelines for Teacher Education attempt to operationalize the recommendations of the Working Group. These Guidelines envisage that the 10th Plan period will be a time for major initiatives in upgrading the quality of Teacher Education as well as Teacher Education Institutes. The aim of these Guidelines is to consolidate

the infrastructure created so far and make it more productive during the 10th Plan period. These Guidelines will complement the Sarva Shiksha Abhiyan in upgrading the quality of school education.

To bring about qualitative changes in Teacher Education, these Guidelines envisage major initiatives from teacher education institutes across the country. State Governments and the Central Government are expected to facilitate and encourage teacher education institutes to be pro-active, innovate, aiming at high quality.

B. Framework for operationalization

Looking to the above principles provided by the Working Group, funding for teacher education is to be made available to states on the basis of state plans in order to allow them to address their own specific needs. Further, states will be able to give weightage to various activities as per their needs. Supervision and resource support to states will be provided through a Teacher Education Resource Group. In order to access funding under Teacher Education, states will have to put in place basic enabling conditions such as recruitment and place policies and clear role articulation. Further, to provide an impetus to education of teacher educators and innovations in teacher education, NCTE will promote use of Information and Communication Technology in Teacher Education. Initiatives in universities and resource institutions in other key areas will be funded from the national level also.

Revised Guidelines for Central Support to Teacher Education can be viewed in two parts in operational terms. The first part concerns the activities to be undertaken by State Governments, and teacher education institutes established or supported by the State Governments. The second part concerns activities to be undertaken by numerous other organizations including universities, research institutions and non-government organizations, to be coordinated by the Department of Elementary Education and Literacy. Thus, it is envisaged that each State would undertake some activities with respect of Teacher Education, and these will be reflected in State plans. Simultaneously, mechanisms will be put in place by the Central Government to access and scrutinise proposals from resource organizations for developing strategies for education of teacher educators, establishment of appropriate courses and innovations, and upgrading the quality of teacher education. An important element here would be promotion of the use of Information and Communication Technology by NCTE.

The functional modalities will be as follows :

- A Teacher Education Approval Board at the national level, headed by Secretary Elementary Education and Literacy, comprising of Government of India representatives, representative of national resource institutions, State Secretaries and specialists in teacher education will be constituted. The Teacher Education Approval Board will be an empowered body to approve all activities within the framework of the Teacher Education

Guidelines.

- Perspective plans for teacher education for the 10th Plan will be prepared by each State. Perspective plans would be prepared by states after conducting discussions with resource persons, teacher educators and teachers, as well as conducting research studies as per need.
- The State Perspective Plans will be presented/approved in the Teacher Education Approval Board. The perspective plans will present the scenario for teacher education in the State, major strategies in the 10th Plan as well as the likely requirement of funds.
- Detailed State Plans and Budgets (SPBs) will be prepared in two phases. In the first phase, plans for the first three years will be prepared along with the perspective plans. These will articulate in detail the activities to be undertaken by the state and its teacher education institutes. In the second phase, detailed plans for the remaining years of the 10th Plan period will be formulated.
- The SPBs will be scrutinized and appraised by 5 to 7 sub-committees in different regions which will be lodged in RIEs, selected IASEs or other institutions approved by the Teacher Education Approval Board. NCTE will coordinate the appraisal.
- Funds for Teacher Education will be disbursed through SSA societies/ SCERTs/State Governments, as indicated by the state concerned to the states.
- Funds to departments/institutions of central universities will be disbursed directly to the department/institution concerned.
- A Teacher Education Resource Group (TERG) will be constituted as an advisory body to review the implementation of the scheme and advise as to the future directions. The membership of the TERG will be decided by a panel consisting of Secretary Elementary Education and Literacy, Chairperson NCTE, Director NCERT and Director NIEPA and JS(EE) as convenor. The TERG will be serviced by NCTE, for which a small academic group will be set up in NCTE. The TERG will meet at least three times during the year. Teams from the TERG (or other experts, if TERG members are not available) will visit each State at least once during the year and report on the status and functioning of teacher education, and also make recommendations. These reports will be considered by the Teacher Education Approval Board while approving the SPBs.
- NCTE will be strengthened to coordinate State Plan appraisal and TERG activities.
- There will be a detailed mid-term review at the end of the third year of the Tenth Plan period by the TERG. This review will feed into revision of state

allocations for Teacher Education and approval of SPBs for the remaining two years.

- Proposals made by institutions including NIEPA, NCTE, NCERT, universities, research institutes and non-government organizations for activities related to education of teacher education and innovative activities in teacher education will also be considered and approved by the Teacher Education Approval Board on a case to case basis.
- The TERG will also advise and make suggestions regarding the proposals of the above institutions. The TERG may make suggestions about the gap areas in which proposals are to be invited. It may also visit the programmes and report on the activities.

C. State Level Activities

(i) Goals and indicators

States will access central funding for Teacher Education to achieve certain goals. Given the fact that in Teacher Education issues about quality are paramount, these goals are not necessarily all quantifiable. Therefore, detailed reports of the TERG are expected to provide a complete picture of the progress made by the state. However, it is also possible to note progress on certain major indicators which may be as follows :

- Number of trainees given pre-service training in elementary and secondary education.
- Untrained teachers, if any, and number of such teachers trained.
- In-service training provided to teachers (by DIETs or BRCs/CRCs under supervision of DIETs), as well as CTEs and IASEs, giving in detail the kinds of training and number of teachers trained.
- Number of BRCs and CRCs giving in-service training.
- Number of teacher educators trained.
- Number of research studies conducted.

It is reiterated that the critical issue for teacher education is not the number of training programmes, but their quality. The changes brought about by States in the quality of their programmes would be of critical importance. For this, the comments of the TERG, research studies etc. would be the key.

(ii) Basic conditions to be put in place by States

It is recognised that goals cannot be achieved till a facilitative environment is

created. High quality work is unlikely to ensure from teacher education institutes that are badly staffed and structured. Therefore, funding of State activities will be contingent on States fulfilling the following basic conditions identified by the Working Group.

- Appropriate recruitment and placement policy for faculty in teacher education institutes.
- Clear articulation of the expectations from various kinds of institutes i.e. DIETs, CTEs, IASEs and SCERTs.
- Clear articulation of relationship and responsibility towards schools.

(iii) *Planning and review at the State Level*

Each state will be expected to set up mechanisms either in the form of resource groups or some other way in which it can formulate plans to fulfil its needs and also provide support to DIETs, CTEs, IASEs and SCERTs. Each state will be expected to ensure that technical expertise available all over the state is accessible to teacher education institutes and expertise available outside the state is accessed as per need. The state will also identify the Board / Committee or other body will approve its teacher education plans. This could also be the SSA Board. It is expected that States will themselves take up frequent reviews to ascertain the quality of teacher education institutes.

(iv) *State Perspective Plan for Teacher Education*

While preparing its perspective plan, each state will be expected to review in detail the status of teacher education in the state through consultations and studies, and formulate appropriate strategies to improve it. The State Perspective Plan will be expected to identify clearly major gap areas as well as strategies and activities that appear to have a good potential for upgrading teacher education. Depending on its needs and strategies, the state will allocate funds for the activities outlined in the guidelines. The State Perspective Plan for teacher education for the 10th Five Year Plan will include :

- (i) Clear statement of goals at the end of the 10th Five Year Plan, alongwith expected annual progress.
- (ii) Recruitment policy of teachers and para teachers, number of teachers and estimated need for trained teachers for the next ten years in the State.
- (iii) Availability and capacity of existing institutions to train teachers.
- (iv) Need for new institutions, if any, with clear rationale.
- (v) Review of existing institutions i.e DIETs, CTEs, IASEs and SCERTs in terms of :

- Structure
 - Role
 - Recruitment / placement policy
 - Linkage with schools and BRCs / CRCs
 - Performance vis-à-vis teacher training, curriculum and material development, support to schools, BRCs, CRCs, research etc.
 - Support from State and other institutions
- (vi) Strategies for institutional changes and improvement. States will define their own structures for the institutions; the number and nature of faculty will be chosen by the State, depending on the nature of responsibilities.
- (vii) Review of quality of pre-service education and plans to upgrade the same.
- (viii) Review of in-service education, coverage and quality, plans for improvement.
- (ix) Review of modalities for education and professional development of teacher educators, strategies for the same.
- (x) Major areas for research in Teacher Education and proposed research studies.
- (xi) Other significant projects proposed, such as projects with teachers and schools.
- (xii) Fund requirement in the Tenth Plan.

Each State plan will be appraised by an institution such as RIE or IASE or other institutions identified by the Central Government, discussed in detail at the national level with the TERG, and presented in the Teacher Education Approval Board. On the basis of the perspective plans, the Teacher Education will approve the amounts available to each state for Teacher Education for the 10th Plan period.

(v) State plans and budgets (SPBs)

While broad strategies and anticipated budget requirements for Teacher Education during the Tenth Plan period will be indicated in the perspective plan, funds will be approved for a period of two years at a time on the basis of activities proposed by the state in its State Plan and Budget (SPB). During the Tenth Plan, each State will prepare two SPBs, the first, upto March 2005 and, the second, for the remaining Plan period.

In January 2005, there will be a mid-term review, after which funds will be

approved for the SPB of the remaining years.

The Perspective Plan will guide the preparation of SPBs. However, divergence from the perspective plan will be possible if experience indicates that a change of strategy is required. If any divergence from the perspective plan is made, it will be stated clearly with reasons for the approval of the Teacher Education Board. If during the period of an SPB, a State plans to introduce changes, it will move the proposal for the approval of the Teacher Education Approval Board.

The SPBs will include :

- Status with respect to each of the essential conditions.
- MoU signed by Central and State Govt. with reference to Teacher Education and progress (in the first SPB).
- Report of the TERG members of their state visit, and follow up on recommendations (in the second SPB).
- Statement and analysis of previous year's performance on indicators mentioned as well as activities considered important by the state including expenditure.
- Major findings of research studies, workshops etc.
- Activities proposed to be taken up to be shown separately for DIETs, CTEs, IASEs, SCERTs and other institutions.
- Salient features of institutional development plans.
- Year-wise budget.

(vi) State activities to be funded

The funding of state activities will be contingent on the State's meeting the essential conditions. The funding will be flexible, but subject to maximum ceilings for specific activities. Thus, a state may choose to fund some activities upto their maximum limit, others much less, and some not at all. Since total allocation to states would be fixed, states that follow cost effective strategies (such as low cost buildings) would be able to undertake more activities.

The following activities will be funded in the State Plans :

(vi) (a) Plan preparation and review

- (i) Upto Rs.20 lakh per State for workshops, discussions and studies to prepare perspective plans and the first SPB. States would be expected to undertake studies to assess training needs, identify gap areas in pre-service and in-service teacher education.

- (ii) Upto Rs.10 lakh per State to prepare the second SPB, for internal reviews, workshops, discussions and studies for the same. States would be expected to hold their own reviews through internal missions, studies and other modalities every year to ensure that the objectives are being achieved.
- (iii) Upto Rs.2 lakh per State per year (for years in which Perspective Plans and SPBs are not prepared), for detailed internal reviews in the form of internal missions, small studies, discussions, consultation with experts etc.

(vi)(b) DIETs

DIETs are viewed as key institutions for upgradation of the quality of elementary education in the district. Originally, the Teacher Education Scheme envisaged one DIET in every district. This remains the goal. However, there are many very small districts in the country that do not justify a full-fledged DIET. However, such districts are also not always served well by neighbouring DIETs, as district specific priorities remain unaddressed. In such cases, States shall be encouraged to set up much smaller District Resource Centres (DRCs). DRCs will not be expected to conduct pre-service courses, but may undertake in-service courses and other activities related to quality of elementary education. Where necessary, States would also be free to convert existing DIETs into DRCs. Thus, a State may choose to locate all its pre-service programmes in a specified number of DIETs in the large districts, and establish DRCs in the rest.

DIETs and District Resource Centres would be expected to undertake :

- initiatives to upgrade the quality of the teaching-learning process in the districts in elementary schools.
- preparation of elementary and pre-school teachers through pre-service and in-service education (DRCs will not undertake pre-service education)
- preparation of district plans for universalisation of elementary education as well as upgradation of quality in education.
- development of district specific teaching-learning material
- support to sub-district resource centres.
- research to build an improved understanding of elementary education in the district.
- activities to improve and support community involvement in elementary education.
- activities to support training programmes in adult education.
- strengthening of their own capacities.

DIETs would be expected to undertake their own context specific activities to meet the above goals. States would be expected to strengthen DIETs to enable them do so.

The structure of DIETs and DRCs is left to the States. It is expected that States would evolve structures to suit local specific needs. For instance, a DIET / DRC in a tribal district may have a branch or unit working at issues related to tribal education; districts with a large number of out-of-school children may have units in DIETs / DRCs to specially function with respect to these, and so on. Over time, different DIETs / DRCs may develop expertise in different areas and provide resource support to other institutions.

The following will be funded for DIETs :

- (i) New DIETs and DRCs in districts where there is no DIET. Criteria for setting up new institutions will be :
- One DIET per district (the districts existing as on 1.4.2002 will be taken into account) in districts with more than 2,500 teachers. (In a district with 2,500 teachers, 50 new teachers are needed every year and pre-service training for a batch of 40-50 persons is needed). If there is an existing government elementary teacher training college in the district, the same will be upgraded to a DIET. Otherwise, a new institution will be established.
 - DRCs in districts with less than 2,500 teachers: DRCs may be added to existing elementary teacher training colleges if these exist. However, if the location of the elementary teacher training college is not satisfactory, the DRC may be established at the district Hqrs.
 - If in any district with more than 2,500 teachers, a state chooses to establish a DRC instead of a DIET, it will be able to do so.

D. National level activities and activities to be undertaken by resource institutions

The goal of national level activities in these Guidelines will be to support and supervise state activities, on the one hand, and facilitate activities of institutions across the country in areas where there are gaps in knowledge, training capacity, resource materials etc. Education of teacher educators has already been identified as one such major area by the working group.

(i) (a) State plan appraisal

- (i) From the national level, state plan appraisal will be an important activity in teacher education. The Regional Institutes of Education / IASEs or

other institutions identified by the NCTE will be the main bodies for appraising perspective plans and SPBs. The appraisal will be conducted by a Committee consisting of RIE / institution faculty, Ministry representatives, Directors of SCERTs of the concerned States and 2-3 specialists (in teacher education, planning or finance) nominated by the Centre. The appraisal will include a visit to the State concerned. The appraisal will take into account the MoU signed between the Central and State Government as well as the report of the TERG.

- (ii) The appraisal will be expected to comment on the following :
- Fulfillment of basic enabling conditions such as recruitment, placement etc. by the State.
 - Progress on key indicators.
 - Justification for proposed strategies and activities.
 - Financial planning and apportioning of funds to different kinds of institutions by the State.
 - Cost-effectiveness and adherence to financial norms.
- (iii) Each appraising institution will formulate state appraisal reports of States in its area and present it to the Teacher Education Approval Board with its recommendations.

(i) (b) *Supervision and resource support by TERG*

The teacher education resource group is envisaged as consisting of educationists of repute from a wide spectrum of institutions in the country. The TERG is expected to be a major contributor to sharing knowledge of new developments in teacher education and advising and supporting States in improving the quality of teacher education programmes.

The TERG will visit States for support and supervision. Two TERG members will visit one State every year. They will prepare a detailed report of the visit, which will be shared and discussed with the State. TERG reports will be placed before the Teacher Education Approval Board and considered while approving the SPBs.

(i) (c) *Mid-term review and research studies commissioned by Ministry*

A mid-term review will be organised in January 2005 from the national level, on the basis of which the second SPBs will be sanctioned. The mid-term review would include research studies, state visits, workshops and discussions.

D (ii) *Support of resource institutions for new initiatives in education of teacher educators and teachers or Resource Support Programme.*

D (ii) (a) *Implementation of ICT in Teacher Education*

In strengthening DIETs, SCERTs, IASEs and CTEs, Information and Communication Technology will be a major focus area. The approach will be as follows:

- Network all teacher education institutions through a centralised internet server.
- Provide hardware and software to all teacher education institutions covered under the scheme (NCTE, SCERT, IASE, CTE, DIET).
- Development of ICT based instructional technology and a training package for teacher educators and its incorporation in the curricula of pre-service teacher education courses.
- In-service education of all teacher educators with the help of Master Trainers drawn from universities, private sector organisations involved in ICT education, individual experts drawn from computer professional societies such as the Computer Society of India.
- Appointment of one system analyst in each SCERT, IASE, CTE, DIET for assisting teacher educators in teaching and development of learning resources and for arranging maintenance of hardware and software.
- Appointment of ICT professionals in the NCTE for implementing the various tasks such as system administration, programming, database administration, media experts for web page and CD-ROM development.
- Committee of experts for selection of software relevant to teacher education and classroom teaching and its dissemination.

D (ii) (b) *Resource support programme*

As the Working Group has indicated, resources need to be tapped across the country to institute appropriate programmes for education of teacher educators and to encourage innovations and excellence in teacher education. This task requires the engagement of institutions across the country: universities, research organisations, non-government organisations of repute and so on. As yet, the number of programmes to develop experts in curriculum development, student evaluation, educational management, gender, education of disabled children and several other key areas are very few. If a wide range of institutes focus on various aspects of teacher education, then growth in this area can be expected. Further, such courses are essential for the education of teacher educators.

A Resource Support Programme (RSP) that is dynamic, responsive to emerging needs and builds on existing strengths of various institutions needs to be put in motion

to upgrade the quality of teacher education in the country. The RSP will provide a framework to support the development of specialised professionals such as curriculum developers, evaluators, educational management experts, experts in the teaching of mathematics, science and other disciplines. It would be a critical aspect of the education of teacher educators. It will also be instrumental in developing the knowledge and material base in these areas. The areas identified for further work are :

- Educational management
- Educational statistics
- Training methodologies
- Research techniques in education
- Subject-specific teaching
- General courses for teacher educators
- Curriculum development
- Textbook development
- Student evaluation

The modality would be to seek proposals in identified areas and also consider proposals given by various institutes including NCTE, NCERT, NIEPA and universities to address gaps and build on existing expertise. Proposals would be also obtained by advertisement or by writing to appropriate institutions. Advice of the TERG would be taken regarding this. Proposals will be processed on a case to case basis, and approved by the Teacher Education Approval Board.

The following activities would be funded :

- Institution of relevant courses in universities or other resource institutes.
- Strengthening of existing courses in universities and other resource institutions.
- Funding of resource institutions to develop and conduct in-service training programmes for teacher educators.
- Funding of resource institutions to develop innovative programmes for pre-service and in-service teacher training.
- Preparation of resource materials.
- Research studies related to teacher education
- Establishment of linkages among teacher education institutes, through IT and other means.
- Small projects, appropriate workshops and other relevant activities.

The proposals will be scrutinised on the following broad criteria :

- Need for the proposed activity and its relevance.
- Approach and methodology proposed.
- Expected outcomes : long-term and short-term
- Time frame
- Budget considerations

In each project or activity approved, sufficient funds will be kept apart for a review and an evaluation of the project. Reviews may be undertaken by NRG members or other experts. Funds will be disbursed to projects in two installments and a review will be mandatory before the release of the second installment. Highlights of the reviews undertaken will be placed before the Teacher Education Approval Board.

Chapter 5

Perspective Planning for Teacher Education

*S.M.I.A. Zaidi**

When we are talking of planning of education at any level, whether at the State, or national or even district level, planning has three or four important steps:

- As far as teacher education is concerned, the first step is to understand what is our present status of teacher education in the State;
- The second step would be, what is our perception of teacher education programme in 2007, the time which has been given to us to make our perspective five year plan;
- The third one is, how do we transform from the present situation to the situation which we want to achieve in the year 2007.

So, basically, the first step, that is, understanding the present scenario is known as diagnosis. The second step, that is, what do we want to actually achieve in the year 2007, is known as setting the target. The third, how do we go about it to change the situation from today to 2007 is known as developing intervention strategies. Finally, we have to do the costing and budget requirement.

Here is a suggestive pattern about State plan for teacher education. It is only a suggestive pattern, amenable to change, modification, deletion or inclusion of some items which may not be relevant to the State concerned. These are very important ingredients of a State Plan which is going to deal with teacher education for a period of 5 years or 7 years, as the case may be.

The first step in planning is understanding the present situation of teacher education in the State. That does not mean that the document, which we are going to develop for the perspective plan for teacher education, should have one section known as Diagnosis. In order to diagnose the situation of teacher education programme in the State, the document should first have a section/chapter called Introduction or State Profile.

Then the elementary education scenario in the State, and to cover the secondary and higher secondary also, perhaps this should be renamed as School Education Scenario in the State. Then teacher education programmes in the State. The planning process, specially the pre-plan activities that have been undertaken in order to develop the perspective plan for five years for teacher education. The next section will perhaps be Setting the Targets which are to be achieved in five years' time. This will be followed

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by identification of problems and issues related to teacher education and the strategies to address these problems/issues; and lastly, nevertheless, the most important step is costing and financial requirements for implementation of this five years perspective plan of teacher education.

As far as the first section is concerned (i.e. Introduction or State Profile), perhaps it is important to give historical background of the State so that anybody who is going through the Plan can very well understand what is your State like. Perhaps the key in this regard is, it should include all the items which are apparently very important about the State, and one who has never seen your State, after going through this section, should be able to understand your State well.

It should spell out geographical features and socio-economic and cultural characteristics of the State, followed by the administrative structure, that is, details about how many districts, blocks and villages are there so that one can understand the size of the State in terms of districts, blocks, villages etc.

It is equally important to give the demographical profile of the State. It should not only present the data from the present census, i.e. 2001, it is better to give the data over a period of time and the growth of population also from 1991 to 2001 on various items. The demographical profile should be given district-wise. When we are developing a plan at the State level, it should present all the figures district-wise, one level below the level for which we are actually going to develop the plan. And also by gender and social category, which means population of males-females, scheduled castes-scheduled tribes, percentage of rural population, urban population, that is, all the details.

Then the literacy scenario of the State. This should be given district-wise and social category-wise and gender-wise. It is better to give the literacy scenario of 1991 and then compare it with 2001 so that one understands how progress has been made in terms of literacy in the State, presenting that district-wise as well as for various social groups.

The next is elementary education scenario in the State, or, may be, school education scenario in the State by including the secondary and higher secondary education also. In this section, there is a need for giving the school and access position. The number of schools does not show the access position. Perhaps percentage of habitations which are having schools, percentage of those not having schools, will be a more important indicator to understand the situation of access. The status of the access position in the district and in the State as far as elementary education is concerned and that also needs to be given district-wise. The access position needs to be given district-wise as far as the scenario of elementary education is concerned. It is equally important to give it separately for primary and separately for upper primary to cover the elementary education and then for the secondary and higher secondary.

Then teachers and teacher related indicators, that is, number of teachers at primary, upper primary, secondary and higher secondary and indicators related to the teachers. For example, teacher:pupil ratio at various levels, percentage of female teachers, percentage of trained teachers and many other indicators related to teachers which are important.

In addition to that, the enrolment scenario of the State also and the enrolment pattern at primary level, at upper primary, secondary and higher secondary levels. It is also important to show the scenario of enrolment after five years from now, because if you are interested to know the requirement of teachers in the year 2007, you need to know what will be the likely enrolment in 2007 and according to that, you decide the number of teachers that will be required. The present status of the teachers and then how much will be the additional requirement. Since teacher requirement is to be calculated on the basis of enrolment, there is need of giving the enrolment at present as well as the projected enrolment for the year 2007 for which we are going to develop our plan for teacher education. So enrolment and enrolment-related indicators mean coverage. Roughly what percentage of children are attending primary education, what percentage are attending upper primary, secondary and higher secondary and the like. This should be given district-wise and gender and social category wise, so that one knows what is the participation rate of boys, what is the participation rate of girls separately, participation rate of the scheduled castes/scheduled tribes children, of other backward classes children.

Then next is to show the retention scenario. How many children are taking admission in grade I and how many are completing grade V and grade VIII and beyond this level? Because the number of children which will be required in 2007 are based upon the retention rate, if the retention is high, then perhaps the requirement of teachers will be high. In order to reduce the drop-out rate, give the scenario state-wise and district-wise for boys and girls as well as for social categories.

One of the most important aspects in this plan would be the information regarding quality and quality related indicators. Quality related indicators may be examination results, may be the achievement tests which are to be conducted for knowing the achievement levels of children at various levels of education – primary or upper primary, secondary or higher secondary.

This will roughly cover the elementary education scenario or school education scenario in the State. Next is teacher education programmes in the State which virtually diagnoses the situation of the teacher education programme in the State as of now.

A review of the existing teacher education institutions, namely DIETs, CTEs, IASEs, and SCERTs should be given. The review of these existing teacher education institutions should be in terms of their structure, their role, recruitment/placement policy, linkages with schools and the BRCs, CRCs, etc. Then performance of these

institutions vis-à-vis the teacher training, curriculum and material development, support to schools, block resource centres and cluster resource centres, and roles that these institutions – DIETS, IASEs, CTEs, and SCERTs –are playing vis-à-vis the BRCs and CRCs.

Then support from the State and other institutions. A review of quality of pre-service education. We are imparting pre-service education through DIETs and other institutions. What is the quality? It is important to review whether the quality of education that is being imparted is satisfactory or we have to improve upon it, and what is to be done for that?

Review of in-service education and its coverage and quality. Then review of modalities for education and professional development of teacher education.

Finally, major areas of research in teacher education.

So, this is actually understanding the present scenario of teacher education in the State in terms of these institutions which are imparting teacher education in the State.

Then next will be how we have actually developed this perspective plan for five years, what are the steps that have been taken? In the guidelines that have been shared, there are certain points which have been already mentioned and it may be worth mentioning them here also. At the outset, it is important to highlight the activities undertaken for developing the teacher education plan. For example, the States should organize seminars/workshops. That is an important activity towards developing the perspective plan for the State for teacher education. So, that too, might be highlighted.

If certain pre-plan activities have already been worked out in the guidelines, appropriate recruitment and placement policy for faculty in teacher education, clear articulation of the expectations from the various kinds of institutes, clear articulation of the relationship of these organizations and responsibility of these organizations to the schools, details of workshops and discussions organized to prepare the perspective plan for which the guidelines say an amount of 20 lakh rupees will be available for each State for undertaking these activities or organizing workshops and discussions. Then the details of studies conducted to assess training needs, identify gap areas in pre-service and in-service teacher education. If such type of studies have been conducted to prepare the perspective plan, it is important to give the details of these studies, who have conducted them, when were these conducted and more importantly what are the findings of these studies, because these studies are conducted to understand the scenario of teacher education, the impediments, the problems, the issues related to teacher education. On the basis of that only, the perspective plan for teacher education should be developed. So details of the study which has been conducted which is pre-project, or pre-plan activity as far as the perspective plan is concerned.

Virtually, these suggestive sections cover what is known as 'Diagnosis' of teacher education programme in a State.

The next step is, what targets are going to be set to be achieved by the year 2007. Practically, the targets are translation of objectives into clearly defined quantitative terms. Targets are always in quantitative terms. What plan intends to achieve during the plan period when specified in quantitative terms is known as 'target'. In the plan for teacher education, the targets are to be set on these various items: Teacher training planned to be organised, pre-service and in-service; number of such programmes to be organised by the year 2007. It is equally important to give the targets of teacher training, pre-service and in-service, district-wise. At the State level, an aggregate of, say 500 such programmes with their district-wise distribution? In which district, how many programmes will be organised? That is number one. Secondly, the number of teachers to be trained as well as the coverage. Do you want to cover 100% teachers by the year 2007, or 80% or 90% and what it actually means district-wise? District-wise how many teachers are to be trained in-service and pre-service by the year 2007?

Then the training of the BRC and CRC coordinators with the target for 2007. The number of teacher educators planned to be trained, those who are going to be appointed in DIETs and IASEs, is there any provision for capacity building of these teacher trainers also? This is very important. A raw person cannot become a teacher educator. It is important to build capacity of the persons to be appointed as teacher educators.

An important aspect of this target setting is that the targets should be set in a phased manner. Now this is the situation in 2003 and this is what we want to achieve by 2007. What about the intervening period? How much do we want to achieve in 2004, how much in 2005, 2006 and 2007? So the targets should be in a phased manner for all the years. It is important because if the targets for the intervening years are not set, by the time we reach the year 2007, it will be realized that the target have not been achieved. That being so, there will hardly be any scope of either mid-term correction or changing the strategies to actually achieve the set target.

And the last in regard to target setting is the need for desegregated target setting, district-wise targets. While developing the plan at the State level, the targets should be district-specific. So, if there are 10 districts, then the targets for 10 districts should be separately set as far as teacher education programmes are concerned.

The next step is identification of the problems and issues. What are the problems and issues that we are confronting in teacher education programme? Sources for identification of problems and issues have been mentioned already. State profile on elementary education or State profile on school education could be made the first section. Teacher education programmes could be the second section. And pre-plan activities undertaken, the workshops/discussions organised and studied conducted

could be the third section. Basically the problems relating to teacher education and issues relating to teacher education will come from these sources. Practically, all the problems being listed out here should come from either the State profile or elementary education profile or the planning process adopted. This is virtually taking the issues and the problems as already identified in the document. There should not be issues which have not been mentioned at all because the plans cannot be developed on the basis of perceptions. It should have documented evidence that this problem has been identified as a result of this study which was conducted, or workshop which was done, or other activities which we have actually done for preparing this plan.

Now the next one is strategies. Strategies in teacher education may perhaps be on the following items. These items are:

- to improve the in-service education, its coverage and quality;
- the targets set for year 2007, how to achieve those targets and activities to be taken up, that is important while developing the strategies;
- decide the modalities for education and professional development of teacher educators;
- for improving the pre-service education, the activities are planned to be undertaken;
- strategies for institutional change and improvement with regard to the structure of the institutions, the number and nature of the faculty in the institution, the role and responsibilities to be undertaken by the institution with respect to teacher education.

While developing the intervention strategies for achieving the set targets, it is important to note down that strategies for all identified problems and issues must be there. For instance, if 20 problems have been identified related to quality of elementary education, the strategies must be given which address all the 20 problems. It is not that as against identified 20 problems, the strategies are meant only for addressing 5, 7 or 8 issues. All the problems must be addressed through the intervention strategies.

Perhaps there will be need of district-specific intervention strategies, as a single strategy may not be uniformly operational in different areas. Since the problems can vary from district to district, the solution can also not be the same. So perhaps there will be need of district specific strategies to solve the problems/issues already identified.

For example, the problem of low quality of primary education. The strategies can be several. And one of the strategies is organising the teachers' training. Now this strategy needs to be translated in terms of activities. For organising the teacher training programme, the activities to be undertaken should be clearly identified, for costing of the plan, the strategies will have be costed. In order to do the costing, it is important to

translate the strategies in terms of activities, programmes and tasks. And lastly, think of phasing and sequencing of activities. There are some activities which can be taken simultaneously and there are some activities which are sequentially arranged. One has to work out which are the activities which can be taken simultaneously and which are the activities which are sequentially arranged and accordingly to develop the implementation schedule.

And the last, but, nonetheless, the most important, is costing and the budget requirement. When we are going to do costing, the first important thing is to list out all activities which have cost implications. All the activities wanted to be taken up in the next five years need not have cost implications. So list out those which have cost implications. In order to do activities, some money is needed. So list out activities which have cost implications. Now these activities which have cost implications can further be divided into those which are of recurring nature and those which are of non-recurring nature and would be taken up only once in five years. Then work out the unit cost for non-recurring items and the average cost for recurring items. It is important to do that, because unless and until this is done, the costing of the plan may not be possible. It is important to give details of the unit cost and average cost. For example, for doing the training of primary school teachers, say that unit cost for one batch is Rs.30,000. But how this figure is arrived at, the details must be presented in the plan, otherwise there can be problems when the appraisal is done. These questions may be asked by the appraisers, if the details of the unit cost and the average cost worked out have not been given. Obviously, some calculations to arrive at these figures will have to be done. Those calculations must be presented in the estimates.

It is equally important that the financial parameters given under the guidelines are adhered to. Ceilings on various cost items, as prescribed in the guidelines, should be taken into account because during the appraisal stage, these things are to be seen minutely. All such items which do not fit in the financial parameters given in the guidelines would be cut by the appraisal team. So, it is better to adhere to the ceilings as well as the financial parameters which have been set.

Lastly, see the feasibility of the plan and the absorbing capacity of the State. Educational programmes like DPEP and SSA intended to make a plan for which 200 crores would be required, but the experience of DPEP did not absorb more than 5 crores in one year. So, see the feasibility of the plan and how much actually can be done. Plan about what can actually be done in five years? Try to see the feasibility and the absorption capacity of the State and according to that, the plan should be made.

Chapter 6

Networking of Teacher Education Institutions Using ICT and Ku-Band Satellite EduSat

A.N. Maheshwari*

Our teacher educators are isolated. Is it possible for us to network them with one another and create one of the world's largest teacher education system, so that instead of working in isolation, institutions will work in tandem and will be linked in real time?

The country has made tremendous progress in space research. Various satellites have been put up for communication, video and audio transmissions, remote sensing etc. India's expertise in space sciences has been globally acknowledged. Now there is a vision and commitment to have a satellite called EduSAT. All this is going to happen in a short period. It will have implications on education system at all levels, including on school education, particularly the elementary education level. It may be possible for us to reach out to the block level and the type of teaching-learning which for all of us are like a dream today will become a reality. As of now, because of the developments in communication technology, we are inundated with information which comes to us on television. There are advertisements like "*Kar lo Duniya muthi mein*". We are living at a time when for getting a landline connection one no longer has to wait in a queue. One can obtain a mobile. Different communication technologies are being offered to customers. No matter in which part of the country we are, it is possible for us to link with the global communication network.

These developments in information and communication technology have offered possibilities for raising the quality of school education. By introducing new instructional technology, which will use multi-media, we can make learner-centred pedagogy. Umpteen number of possibilities have emerged, which are changing the lifestyle. In walks of life other than in education, we can see the impact of ICT. All of us carry plastic cards for banking purposes. We are able to get our train bookings done through computerised system. There is a central computer system to tell us, if we want to travel from Chennai to Tiruchi, whether we can get the booking from Delhi itself. So, in almost all walks of life, there is a significant impact of information and communication technology.

The challenge is to use the ICT for education. If this has to happen in education, the change has to begin from the teacher education system. Teacher educators will have to assume new responsibilities and come out of phobia of the machine that it is

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something which has to be touched by somebody else. The reality is that it is so user-friendly that we can easily use it ourselves without requiring assistance of IT professionals. It involves no greater mystery than handling a remote control of television with which we shuffle channels for selecting programmes that we want to watch. For using ICT in education, a paradigm shift would be needed in our approach to teaching-learning, which so far relies on learning material in print form, like the textbooks or the workbooks for children. The teacher will now use much less expensive and much more powerful multi-media for enhancing learning by customising it to suit the needs of individual learner. We have to prepare ourselves for it.

What can we do to realise it during the Tenth Plan? In planning the perspective plans we will have to take note of it. NCTE has carried out an exercise and visualised how 3000 teacher education institutions would be networked, how 25,000 teacher educators would be made computer literate and how these 25,000 teacher educators would reach out to 30 lakh teachers in service.

There are two schemes: (1) networking of teacher education institutions using the Internet; and (2) use of the EduSAT. Both schemes are going to take off during the 10th plan period. Therefore, while making State Plans and Budgets (SPB), the States shall have to take note of them. These schemes will also help in breaking our isolation. We will no longer say, "I am located in Nagaland, you are here in Delhi and another person is in Chattisgarh". The NCTE during the past three years has taken upon itself the challenge of doing the ground work so that the teacher education system can absorb the ICT initiatives.

The NCTE has developed thus far a set of 8 CD ROMs, which have been sent to all the recognized teacher education institutions. These CD ROMs are exemplars on how teacher educators can prepare learning material, resource material in multi-media, that too inexpensively. The point that the NCTE wants to make is that the human brain can be used for storing information, and, more significantly, for thinking. Information can now be readily stored on raw material like silicon, which is purified common sand. Information storage devices do not require precious metals. On a twenty rupee blank CD, 650 MB of information can be stored. And, 650 MB of information, to give an idea, is sufficient for storing all the 36 volumes of the Encyclopedia Britannica. The full text of the Encyclopedia Britannica is available on one CD ROM. So, what is the price of storing 36 volumes of Encyclopedia Britannica? Twenty rupees. The cost that the NCTE has incurred in preparing its CD ROM – not the development cost, i.e. the expert time, but once a master is available - is within thirty rupees, which covers the cost of the basic CD, replication, cost of printing of inlay card etc.

Never before such opportunities were available, which now offer themselves for effective teaching-learning. So far in our country, the ICT has been largely used by the entertainment industry and for business and commerce. Instead of purchasing music on a cassette, we prefer to buy it on a CD. Instead of seeing movies which require a

VCR, we see them using the DVD and the VCD players. So, changes have taken place in our lifestyle. But what is the effect of these changes on teacher education? Are we prepared for taking advantage of it? If not, what do we have to do and how do we prepare ourselves for it?

The NCTE has created one of the biggest portals on the teacher education system. One can access from the Internet some 20 publications of the NCTE in a user-friendly form. Suppose, one is interested in consulting any one of the NCTE publications, and wants to select some pages out of it for some specific purpose, that one can do now directly from the Internet. Profiles of 2600 teacher education institutions are available on the NCTE website. any of you would have also seen them on the NCTE CD-RO , which contains mirror image of the NCTE. When one is on the NCTE website or is browsing the NCTE CD, what opens up first is its Home Page. Once one is on the NCTE Home Page, from it one can easily find information, say, about teacher education in one of the North Eastern States, to know what is happening in teacher education in that State. Let us say, we pick up izoram. Now in izoram, three programmes are being offered – B.Ed., Diploma in teacher education and Hindi diploma. Now, let us see how many institutions are offering B.Ed. in izoram? There is only one. It is the College of Teacher Education (CTE) in Aizawl. All information about this institution such as its address, telephone number etc. are available to anyone at anytime from the NCTE website. This institution has 12 full-time teachers, it was established in 1975, its management is government, it is affiliated to the North-Eastern Hill University, it offers B.Ed. secondary programme, fee charged is Rs. 290, and minimum eligibility for admission is 45% in graduation etc.

We may move on to the scheme for networking of teacher education institutions under the Tenth Plan scheme and professional development in ICT of teacher educators and teachers. We have visualised that all teacher educators will be made ICT literate. That means, not only those who are in IASEs, DIETs, CTEs but also those who are working in unaided private institutions. All 25,000 teacher educators, we have visualised, will be made ICT literate. Once that happens, it will create a multiplier impact because each year the teacher education system gives two hundred thousand new teachers to the nation. The challenge is to give to the nation such teachers as can handle ICT with facility and can prepare using it teaching-learning materials, access information from the Internet, customise lessons by not only consulting books in their own library but also the world library available on the world wide web.

What we have planned to arrange shortly is that there will be an Internet server connected to a centralised server and each institution will be allotted a web account. So the NCTE would like every teacher educator to be able to handle Internet, create database of his/her institution. Any innovation that one does can be put by that person on the institution's Home Page. 3000 Universal Resource Locators (URL) will be given through a centralised system. Once all of us get connected through the Internet, then we will prepare web pages, create forum for chat etc. Like-minded people, instead of

all coming to Delhi or some other city, which is difficult to arrange, will be able to interact with each other in real time, once it is announced that we should be on the Internet at such and such time, on such and such date. Then all like-minded people would be able to hold conference, on-line and in real time, can chat, can take part in discussion forum, news groups, contact each other through e-mail etc. NCTE will provide sever support; it can be dial-up networking or through some other mode. This is what is going to happen under the ICT scheme. Let us prepare ourselves for it.

Under the scheme, hardware will be provided only to NCTE, SCERT, IASEs, DIETs. Hardware will not be provided to institutions not covered under the scheme. But the training of their faculty is provided in it. We will develop ICT based instructional packages for teacher educators and implement a programme for its incorporation in the curricula of pre-service teacher education courses. The in-service education of all teacher educators will be arranged with the help of master-trainers drawn from the universities, the private sector organisations involved with ICT education, individual experts drawn from professional societies such as the Computer Society of India etc. There are a number of professionals who can help us. We will take the help of whoever is willing to render help to NCTE in promoting the use of ICT by the teacher educators. There are some details which we have visualised – such as the type of professional support that will be provided to the SCERT, IASEs, DIETs etc. We will formulate a committee of experts. The software for teaching-learning available in the market may not be suitable for us. It is expected that when 25,000 professionals working in about 3000 teacher education institutions with nearly two hundred thousand student teachers start preparing multi-media lessons on teaching-learning etc., vast amount of software would get generated. We would like to capture from the pool of software innovative practices, which are worth being disseminated to the teacher education system. The committee of experts will examine the software contributions and make selections from the software pool for nation-wide distribution.

Then comes the training. We will start with five ICT professionals, who will develop the training material and train the master-trainers. After preparing the master-trainers teacher educators will be trained. There will be 250 master-trainers who will in turn train 25,000 teacher educators. It is all manageable. Each master-trainer will train hundred teacher educators. As and when 25,000 teacher educators who know how to use ICT in teaching-learning become available to the teacher education system, we can then go to the 30 lakh teachers. That will be the next phase.

Now the other proposal – the KU-band EduSAT. This is already in the last stages of approval by the Government. Not going into technicalities as to what KU-band is, it would serve our purpose if we would have heard of the DTH (direct to home). So far, the "Gyan Darshan" signals come on the extended C-band. For receiving the extended C-band, a large paraboloidal dish is required, something like the dish antenna that cable distributors have. They receive the signal and then distribute it. That is very cumbersome. INSET of teacher educators of DIETs was tried out using

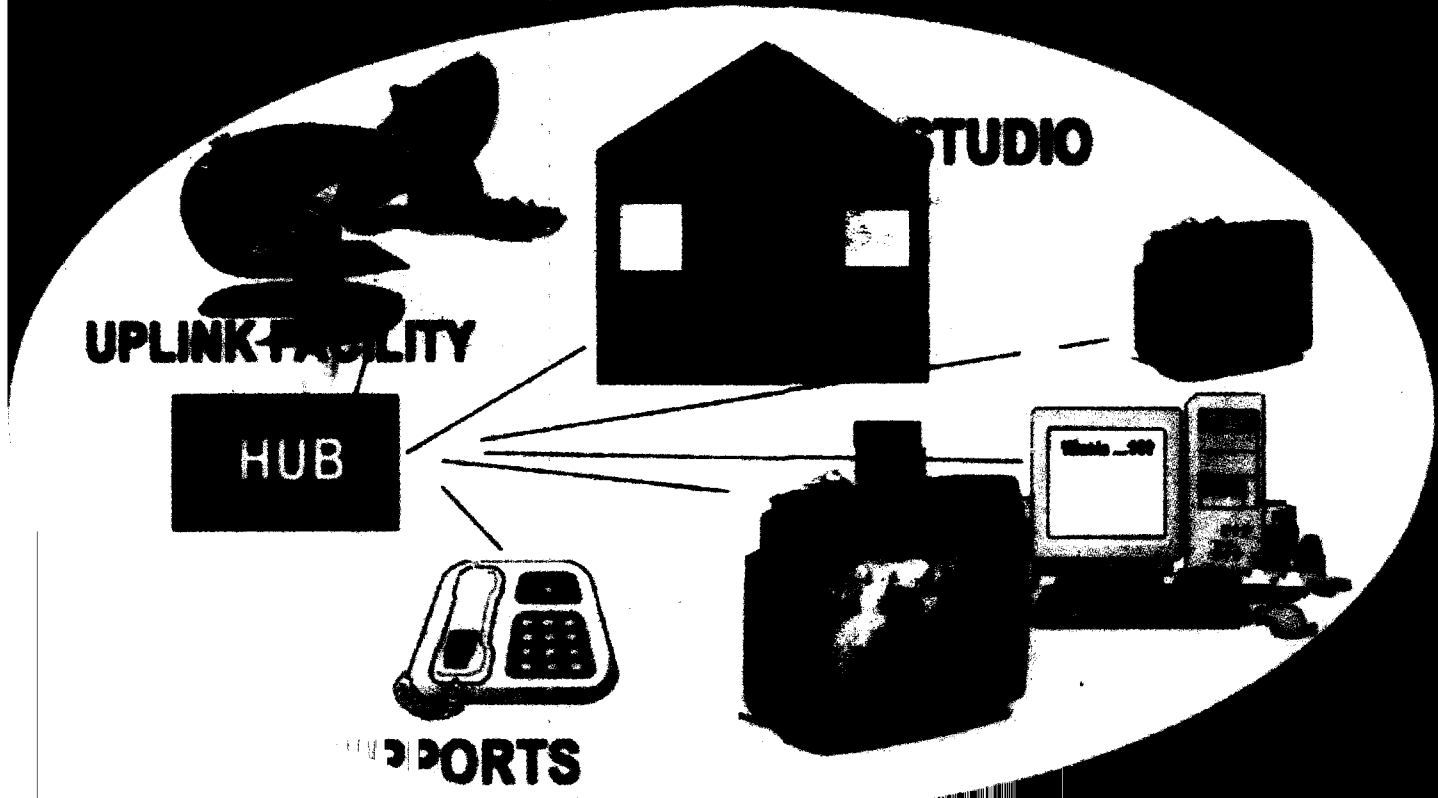
the IGNOU tele-conferencing facilities. The same approach is being used by Karnataka and Gujarat for in-service education of teachers. Two-way audio and one-way video interactivity are being used. For that also, the extended C-band is being used. But once the KU-band becomes available, only 1.2 meter dish antenna will be required for receiving signals. What we are visualising is that we will reach down to the block level. The Ku-Band antenna can be fixed towards the satellite without involving professional support. The KU-band has a bigger bandwidth than the C-band. Its reach is not necessarily the entire country, and its different beams can be focussed on different States. Once, there is a State level hub, it will not only be used for elementary teacher education and secondary teacher education, but it will also be used by the higher education sector, professional education sector etc. So let us not worry about all the target groups who would be covered. But what we should be concerned with is what we are going to do with it for teacher education. We would like to reach to the block level. At the block centres hardware required will be mainly a 1.2 meter dish, a telephone and a computer with printer etc. It will increase the reach of education to the remote areas, strengthen the distance education effort, provide effective training to teachers, in-service and pre-service. It can be used to supplement the curriculum based teaching, provide access to experts and sharing of quality resources. This is going beyond networking of 3000 teacher education institutions. This is what KU-band would enable us to achieve.

What is the vision? Number of districts in the country is about 500; on an average there are 10 blocks in each district, thus there are 5000 blocks, number of teachers located in each block is about 600, so the intention is to reach out to 30 lakh teachers through the KU-band satellite.

What are the technical possibilities of using EduSAT? We can download programmes directly in our computers, arrange on-line education with the Internet, create audio interactivity using telephone as the return link, delivery of video lessons etc. All this will be arranged using the studio of each State with an uplink hub. The studio will have an uplink facility to the satellite. We may not concern ourselves with what is going to happen at the studio, which will be located in each State. Programmes will be generated and beamed in local languages. This scenario is as real as the claim that now everybody can be potentially connected with the cell-phone technology. We have to prepare ourselves for taking advantage of the EduSAT for teaching-learning.

What has been said above should make us think and plan the use of advanced technologies for teacher education, so that we do not miss this opportunity. Let us not feel intimidated by technology. What we would like to do with it is teaching-learning. Knowledge about the technology of EduSAT or that of the Internet, may be left to the professionals. What we want with them is to be able to interact with each other and use them for teaching-learning. We will then be able to communicate in real time without involving journeys for having face-to-face meetings for exchanging our experiences.





Chapter 7

Curriculum Related Issues of Elementary Teacher Education

Riaz S. Khan / G.L. Arora*

Education is a sub-system of society and, therefore, any change in the society or in anyone of the sub-systems affects other systems of the society. Our polity, economy and socio-cultural life have witnessed changes during the past few years. These changes are bound to influence the system of education including teacher education. In addition, rapid advancements in information and communication technology have started influencing the curriculum of both school education and teacher education.

To improve the quality of teacher education, National Council for Teacher Education (NCTE) brought out Curriculum Framework for quality teacher education in 1998. After 1998, a few significant developments have taken place in the educational world.

In the year 2000, the NCERT national curriculum framework for school education was published. The concerns and priorities articulated in the framework have implications for the system of teacher education. Sarva Shiksha Abhiyan, which emphasizes quality basic education, social justice, local specificity and involvement of the community in the process of primary education, has been recently launched. Article 21 incorporation in our Constitution, through 86th amendment, has made basic education a fundamental right of citizens.

The developments mentioned above have necessitated review of teacher education curriculum. Besides, feedback with regard to the earlier curriculum is also available which is likely to influence the renewal of curriculum.

NCTE is in the process of developing a discussion paper to facilitate informed discussion on curriculum related issues of elementary teacher education. For the development of discussion papers, it was considered necessary to have a look at the existing scenario of elementary teacher education in the country. At present, eligibility qualification is senior secondary or plus-2 in majority of the States. Exceptions are there. For example, in Uttar Pradesh the eligibility qualification for admission to D.Ed. programme is graduation. But in majority of the States, the eligibility qualification is senior secondary pass. In one or two States, it is class 10 even today. And the duration

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of elementary teacher education programme is two years in majority of States. This is because of the efforts made by various institutions including NCERT, NCTE. It was recommended in the DIET guidelines also that duration should be two years and minimum eligibility qualification should be plus-2.

This programme aims at preparing teachers for the entire elementary stage of education, that is, from class 1 to 8. Objective of this programme is to prepare teachers for the elementary stage, not the primary stage. Further specification is, that up to class 5, product of this programme should be capable of teaching all subjects, i.e. languages, mathematics, science, social studies, arts, health and physical education, work experience. Whatever is taught at primary stage, a teacher has to be prepared for teaching all those areas.

For upper primary stage, there are two models. In some of the States, teachers are prepared for teaching all subjects up to class 5 and only two subjects at upper primary stage. But in some of the States, even for upper primary stage, teachers are prepared for teaching all the subjects – that includes two languages, science, mathematics, social studies and three non-scholastic areas i.e. 7-8 subjects. This is a big question whether a senior secondary pass is capable of teaching 7-8 subjects at upper primary stage! Though we are preparing teachers for the entire elementary stage, yet, by and large, the employers, i.e. the Education Departments, are accepting products of this programme only as primary teachers, i.e. for up to class 5. That is an anomalous situation. Teachers are prepared for teaching up to Class 8 but they are accepted for teaching only up to Class 5.

What is the curriculum of this programme? We find the same conventional pattern that we have for the B.Ed. programme, i.e. foundation courses and the methodology courses. One of the courses is generally titled 'Education in Emerging Indian Society'. In some States, it is titled as 'Conceptual Basis of Education', in some it is titled as "Education and Society", in some it is "Philosophical and Sociological Basis of Education". A course on psychology, teaching-learning child development, curriculum development and evaluation also form part of curriculum in all States. There are variations in the content-cum-methodology courses also.

Recent developments in elementary education curriculum include introduction of English in many States as a subject from class 1 itself. Earlier, English used to be taught from class 6 onwards. Since English has been introduced as a subject at primary stage, and teachers are expected to teach all subjects in primary schools because of the prevalence of class teacher system, content-cum-methodology course in English has also been introduced in elementary teacher education programmes because the teacher education curriculum has to be responsive to the demands of the school education curriculum. ICT is another recent development which has to find a place in the teacher education curriculum. Action research is another important concern. Every teacher trainee ought to be enabled to become an action researcher also.

In the State of Karnataka, after spending two years in the teacher training institute, a student teacher is expected to undertake internship for 6 months for becoming eligible for certification.

What are the concerns and challenges of elementary teacher education on the basis of this analysis? What are the points for discussion? What are the debatable issues? These are : (i) Is a senior secondary pass student competent to teach all subjects including arts and health and physical education up to class 5? (ii) Do senior secondary pass students working in primary schools have difficulty in teaching science in class 4 or class 5 when they themselves might not have studied science at plus-2 stage? (iii) Is a senior secondary pass student competent to teach arts, both visual arts and performing arts? The existing programme produces a generalist teacher. One may take the position, that a senior secondary pass student should be in a position to teach even arts, and health and physical education up to class 5. But what about upper primary stage? The situation changes from primary to upper primary stage. At upper primary stage, there is subject-wise teaching, not class teaching.

On the basis of analysis, curriculum at the elementary stage prima-facie appears to be ambitious. It also appears that the system has not been able to develop a distinct curriculum for the elementary teacher education programme. Ideally, it should have a distinctive character, different from the B.Ed. programme, because the demands of the two stages of teacher education are different.

D.Ed. programme is a diploma programme whereas B.Ed. is a degree programme. Is it essential to have a non-degree professional programme for teachers? What could be the alternatives of the present model? Should there be degree level programmes for elementary teacher education also? What shall be the advantages and disadvantages, or plus points and weak points of the two models? This is a question to be considered, because in advanced countries, all teacher programmes are degree level programmes only. After graduation, a student opts for either elementary teacher education or secondary teacher education programme. Choice depends on the preference or inclination of the person. If she wants to teach at the elementary stage, she goes for B.Ed. elementary education. If she wants to teach at the higher secondary stage or at the secondary stage, she goes for B.Ed. secondary education.

Should there be separate programmes for the preparation of teachers for non-scholastic areas, particularly arts – fine arts, visual arts, performing arts – health and physical education? If it is felt that a senior secondary pass student will not be able handle all these areas, then special programmes for these areas shall have to be thought of.

The Curriculum and the process of curriculum transaction have to be organised around teacher roles. Today, the teacher is expected to perform a number of roles and

not only the role of transmitter of information in the classroom. She is not simply a transmitter of information. She is a facilitator of learning and a counsellor and a guide to her students. She is manager as well as mobiliser of resources.

Another issue relates to degree level programmes for preparing elementary teachers. One model could be a four-year integrated programme after plus-2. Another alternative could be B.Ed. Elementary Education – graduation plus two years of professional programmes specially meant for preparing teachers for elementary stage B.Ed. (elementary). It will serve two purposes : (i) preparation of elementary school teachers for the entire elementary stage; and (ii) this programme will lay foundation for the education of elementary teacher educators, researchers, administrators and planners in elementary education.

What are the academic and professional backgrounds of the teacher educators in elementary teacher education institutions? They are generally M.A./M.Sc. with B.Ed. degree. Although B.Ed. degree holders are not eligible for teaching at primary stage, they are eligible for training primary or elementary school teachers., Again, this is an anomalous situation. If B.Ed. (elementary) programme is introduced, then its products can go for M.Ed. (elementary). The graduates of these programmes will be the suitable teachers for the elementary teacher education institutions.

A few issues relating to the structure and curriculum of elementary teacher education have been presented before. These issues shall form the basis for discussion in seminars at different levels. As stated earlier, the exercise shall lead to the development of Curriculum Framework for elementary teacher education. The entire exercise shall have the following stages :-

- Step 1: State level seminars for advocacy and generating responses to the draft curriculum.
- Step 2: Revision of the draft curriculum on the basis of the comments and suggestions received.
- Step 3: National consultation meeting on the revised draft curriculum.
- Step 4: Preparation of a final curriculum by a task force set up for this purpose.
- Step 5: Constituting an expert committee for developing detailed draft syllabi.
- Step 6: Presentation of draft syllabi in a national consultation meeting.
- Step 7: Finalization of syllabi.
- Step 8: Publication of the curriculum and syllabi and sharing it with all universities and teacher education institutions.

Chapter 8

Andhra Initiative

*I.V. Subbarao**

We keep talking of teacher training, teacher orientation, teacher education almost synonymously. And they are not synonymous. It may be useful to remind ourselves that we are using the word "teacher education" to denote a real, holistic perception of teachers for the tasks they are supposed to perform and to continuously upgrade their professional skills in the profession which they are now engaged in.

This is the kind of perspective which we started with in Andhra Pradesh and it could be a useful thing to remind ourselves that we work in different contexts. The context today across the country is the new mission, which is the "Education for All" mission or the "Sarva Shiksha Abhiyan". This was not there two years back. We had a number of other programmes, but now there is a new programme which encompasses all the other initiatives which have been going on in the elementary education field, which means that there is a little bit of reorientation of our own perspective on teacher education which is required. How we have gone about it. It may be useful to share some experience of what we have been trying to do – some successes, some failures, some frustration which could be a pointer for other States to take some lessons.

We need to re-shape teacher education in the context of Education for All mission. There are challenges as usual and there are possibilities.

This is in the context of Andhra Pradesh. We said, "this is a mission in which we are supposed to enroll all the out-of-school children in schools, reduce the drop-out rate, improve the quality of schooling process". Andhra perspective has been to view the child labour abolition as a concomitant process of the UEE process. We have also put the abolition of child labour as a part of the mission in a very clear term. Also, we have added the adult literacy component as a part of the EFA mission.

We perceived that teacher education in its broadest sense would be critical for the success of this mission. It is not merely one of the components of the "Education for All" mission but it is a critical component because we have to look at teacher motivation, teacher competence and teacher involvement as critical components and what is new is this community-school inter-face. We are not thinking that we can achieve UEE without the community-school inter-face, which means that the teachers should not get confined to what happens within the classroom, but know that there is a world outside the school with which linkages will have to be built. How do we exactly build that is the issue. And to reach every learner, meeting the learning needs, creating learning environments – this is the challenge of teacher education. So when we design

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the curriculum, when we design the teacher education programmes, this is the kind of teacher education paradigm. We need the teacher motivation which we have realized is the most difficult part, then teacher competence and teacher involvement. A good teacher normally does this. But we must ensure that all our teachers do this. That is where the difficulty comes. There are good teachers, indifferent teachers, not so good teachers in every system. But if the mission has to succeed, we must build a threshold number, we must build the maximum number of teachers who think on these lines and build on these competencies.

To reach every learner, meeting the learning needs, creating learning environment within the classroom, to enhance the learning level and make the classrooms centres of effective and joyful learning. All these have implications on teacher education curriculum as a whole.

This vision, which the State laid before, that is, the training programme should enable our vision to be translated into reality. So, training for the creation of a new classroom were addressed to. These are the questions which we answered when we had the brainstorming session at the State level with a number of DIET principals, the CTEs and IASEs on how the new training programme should be designed. It should be for the creation of a new classroom, it should be training to bring all children into the school, to make the classroom a place of joy and learning, to bring school and community closer, to be sensitive to the learning needs of each and every child in the classroom, then training to see each child as a unique individual with immense potential, that means you should ensure that the children are not categorised and dubbed as failure and successful students but to enable each child to optimise and enable her to learn at a high level, training to see that this potential is realised. Thus, training was focussed. To enable each teacher to understand the new vision of the State in the field of education and define her/his role in various educational processes. Providing 'Education for All' is our goal, our mission.

Why mission and not a scheme or a project? Sarva Shiksha Abhiyan is a mission. The Abhiyan part is very crucial for us. Otherwise, we would not have put certain deadlines that the children should be in school for certain years, then they should be completing the cycle by a certain year.

Sense of commitment born of a deep concern and belief that this needs to be done is the spirit of mission. To be more precise, it is built in the mission mode. There is a sense of urgency that we have lost enough time already and that we must speed up and make up for the lost time.

in this context, the State has defined the new role of the teacher. We should not perhaps confine ourselves to saying that it is teacher training because we need to know the new role of the teacher. It is probably old roles re-defined and re-conceptualized. So, the new role of the teacher is as a guardian first, protecting the

child; as an elderly friend providing a warm, welcome and joyful environment; as an instructional leader facilitating high quality learning; as a counsellor guiding and advising; as an innovator thinking of new methods to teach, to organise the class and evaluate for continuous progress and all-round development of all children. Probably, they are being performed by the best teachers today. But if these roles have to be performed efficiently in every classroom by all teachers, we need to design a training programme, a teacher education programme which answers these needs.

The new role requires a new orientation and new questions to be asked. This is the kind of introspection which each teacher must be asked to undergo. These are the questions we asked in the training session ourselves: How do we know that all the school-going children are in the school? Very simple set of questions which give the starting point for any professional development of a teacher to fulfil the roles identified. There is an organic link now between the mission, the goals, the new roles and the kind of introspective processes. Were these questions ever asked earlier? How do we know if all the school-going children are in our school? Because the teachers used to think, "Those who are coming to the school, we will try to teach them to the best of our ability". We should care whether all the school-going age children are coming to school or not? And how much do we know about the child and his/her family? How can we attract all children in the habitation school? In other words, first knowledge that there are so many children. Then a knowledge about the child and the family. And then the third is to know how to attract these children to our school? How can we make the school so attractive that the child enjoys being here? How do we make learning interesting for the child? How do we involve each child in some activity which helps him/her to acquire a competency? Thus, our focus was on bringing the child to school, ensuring that the child is retained not by coercion but through a process of making your own processes attractive, and then ensuring that they are engaged in some activity not merely in the usual didactic fashion but to bring activity and combine it with the competency orientation. Our training of teachers commenced with a set of questions which each teacher was asked to answer, "How will you in your own situation answer these questions"? To put it differently, this new orientation meant doing things differently. To promote this approach, what we did was a foundation course for all teachers in the elementary stage, about 1.6 lakh teachers were given this orientation for three days. And this was done in an experiential mode rather than in a traditional lecture mode because what happens in a training design is that training if it is different from the actual classroom environment, the transfer of learning becomes uncertain. So, we wanted to actually put the teachers through a training programme which will help them transfer this learning to the classroom which means understanding what we did.

Learning by each individual: Each teacher who was participating in the training programme had to do something. So they had to do a little bit of work in the training sessions themselves. And learning for improving competence, knowledge and skills – these are the three components which we have been emphasizing. Learning for developing confidence that educating each child is possible. This is the confidence

which many teachers were not having. They say, some students are uneducable. They come from certain backgrounds, they cannot be educated. They will remain at that level, Sir, forget about them. That was the kind of approach many teachers were having. Our emphasis was to develop the confidence in them that every child has some potential which needs to be really brought out. Learning for continuous learning, building on the foundation in the teachers. This initial orientation is being followed up in the teachers' centres.

Now for providing opportunities for in-service training, creating systems and environment that motivate teachers to upgrade their skill levels, we created systems for teacher-to-teacher dialogue. We are keeping apart half a day every week for this teacher-to-teacher dialogue. We under-estimate the power of the teachers to engage in some constructive dialogue like this. In the school time table, they do not get time for sharing of experiences. They are so busy with their routine activities that they really do not get time. So, you must create the time and space for this kind of teacher-to-teacher dialogue. We found that this was very inexpensive. You need to just put two or three people together and initiate a discussion. This creates a tremendous impact.

We created school-based improvement plans and performance appraisal systems for ensuring close monitoring of quality and practice. There is a learning guarantee programme which is now going on in the State. EdCIL colleagues are helping us with that. Some work is going on in a small little area, but it is having a tremendous impact because we are now emphasizing that the school shall be the main centre where this reform process may really take shape in a meaningful manner.

We began from the premise, saying that the questions with very few satisfactory answers are : To what extent are the training facilities adequate to meet the requirements? To what extent colleges of teacher education are maintaining quality? Is the academic calendar being adhered to? And if not, what needs to be done? Is the training design in DIETs and colleges appropriate to the tasks at hand? Does it address all the issues of diverse learners and UEE? Is the curriculum appropriate? What impact has training made on actual classroom transaction? There is no finality about all these. These are difficult sets of questions, but each one of us will have to grapple with them and find answers in our own way to these questions.

Then, some possible directions. Spelling out learning and process objectives more clearly. What we have been trying to do for the last two years? We have succeeded partially. Spelling out learning and process objectives. What is the learning objective for a teacher education programme? And what are the process objectives to achieve those outcomes?

We created forums for teachers just to reflect on practice and come up with innovations. Create an environment in which teachers are encouraged to report and share their achievements. Quality circles. Mandal wall-paper. Mandal teaching-learning

conventions. These have been tried out and we found that when we assemble teachers and encourage them to talk, the facilitator really facilitates the discussion, he does not go on talking for one hour and say, "Now ten minutes for discussion". That does not happen. A facilitator would merely say, "Let us hear what happens in this village, in this school". And then the teacher gets up and gives a little resume of what has happened. This is very critical in all our teacher education programmes. We found it very invaluable. We allow the teacher to talk and then steer the discussion rather than assume that this resource person is the person who knows everything. We found that we had to really quieten down the resource person a little bit and say, "Now, we should allow them to talk". The resource person should have the skill to listen; the listening skill must be perfected. That really creates a tremendous impact.

Then create an environment and ensure information flow about the latest trends. Encourage teachers to analyse their school data and make them practitioners/researchers.

Build and nurture a group of active teacher educators to motivate the teachers. So, now we have a district resource group. Then, we have a mandal resource group which is a unit less than a district, which is an active group now, which goes round doing quality innovation, goes on facilitating, talking to teachers and finding out what they are doing in the classroom etc.

We also use latest technology for interactive learning. We have about a thousand schools where computer laboratories have been set up. We are at the initial stage of using IT in teacher education and also for improving the learning environment of the children.

How do we do this? We are looking at some possibilities. We have created a forum or coalition for professional strengthening of teacher educators. We have now got a teachers' forum, called Teachers Research Forum which emanated out of all these discussions. What interesting work they have done? There is a collection of available resources for professional strengthening of school teachers. Create incentives for continuous learning. We are tying up with an open school and open university for professional upgradation and then review curriculum etc.

We prepared a book on elementary education curriculum, printed it and supplied to all elementary teachers – 1.6 lakh of them. The book is in Telugu, but there is a small little grid which we have prepared. It was done by a team of about 50 teachers. What it essentially deals with is, it outlines the competency, the teaching-learning material, then the activity, then the evaluation of the curriculum transaction, how effective has it been and then values which have been inculcated as a part of this lesson. So, you identify the competencies, the activities, the materials, the evaluation techniques, and values which are now integrated into the lesson. So, that is the kind of thing which was done.

At the end of it, there are some 27 questions with which these teachers, who undergo the training which is for three days, actually do this teaching-learning. With that there is a questionnaire of 27 questions with which they go to the community and find out what is the perception of the community about their school and if their children are not going to the school, they come back with the questionnaire. This was analyzed and a booklet has been brought out by the Teachers Research Forum. It is a completely autonomous kind of evaluation. They said, Sir, we are getting all these responses – one lakh households and three lakh responses have come. There is a lot of interesting data which shows the linkage between the community and the school and their perceptions. This is an interesting booklet.

Chapter 9

Elementary Teacher Education – The CIE Approach

*Poonam Batra**

The vision of the B.El.Ed. programme is really that, it is a first professional degree programme for elementary school teachers by an Indian university. The main thrust is on understanding children and communicating with them. B.El.Ed. offers a series of theory and practical courses for the professional and psychological development of teachers. Drama, music, story telling and craft are an integral part of the curriculum and not co-curricula. University involvement ensures quality research. The programme aims at fundamentally changing the status of elementary school teachers. We want to make them professionals like any other, working in medicine or engineering fields.

Practical courses include performing fine arts, participatory work in schools, observing children, self-development workshops, school contact programme etc. Theory courses include foundation courses, core courses, pedagogy, specialized education courses, liberal options, tutorial academic enrichment etc.

The programme of study is a total of three thousand student contact hours spread over four years, 32 courses, of which one thousand, i.e. 33 % is purely practical, 16 compulsory theory courses, core subjects and pedagogy, three optional courses in pedagogy and subject specialization, 13 school based practical courses and the teacher student ratio is as per NCTE norms.

The B.El.Ed. areas of study are child study, education, pedagogy, subject knowledge, development of teacher skills, training in school experience.

Now to focus on the major course objectives which really form the essence of the programme. In child study, we focus on understanding of basic concepts and theoretical perspective, the socio-economic and political context in which children grow. A lot of people ask us, why do you have childhood again in contemporary India kind of course. The idea is that traditionally child study has been dominated in the domain of psychology, as if there is no understanding of children outside the psychological domain. The idea is to bring to the qualified teacher some kind of equipped understanding of the context in which children also grow, not only in terms of their psychological development but in terms of how the society itself impacts on children. Organising creative activities for children. So, the contact with the children of teacher training continues right from the first year. Further, student understanding and going into details of their learning processes in terms of language acquisition and so on and observe

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children in naturalistic settings which becomes almost like a supplementary – complementary part of the theory programme.

Education is the other thrust area where we look at – understanding knowledge, teaching-learning, societal context, understanding organisation and management of school education and looking at issues of teacher support, needs of children, engaging in curriculum inquiries. So teacher trainees actually do text analysis, try and analyse the curricula that exist so that they do not just study teacher education in an isolated fashion without studying the system in which they are operating or are going to operate, and examine gender inequities in society etc.

The pedagogic courses focus on dealing with issues of language across the curriculum. It is not language as a subject but to look at language even within social sciences, even within natural sciences, dealing with pedagogic issues specific to Mathematics, EVS which is part of the primary curriculum, observation analysis of existing classroom practices. They do a lot of classroom observations to get a feel of how the existing realities operate, study the application of drama as a pedagogic tool, beginning with drama as self-development, to drama as a pedagogic tool and developing pedagogic theory and skills at the upper primary stage of education, developing professional capacity in specialized area, such as use of computers special education; for enhancing skills of systematic observation, we encourage them to actually become researchers also while they practise to be teachers, because observing and documenting children is a very essential part of reflective practice.

Subject knowledge base, reconstructing basic conceptual knowledge learnt in school, this is a very critical aspect of the B.El.Ed. programme because we do believe that it is essential for the teacher trainee to reflect on what she has learnt in school as well from a different viewpoint, because knowledge in schools is usually transmitted as information a lot of times. And a teacher trainee needs to understand why is it that we follow a particular algorithm in doing mathematical operations. And when you re-do knowledge like this, or when you reconstruct knowledge that you have already learnt, it gives them a much wider perspective and starts forming the base of pedagogy in the first year itself.

A rigorous study of school subjects is a part of the second and third years of the course. Development of teacher and skill training are significant. For example, repertoire of skills like craft or drama promotes processes of self-reflection. We have regular programmes of self-development workshops and trainees have to look at themselves as persons and understand their own self, reflect on adult child gaps.

The school experience programme is 16 week long internship programme which is a four to five months placement for 16 hours per week in government elementary schools, intense and concentrated on being a school teacher. They are there in schools four days a week like regular teachers.

Partnership with schools is an important part of the course. We do not want to suck the school dry but we offer the school certain things such as setting up a resource centre for the school and in the process involving regular teachers, maintaining reflective log books. They actually sit and record the kind of experiences they have had, they mull over that and interact with the faculty. Developing a resource centre in the school involving the regular teachers is a critical component of the course.

How does B.El.Ed. programme is different from the traditional model? We have courses on contemporary India and courses on social sciences; we do not look at history and geography as separate, we look at them as pedagogy of social sciences, pedagogy of natural sciences. A large component of internal assessment, personal development of the teacher trainee (which is quite new), scope and opportunity for self-reflection, practicals are built into theory courses (even in the theory courses, they have field based projects to do). Integration between general courses and professional practice, school contact and related practicals and school internship are important inputs of the programme.

Citing a case as an example, 'Panch Karni'. It is a five point kind of a programme. This is just to show how we can actually work within the proposed linkages to strengthen the elementary education. For example, linkages between the university departments and IASEs and elementary education create and support a network of professional practitioners. Often these things are left isolated.

Institutional mechanism for the professional development of teacher educators and continued professional support to teachers are indeed critical inputs. Each of these can be run like this. One is to pilot the Bachelor of Elementary Education programme. The other is to provide academic support to reorient and strengthen pre-service. The Delhi SCERT has shown a way to do that (that is, organizing professional development of teacher educators, curriculum developers, other leadership positions). The course design includes post-graduate specialization in elementary education on curriculum, on pedagogic studies, and developing academic resources for teacher education including multi-media resources. It is very important for us now to start using technology to reach out to large numbers in terms of actually producing models of good teaching and getting it across.

Chapter 10

Madhya Pradesh Experience

*Amita Sharma **

It should be made very clear in the beginning that what we are trying to do in P is extremely context-specific. So, it will be sharing some common issues in a very contextual manner. The whole thing is a gadfly. What we are really going to discuss with you is some of the institutional reformations that we are wrestling with right now. The gadfly for this institutional reform work are two or three things, which were not happening with the DPEP. One was the class results that came out in the DPEP-I that showed that the state had achieved something like 25%. Despite improvement, almost 50% of the AP curriculum was going unachieved by the children. That was one issue. The second issue was that despite a lot of processes of pedagogic reform, they were not really impacting as they were supposed to be impacting, certainly not on that scale and the fact that it did not really matter whether the teacher had come with a post-graduate qualification or a graduate qualification but the very core competency in the subject matter remained quite hazy.

The things which came out of the analysis of class data of the DPEP-I were a major cause of concern to the State Government. We analyzed them and went to the State Government to look at what these meant. It meant one thing very clearly that despite innovative inputs, despite a fair amount of intensive processes and a fair amount of commitment to those processes, things were not sustainable and things were certainly not qualitative without institutional support structure. So, the critical issue was institutional. Using the word "institutional", by "institution" we mean structure, we mean capacity, or we can say that we mean a form, we mean a process, we mean an organization, we mean the agenda for the organization and we mean the ability for the organization. And all of them aim towards a certain goal or objective. That is what is meant by an "institution".

What MP lacks very sorely and in a fair amount of measure is an adequate and strong enough institutional framework which will address increasingly complicated set of issues pertaining to universal elementary education.

We again analyzed the issues in the institutional area as to what were the issues which were missing very clearly. One, of course, was the inherent weakness of the structure itself. There were structural weaknesses. Two, even if the structures were not all that groggy, there was a lack of accountability to the outcomes. The structures

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existed per se. Each structure existed as an end in itself and the structures did not come together to meet a common goal. There was no accountability for any outcomes whatever. For example, the whole kind of data on how many teachers are you training X number of teachers etc. etc. But there was no attempt to relate that to learning outcomes at any level, the whole issue of achievement of learning outcomes and learning objectives. Naturally, when there is no accountability to outcomes, there was actually amazingly in our State no sense of lateral responsibilities. So, you had DIETs dying of spondylitis gazing up at SCERT, which again gazed up. But then nobody was looking down to children, still nobody looking towards the districts. DIET was a district institute but it certainly was not looking at the district. It was like an isolated box just hung in the air. It did not relate to anybody anywhere. It did not relate to the SCERT because in our State we do not have a cadre for teacher educators. So, SCERT had no control really over the DIETs and nobody else had. So, the DIET was completely insulated. This is a perfect example of no lateral responsibility.

This came up very interestingly when the task was also discussed in the Executive Committee of Shiksha Mission as to where was the problem, where were the things not delivering? The SCERT then blamed the Directorate of Public Education. So there was a very perfect civil war between the academics and the administrators. This kind of hiatus between the administration and the academics is a very major reason why are the learning levels not improving. Because the MAP book was not delivered in time. Why? Because the teachers were taken off educational tasks and so on and so forth. So educational management seemed to have split asunder on academics and administration. This hiatus was very detrimental to the whole system of learning.

Even within the structures, look at the analysis abilities. You decide to gaze at them beyond simple things like graduation and post-graduation, B.Ed. and M.Ed. and things like that. It was found that for most of the personnel, even the very qualified ones, in the DIETs and the SCERTs, despite the bio-data they had, there was a very uneven dis-spread between specialised skills and core genetic skills. This mismatch of generic skills and specialised skills was also one of the reasons why new pedagogic processes were not reaching out of the school and were not persuading. These are some common issues which were all lynched or pinned down to institutional weaknesses.

A presentation on the issues to the Chief Minister of the State and discussion on them led him to give us the green signal to go ahead and come up with alternative proposals for educational reforms. The principles for educational reforms were like this: The first clear principle was to treat school as a unit. It obviously meant decentralization, decentralization not just in simplistic sense that you move from the top down to the bottom up. It is not as simple as that. It is a more reciprocal relationship. The whole meaning of decentralization really is, can we develop a more reciprocal relationship?

Following from the first one, the second principle was, a more mutually responsive one.

The third one was to work towards an integration between the administration and academic inputs towards the school. In the school, let us remember, the teacher is supposed to be doing all the tasks, reach out to the community, manage the school and teach children, send reports and maintain records. So the teacher is multi-tasking. Is it fair to split up the multi-tasks between many institutions, each one with its own agenda? It is very important to integrate these multi-disciplinary requirements institutionally.

Then convergence of structures for grant of resources. It is not a question of money, it is a question of convergence of agendas. And lastly and most significantly, accountability, particularly laterally towards outcomes. These were the non-negotiable principles.

We drew up a reform proposal which was discussed and it led to something like this. It led to re-modification of structures. There was an element of restructuring in it. Along with restructuring, common agenda setting, and along with that capacity development. These were the three broad segments of the institutional review.

Taking up restructuring first of all, one thing about restructuring is that it is not possible to do it piecemeal or bit by bit. For example, you can look at a DIET and forget about the SCERT and then wait for the BRC and the CRC. It does not work like that. In fact, the chances of any authority presiding over DIET will be very weak unless this authority persuades that the DIETs are also integrated. So, in our State, we came up with a restructuring principle which tried to integrate at the State, at the district, at the sub-district levels like the block and, of course, the CRC. It is already happening. It was not all that difficult either. For instance, we were building on a mushroom where the DPEP was throwing up. The DPEP had put in place CRC which ideally is an institutional structure where you bring together the academic and the administrator because they have a teacher and you have a head teacher. So you are looking at the school as a whole. BRC was weak and still continues to be weak in our state, but the plan for it is afoot. But we had the CRC and at the state level, we had the Shiksha Mission. Shiksha Mission in any case was an umbrella which had already brought together the Adult Education Office, the State Project Office and the SCERT. So three major programmes flowing from three major strategic outfits at the State level had been brought together under one common umbrella and the movement beyond that was to institutionalize that integration. So we created what is now known as the Rajya Shiksha Kendra. The Rajya Shiksha Kendra at the State level brings together the State Project Office of the Shiksha Mission which is an outfit of the Sarva Shiksha Abhiyan of the DPEP as you would want to call that, it is the SCERT and the Directorate of Adult Education which come together as one office with one common head on top. The SCERT functions like the academic wing of this and the State Project Office functions as the planning and MIS outfit for that. And the Adult Education comes together because they have all the resource centres with them. When you look at issues of out of school

children, you need a lot of those resources. So we have managerially brought together these three outfits. It has two or three advantages.

One, it enables common planning. It is very easy for us to plan. You do not have to wait for money, budgets and sanctions from everywhere all the time. There is a very clear common planning for the whole. For the whole year, perspective planning is easier to make. Sharing of intellectual resources is a lot easier. For example, we were planning to make bridge materials for out of school children, looking at the age profile of eleven plus and we had the women education programme on the adult education side. We eventually came across a very remarkable analysis of the academic inputs involved and the methodologies of teaching-learning involved and evaluation practices involved when you are looking at the whole issue of over-aged children particularly girls. That cuts across this division between the SCERT resource centres and things like that without any extra money getting spent.

It also enables a far more efficient utilization of the budget. All the money we get, for example, under the Sarva Shiksha Abhiyan. You do not have to go on creating redundant academic resources within the office because you have whole of the SCERT to be optimized.

It also enables a lot of unity in planning as you move to the district level. At the district level, we have the Zila Shiksha Kendra. The Zila Shiksha Kendra is associated with the Project Office which is the district outfit for the SSA kind of programme. It includes DIET as an academic wing and the Education Office. Then you have at the block level the Janpad Shiksha Kendra which brings together the BO's office and the BRC and cluster, of course, at the district level, the advantage is that the DIET now gets hooked on to much larger universe which is where it works. It also becomes accountable to district panchayat leadership for what it is doing and becomes more accountable.

These are the structures of integrating different offices which are looking at the same mandate. That was the main rationale of bringing them together.

Then, this is accompanied by a clear order/instruction of re-staffing internally. Internal reorganization of the offices, particularly SCERTs and the DIETs and the Colleges of Education. We follow the principles of :

(1) A clear criteria for placement of faculty personnel based on clear and appropriate qualifications and experience. This was missing. We had a cadre but even the cadre did not have a clear criteria. So the cadre has been at the moment put on hold.

(2) We went in for a rotational practice. You have to be, may be, for five years or three years in the DIET and then you have to go back to the school and teach and then you can come back again. And those working in SCERT have to be

able to put in enough work in the DIET also.

(3) It was important to have a subject-wise reorganization of the faculty because we needed a lot more effort towards grounding of subjects and it was quite impossible to have Mathematics taught through persons who had no clue to Mathematics altogether.

(4) We did away with the suggestive model of the GOI which had a wing for DRA, one for planning and monitoring and things like that, because we identified these as being core generic skills. So we distributed the existing number of DIET faculty into subjects. And training means that everybody, no matter what subject they are working on, has to be very good in planning and monitoring. Planning, monitoring, research, evaluation, curriculum development – these are skills which are generic skills. They cut across your subject specialization. And it is because you want to compartmentalize them into different sections that you have a problem. The person who made the curriculum and the person who made the textbook and the person who trained the personnel did evaluation and research. These are different sections altogether. So this is one of the things that we had to review quite clearly. We now work on subject-wise faculty.

This was the reorganization of the DIETs. We had a problem here to mention that right now. The minute we had an order issued in which we reorganized the DIET even with the given framework, there was a fear and threat because people felt that they would get transferred out of DIET and the whole idea was to create a disequilibrium in the DIETs. It will be very useful to make clear to the districts again that they have the flexibility within the given norms, broad parameters and objectives, to organize DIETs internally. That would take care of lot of litigation problems.

Now the issues before us with this kind of a structure with integration, convergence and reorganization internally are:

(1) We have the whole issue of accountability. The powers to place DIET personnel have been given to the District Transfer Boards and District Recruitment Boards. So, the State does not come in. Except the DIET Principal, these are inter-district transfers.

(2) We have an Act in MP which has just come into force called People Education Act which stipulates that annual results will be laid constituency-wise before the Vidhan Sabha so that every DIET is supposed to give an academic report to the district government actually on what it has done and what is the impact on learning outcomes. So, whatever academic goals are set for the annual year and the way it has reached these, and if not, why not? This is what we call the 'Education Development Indicator' (EDI). For every institutional unit, the State has to look at and take a decision on what is the activity it wants to undertake and what is the

result it wants to achieve in terms of learning outcomes. And that has to be shared at every quarter. This has just come into force from this academic year.

The last issue is about capacity. We are really working on a three-pronged agenda. One is having this educational grid for everybody as self-learning measure. The cluster resource centres, we call them Jan Shiksha Kendras, because we now have computers in almost half the clusters or will have them in the next three months, we want to create digitally processed resource materials. We are working in-house on that. That cuts across a lot of dilution. You see, while you can create institutional structures, capacities are not even. You have a kind of internal dilemma of what comes first. One suggestion we are working on right now is that while we keep working on the institutional agenda, we are working simultaneously on capacity development by cutting across cascading models and ICTE is a big help in that kind of a network.

That is about all. One final thing is that the whole idea behind educational reforms is that it is "Not enough just to have qualified personnel. It is very important for them to be accountable to the community for their learning outcomes. And unless structurally that is underpinned, just developing capacity will not deliver goods".

Chapter 11

Delhi Example

*Janaki Rajan**

The context in which we were operating was that in the last two or three years, universalisation has become a fundamental right. The State expectations from DIET became very high and quality issues began to come up in media in a large number of sectors. There was a renewed interest in training but also extreme dissatisfaction at the existing training. Poor research base for UEE because every time the government asked for some suggestions, neither the SCERT/DIET nor the researchers had appropriate answers for administrative actions on UEE and there was demand for quality everywhere, particularly in the media, there has been a lot of concern raised about Delhi and what happens inside the MCD schools. And, in turn, the MCD schools and the Directorate of Education turn round and say, "All this is happening because the SCERT training is very poor". So, "if the results were bad, it was because the SCERT training was bad. If the children in class four could not read or write, it was because the training of the DIET was bad".

SCERT *kya kar rahi hey*. It is a typical thing that you would hear half a dozen times every day. At the same time, Sarva Shiksha Abhiyan has come through a lot of NGO activity on education. DPEP was engaged in similar work that we were doing. Very often, at the governmental decision level, we heard people say, "Why give it to SCERT? This NGO is there. Why not we give it to PE?" So, it was abundantly obvious that we were fast becoming redundant.

Although the MCD was happy with the teachers trained in the DIETs it was the only role MCD could see for the DIETs. When we asked that we do in-service programme, they said, "Why! you have already trained the teacher? And we are quite happy with them. There is no need for in-service training." We had to find some way to establish, once again, that SCERT/DIETs had a role in the new context. It was immediately clear that we could not do it ourselves. So one conscious decision was to look for partners who would work with the SCERT/DIETs, who believed in the SCERT/DIET structure. Definitely we have to build capacity ourselves but we were continuously being pitched with people who have had a lot of experience on universalisation at the national and international level. We had to be innovative so that we could say, "Yes, *Yeh SCERT nein kiya hya*" and that SCERT has an institutional agenda.

One area where we tried to make our mark is when secondary data pointed out that, in Delhi, there were 6.7 lakh children out-of-school. MCD and Directorate of

**Director, SCERT, Delhi.*

Education were not convinced about the seriousness, or even the existence of this problem, because they were absolutely clear throughout the era of 2000 that there were no children out-of-school, "*Haan, kuch honge*, and they are actually out-of-school because the parents are ignorant, they are not sending the children to school." So there is no serious realization that there is a large out-of-school population in Delhi. And one of the tasks we set for ourselves was, can we authenticate this data? Because, if we tell them about this fact, they will immediately say, "How do you know? Have you counted the children? Do you know where the children work?" So, that we tried to do.

At SCERT, we have twenty odd faculty and hundred odd DIET faculty put together, the task was like a mini survey. We realized that we could hardly do on our own. That was the time when we thought we should try and reach out and try to find out what group would be most interested in counting out-of-school children. We had no money, we had no expertise and it occurred to us that the most interested could be the parents of the out-of-school child. But how to get their support in carrying out the task of counting out-of-school children? From SCERT, it was literally by word of mouth, we first invited to the first meeting 25 NGOs whom we knew. We told them, "Can you help us in trying to identify out-of-school children in Delhi?" They said, "In our own little pocket we could do it". That was when we realized that the NGOs reach in Delhi, although they were very visible. The maximum they could go to were 140 pockets and we were looking at 2200 areas in Delhi. That was how the Community Watch Group was born. No money. All we said was, anybody who is interested in surveying or looking at what is happening inside the MCD schools can come to us and we, in turn, told the MCD that we would like to do a study of their admission processes and what is happening inside the MCD schools. MCD gave us permission and in that permission order, we requested them to also write to SCERT, DIET or related agencies approved by the SCERT/DIET. So these Community Watch Groups became extended support system for us. All we gave them was an identity card, nicely laminated, it had SCERT Community Watch Group written on it.

The enthusiasm it generated amongst ordinary people was tremendous. We had all kinds of members. A judge's wife was a Community Watch Group (CWG) member, we had many prominent citizens, *basti* women, local youth. Schools are not normally accessible to civil society. So, going to school was made possible. It also told us a great deal about what is happening in the school. There were about 800 interested citizens community watch group members, who were regularly going to schools. They did not have to go every day but when they visited schools, the issues came out immediately. At any point, only 600 to 700 children were getting admitted. That was during the month of April. And they were being admitted because the people who went there and made a visit, they asked, why are not you admitting children? The fact that somebody from the society is asking that question was enough to persuade the MCD teachers there who normally would have said, "Go away" when asked to admit the children. This resulted in about 55 thousand additional admissions that year. And government had planned for 5000 additional admissions. That was the difference in

the gap. The answers found by the CWG members were very precise to the question, where are out-of-school children treated? Every child went to a catchment area. So, the government knew exactly where the child was and where the schooling need was.

Of course, it kept continuing. And a lot of other systemic issues immediately got resolved. There was one media person who calculated that Rs. 3 crores change hands from the poor to the rich in the name of the affidavit because the teachers were not taking the children without an affidavit. A PIL was filed saying that a lot of money was being spent on this. Alongwith the PIL, they also took some street children to the hearing and the Judge for the first time listened to the street children. He asked them, "Where are you from"? And they explained how they had run away from home and how they were here and why they wanted to learn. The next day the Director of Education was called by the Judge. And he said: "I am a street child. Give me admission in your school". And the Director said, "Sorry, Sir, I cannot, I need an affidavit". Now who would give an affidavit? The State or the orphanage? Those children were not allowed to get into school because there was no affidavit for the orphans. These were just media reports. But that was enough to immediately change the policy on affidavits and the government decided that a self-affidavit with a thumb print of the parent was sufficient for entry into the school.

Eventually 1.2 lakh out-of-school children were identified. That is how this sporadic effort of the Community Watch Group actually resulted in a survey being conducted by MCD because the trickle of children coming to schools was never ending. So they decided that they will do a survey.

DIETs actually played a major role because these institutions had students who could reach out and interact. They oriented Community Watch Groups. They assisted in surveys and kept tabs on post-admission issues. They were also key players in this entire process.

Once the survey was completed by the CD, DIET and SCERT took the data because we knew that CD would take a very long time to analyze this. The entire database was computerised and that way we could actually know about each out of school child who could not enter the school system by name, could be identified by jhuggi number, by parent name. This level of data in Delhi was the first of its kind.

Once the children entered, the number of teachers required for these additional children would take a very long time to come. And Delhi has a very bitter experience of contract teachers because they almost always fight their way into the system. So there was a lot of determination not to have contract teachers. It was at this point that some re-thinking happened in the DIET about their own curriculum. Instead of doing period-wise training, the school experience programme was practised. For the full term, there was hectic activity.

There is the subordinate selection board to select teachers. And they said, give us three months and we will select teachers. But what do you do with the children who have already come for those three months? So, it was against that kind of context that the school experience programme was shifted so that they spend the full term inside the school and also the achievement of the children was related to the achievement of the trainer. It is a fairly complicated process. We have no idea about the quality of it, but we do know that the point we made got through to the trainee students of DIETs. We told them that if your children have not learnt, then you are not getting marks. Not the whole of it, but some per cent was there just for being there and teaching them and some per cent of marks was for showing enhanced learning of the children. Two distinct differences, we began to notice. Earlier they used to bring big thermocole models. There are some standard, very stereotyped notions of what constitutes a teaching aid. That dropped. And they were trying to show, "*Yeh, Dekho, aisa karo*". Suddenly, the low cost teaching material became important for gaining marks, for their own benefit as well. They began to use these things seriously inside the classroom.

The second thing was, children are not there in School for a long time. The DIET trainees went out and tried to get the children. "*Quion nahi aya*"? *They would tell the other child, go and find out why he did not come.*

This is just a brief glimpse of the kinds of changes that are taking place in Delhi. Changes really happened. It was a happy coincidence that we tried to reach out to these children from the community. And the rest of the things, more or less, followed.

As part of school experience also, there was the visit to the neighbourhood. So, this is simply going there, visiting the neighbourhood and describing it in the report. It was a part of the pre-service curriculum. Similarly, every trainee will have to identify local skilled people, understand how he uses his particular skill or instrument or whatever and then show how it must be connected to the curriculum in the school. For instance, one student brought a barber. Of course, he was asked to show the spray that barbers use. He used that to explain certain principles. They had to put in a little manual that this thing can be used in this class in this manner.

Survey of bastis school and community profile were prepared. Here NIEPA helped us. From the DIET perspective, we should try and build profiles. So every year 1300 profiles get built across two years. And the subsequent batch gets the report of the earlier batch. So when the second batch built on that school profile, it will have to come up with something new to add on to that. We have not really used it in any major manner, but there has been generation of a large number of things which are not just copied from one place to the other. Similarly, community profiles and local resources are being documented.

In the in-service programme, we had bigger problem because the MCD was not willing to give us teachers for conducting the in-service. We adopted two approaches

to tackle this problem, which are, nearing completion. One is called Contact-cum-Distance Mode. We may be physically close to each other but the psychological distance is so high that we may have to reach out to our trainees through the distance mode. The other thing that MCD is quite willing to do is what they call "Whole School Improvement Approach". This year it is going to be 84 schools where we will go in, involve right there the teacher trainees, the community members, the teacher educators and the teachers inside the school. They will form a team to decide how that particular school must develop.

Also, some materials got developed. What is important is that all the material development that the SCERT/DIET got involved in, the trainees were continuously a part of it as well.

Now when SSA came to Delhi – actually SSA came much later after our initial efforts began, so we had to find out what role could we play in the SSA. By then we had plenty of examples and sad stories from the States, *ke yahan SCERT ko kuch nahin mil raha*, they have nothing to do with SSA, DIETs are not involved. So we thought we should do something about it right away in the beginning. So, as soon as the SSA mission was formed, we went there and made a presentation. We told them from the DIET guidelines, our role is adult education, our role is universalisation of elementary education, and for that we have so many departments, and their role is this. But when it came to convincing the government, that the DIET has a useful role, we found the guidelines extremely useful. As a result of which, the government decided that the UEE mission will be staffed by SCERT and DIET faculty. So programme managers are DIET faculty.

Of course, the other thing is the out-of-school curricula, TLMs and academic monitoring.

The other thing which was important was mapping. In Delhi we had to decide where should we start a learning centre. One way, of course, is out of the survey, which is happening. After the 2000 Survey, we did not get too many surveys. The other way was also to look at the policy. In the policy we have a catchment area principle. We practised that principle.

**Recognition Status of Institutions Funded under the Central Scheme
(Details of DIETs, CTEs and IASEs)**

1. Andaman & Nicobar

DIET

Sanctioned Strength = 1

Recognised =

S. No.	Institution	City	Status
1	DIET	Port Blair	

2. Andhra Pradesh

DIET

Sanctioned Strength = 23

Recognised = 23

S. No.	Institution	City	Status
1	T.T.I.	Ranga Reddy	Recognised
2	T.T.I.	Hyderabad	Recognised
3	T.T.I.	Cuddapah	Recognised
4	T.T.I.	Visakhapatnam	Recognised
5	T.T.I.	Nalgonda	Recognised
6	T.T.I.	Krishna	Recognised
7	T.T.I.	Mahabubnagar	Recognised
8	T.T.I.	Chittoor	Recognised
9	T.T.I.	Nellora	Recognised
10	T.T.I.	Anandpur	Recognised
11	T.T.I.	Prakasam	Recognised
12	T.T.I.	Adilabad	Recognised
13	T.T.I.	Medak	Recognised
14	T.T.I.	Kurnool	Recognised
15	T.T.I.	Krimnagar	Recognised
16	T.T.I.	Rajahmundry	Recognised

17	T.T.I.	Srikakulam	Recognised
18	Govt. T.T.I.	Khammam	Recognised
19	Govt. T.T.I.	Warangal	Recognised
20	Govt. T.T.I.	Nizamabad	Recognised
21	Govt. T.T.I.	Guntur	Recognised
22	Govt. T.T.I.	West Godavari	Recognised
23	Govt. T.T.I.	Vizianagram	Recognised

CTE

Sanctioned Strength = 4

Recognised = 4

S. No.	Institution	City	Status
1	Govt. College of Education	Nagarjunasagar	Recognised
2	Govt. College of Education	Warangal	Recognised
3	Govt. College of Education	Mehboobnagar	Recognised
4	Govt. College of Education	Hyderabad	Recognised

IASE

Sanctioned Strength = 10

Recognised = 10

S. No.	Institution	City	Status
1	Govt. College of Education	Kurnool	Recognised
2	Govt. College of Education	Rajahmundry	Recognised
3	Govt. College of Education	Hyderabad	Recognised
4	Govt. College of Education	Nellore	Recognised
5	Deptt. of Education	Triupati-517507	Recognised
6	University College of Education	Hyderabad-500007	Recognised
7	Department of Education	Chittoor	Recognised
8	Deptt. of Education	Tirupati	Recognised
9	Deptt. of Education	Warangal-506 009	Recognised
10	Deptt. of Education	Visakhapatnam-530	Recognised

3. Arunachal Pradesh

DIET

Sanctioned Strength = 11

Recognised = 1

S. No.	Institution	City	Status
1	Buniadi Shiksha	Changland	Recognised
2	DIET	West Kameng	
3	DIET	East Kameng	
4	DIET	Papum Pare	
5	DIET	Lower Subansiri	
6	DIET	Uppar Subsansiri	
7	DIET	West Siang	
8	DIET	East Siang	
9	DIET	Dibang Valley	
10	DIET	Lohit	
11	DIET	Tirap	

4. Assam

DIET

Sanctioned Strength = 19

Recognised = 2

S. No.	Institution	City	Status
1	Jr. B.T. Centre	Cachar	Recognised
2	B.T. Centre	Barpeta	Recognised
3	B.T. Centre	Kamroop	
4	B.T. Centre	Jorhat	
5	B.T. Centre	Nowgaon	
6	B.T. Centre	Kokrajhar	
7	B.T. Centre	Sonitpur	
8	B.T. Centre	North Lakhimpur	
9	B.T. Centre	Darrang	
10	B.T. Centre	Karbi Anglong	

11	B.T. Centre	Goalpada	
12	B.T. Centre	Dibrugarh	
13	DIET	N. Cachar Hill	
14	DIET	Nalbari	
15	DIET	Karimganj	
16	DIET	Sibsagar	
17	DIET	Golaghat	
18	DIET	Morigaon	
19	DIET	Dhubri	

CTE

Sanctioned Strength = 10

Recognised = 10

S. No.	Institution	City	Status
1	Post Graduate Training College	Jorhat	Recognised
2	Post Graduate Training College	Kokrajhar	Recognised
3	Deptt. of Education	Dibrugarh	Recognised
4	Govt. B.T. College	Gopalapara	Recognised
5	Govt. Training College	Silchar	Recognised
6	Govt. Training College	Tezpur	Recognised
7	Govt. Training College	Mangaldai	Recognised
8	B.Ed. College	Nalbari	Recognised
9	B.Ed. College	Golaghat	Recognised
10	Nagaon Shikshan Mahavidyalaya	Nagaon	Recognised

5. Bihar

DIET

Sanctioned Strength = 24

Recognised = 8

S. No.	Institution	City	Status
1	PTEC	Patna	Recognised
2	PTEC	Saran	Recognised
3	PTEC	Gaya	Recognised

4	PTEC	Madhubani	Recognised
5	PTEC	Bhojpur	Recognised
6	PTEC	Nawada	Recognised
7	WPTEC	West Champaran	Recognised
8	WPTEC	Siwan	Recognised
9	PTEC	Purnea	
10	PTEC	Mungar	
11	PTEC	Muzaffarpur	
12	WPTEC	Sitamarhi	
13	PTEC	Begusarai	
14	PTEC	Bhagalpur	
15	PTEC	Vaishali	
16	PTEC	Rohtas	
17	WPTEC	Samastipur	
18	WPTEC	Madhepura	
19	PTEC	Aurangabad	
20	PTEC	Darbhanga	
21	PTEC	Nalanda	
22	PTEC	Gopalganj	
23	PTEC	Motihari	
24	PTEC	Katihar	

CTE

Sanctioned Strength = 3

Recognised =

S. No.	Institution	City	Status
1	Govt. T.T.C.	Turki	
2	Govt. College of Edn.	Samastipur	
3	Govt. College of Edn.	Chhapra	

6. Chhatisgarh

DIET

Sanctioned Strength = 7

Recognised = 7

S. No.	Institution	City	Status
1	Basic Training Instt.	Raigarh	Recognised

2	Basic Training Instt.	Durg	Recognised
3	Basic Training Instt.	Raipur	Recognised
4	Basic Training Instt.	Bastar	Recognised
5	Basic Training Instt.	Bilaspur	Recognised
6	Basic Training Instt.	Bilaspur	Recognised
7	Govt. B.T.I.	Rajnandgaon	Recognised

CTE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. College of Education	Raipur	Recognised

IASE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. College of Education	Bilaspur	Recognised

7. Delhi

DIET

Sanctioned Strength = 8

Recognised = 7

S. No.	Institution	City	Status
1	DIET	Delhi West	Recognised
2	DIET	South Delhi	Recognised
3	DIET	Delhi East	Recognised
4	DIET	Central Delhi	Recognised
5	DIET	New Delhi	Recognised
6	DIET	New Delhi	Recognised
7	DIET	Keshavpuram	Recognised
8	Govt. E.T.E.I.	Delhi North	

IASE**Sanctioned Strength = 1****Recognised = 1**

S. No.	Institution	City	Status
1	IASE, Jamia	New Delhi	Recognised

8 Goa**DIET****Sanctioned Strength = 1****Recognised = 1**

S. No.	Institution	City	Status
1	Govt. PTTC	Goa	Recognised

9 Gujarat**DIET****Sanctioned Strength = 23****Recognised = 23**

S. No.	Institution	City	Status
1	Govt. B.T. College	Kutch	Recognised
2	Barton Training College	Rajkot	Recognised
3	Govt. B.T. College (M)	Vadodara	Recognised
4	Govt. Training College (W)	Junagarh	Recognised
5	Govt. Training College (W)	Sabarkantha	Recognised
6	Govt. Training College (M)	Punchmahal	Recognised
7	Sorabjee J.J.T. Surat (M)	Surat	Recognised
8	Govt. B.T. College	Banskantha	Recognised
9	Govt. Btc	Bhavnagar	Recognised
10	Govt. B.T. College	Kheda	Recognised
11	Govt. B.T. College	Bharuch	Recognised
12	Govt. B.T. College	Surendranagar	Recognised
13	Mahalaksmi Training College	Ahmedabad	Recognised
14	Govt. Training College	Jamnagar	Recognised
15	Govt. Training College Fo	Amreli	Recognised

16	DIET	Mehsana	Recognised
17	Govt. Training College (W)	Mehsana	Recognised
18	DIET	Dang	Recognised
19	DIET	Gandhi Nagar	Recognised
20	DIET	Valsad	Recognised
21	DIET	Ahmedabad	Recognised
22	DIET	Anand	Recognised
23	DIET	Dahod	Recognised

CTE

Sanctioned Strength = 7

Recognised = 7

S. No.	Institution	City	Status
1	B.D.S.C.E.	Sabarkantha	Recognised
2	M.B.P.C.E., S.P. Universi	Kheda	Recognised
3	Shri R.Shikshan Mahavidy	Bilimore	Recognised
4	N.T. Choksi College of Ed.	Surat	Recognised
5	L.N.K. College of Edn.	Patan	Recognised
6	Sh. G.H. Sanghri Shikshan	Bhavnagar	Recognised
7	A.G.T. College	Ahmedabad	Recognised

IASE

Sanctioned Strength = 4

Recognised = 4

S. No.	Institution	City	Status
1	Ramba G.T.C.	Junagarh	Recognised
2	Shikshan Mahavidyalaya	Ahmedabad	Recognised
3	Deptt. of Education	Baroda	Recognised
4	H.M. Patel Instt. of Engl	Anand	Recognised

10 Haryana

DIET

Sanctioned Strength = 17

Recognised = 11

S. No.	Institution	City	Status
1	DIET	Gurgaon	Recognised

2	DIET	Sonipat	Recognised
3	DIET	Rohtak	Recognised
4	DIET	Jind	Recognised
5	DIET	Sirsa	Recognised
6	DIET	Mohindergarh	Recognised
7	DIET	Ambala	Recognised
8	DIET	Bhiwani	Recognised
9	DIET	Kurukshetra	Recognised
10	DIET	Faridabad	Recognised
11	DIET	Karnal	Recognised
12	DIET	Hissar	
13	DIET	Yamuna Nagar	
14	DIET	Panipat	
15	DIET	Panchkula	
16	DIET	Kaithal	
17	DIET	Rewari	

11 Himachal Pradesh

DIET

Sanctioned Strength = 12

Recognised = 12

S. No.	Institution	City	Status
1	Govt. B.T. School	Kangra	Recognised
2	Govt. B.T. School	Chamba	Recognised
3	Shamla Ghat	Shimla	Recognised
4	DIET, Reddi Jukhala	Bilaspur	Recognised
5	DIET	Mandi	Recognised
6	DIET	Solan	Recognised
7	DIET	Hamirpur	Recognised
8	DIET	Una	Recognised
9	DIET	Kullu	Recognised
10	DIET	Kinnaur	Recognised
11	DIET	Sirmaur	Recognised
12	DIET	Lahaul	Recognised

CTE**Sanctioned Strength = 1****Recognised = 1**

S. No.	Institution	City	Status
1	Govt. B.Ed. College	Dharamshala	Recognised

12 Jammu & Kashmir**DIET****Sanctioned Strength = 14****Recognised =**

S. No.	Institution	City	Status
1	D.I. Education	Srinagar	
2	D.I. Education	Daramuli	
3	D.I. Education	Budgam	
4	D.I. Education	Kathra	
5	D.I. Education	Anantnag	
6	D.I. Education	Udhampur	
7	D.I. Education	Pulwama	
8	D.I. Education	Jammu	
9	D.I. Education	Doda	
10	D.I. Education	Rajori	
11	DIET	Poonch	
12	DIET	Kupwara	
13	DIET	Kargil	
14	DIET	Leh	

CTE**Sanctioned Strength = 2****Recognised =**

S. No.	Institution	City	Status
1	Govt. College of Education	Jammu	
2	Govt. College of Education	Srinagar	

13 Jharkhand

DIET

Sanctioned Strength = 10

Recognised = 2

S. No.	Institution	City	Status
1	PTEC	East Singhbhum	Recognised
2	DIET	Ranchi	Recognised
3	PTEC	Dumka	
4	PTEC	Dhanbad	
5	WPTEC	Deoghar	
6	WPTEC	Gumla	
7	WPTEC	Hazaribagh	
8	PTEC	Palamu	
9	PTEC	Godda	
10	PTEC	Giridih	

CTE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	Govt. T.T.C.	Ranchi	Recognised
2	Govt. T.T.C.	Bhagalpur	Recognised

14 Karnataka

DIET

Sanctioned Strength = 20

Recognised = 20

S. No.	Institution	City	Status
1	Govt. T.T.I. (M)	Mysore	Recognised
2	Govt. T.T.I. (M)	Mangalore	Recognised
3	Govt. T.T.I.	Shimoga	Recognised
4	Govt. T.T.I.	Raichur	Recognised
5	Govt. T.T.I.	Dharwad	Recognised
6	Govt. T.T.I.	Bijapur	Recognised

7	Govt. T.T.I.	Gulbarga	Recognised
8	Govt. T.T.I.	Tumkur	Recognised
9	Govt. T.T.I.	Kolar	Recognised
10	Govt. T.T.I.	Bidar	Recognised
11	Govt. T.T.I.	Chitradurga	Recognised
12	Govt. T.T.I.	Kodagu	Recognised
13	Govt. T.T.I.	Uttar Kannada	Recognised
14	Govt. T.T.I.	Hassan	Recognised
15	Govt. T.T.I.	Chikmanglur	Recognised
16	Govt. T.T.I.	Bellary	Recognised
17	DIET	Bangalore	Recognised
18	DIET	Mandya	Recognised
19	DIET	Belgaum	Recognised
20	DIET	Bangalore	Recognised

CTE

Sanctioned Strength = 10

Recognised = 10

S. No.	Institution	City	Status
1	Govt. College of Edn.	Mysore	Recognised
2	Govt. College of Edn.	Belgaum	Recognised
3	Govt. College of Edn.	Gulbarga	Recognised
4	Govt. College of Edn.	Jamkhandi	Recognised
5	Govt. College of Edn.	Mangalore	Recognised
6	Govt. College of Edn.	Chitradurga	Recognised
7	Mlms College of Edn.	Chickmagalur	Recognised
8	Vijaya Teachers College	Bangalore	Recognised
9	MES Teachers College	Bangalore	Recognised
10	Kotturswamy College of Ed	Bellary	Recognised

IASE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	R.V. Teachers	Bangalore	Recognised

15 Kerala

DIET

Sanctioned Strength = 14

Recognised = 14

S. No.	Institution	City	Status
1	Govt. T.T.I.	Trichur	Recognised
2	Govt. T.T.I.	Kasargod	Recognised
3	Govt. T.T.I.	Palayad	Recognised
4	Govt. T.T.I.	Po. Badagare	Recognised
5	Govt. T.T.I.	Eranakulam	Recognised
6	Govt. T.T.I.	Pathanam	Recognised
7	Govt. T.T.I.	Idduki	Recognised
8	Govt. T.T.I.	Palghat	Recognised
9	Govt. T.T.I.	Kottayam	Recognised
10	Govt. T.T.I.	Alleppy	Recognised
11	Govt. T.T.I.	Quilon	Recognised
12	Govt. T.T.I. (W)	Malappuram	Recognised
13	Govt. T.T.I.	Trivandrum	Recognised
14	DIET	Wynad	Recognised

CTE

Sanctioned Strength = 3

Recognised = 3

S. No.	Institution	City	Status
1	Govt. Training College	Kozikode	Recognised
2	College of Teacher Educat	Thiruvananthapuram	Recognised
3	College of Teacher Educat	Thalasserry	Recognised

IASE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. Training College	Trichur	Recognised

16 Madhya Pradesh

DIET

Sanctioned Strength = 38

Recognised = 38

S. No.	Institution	City	Status
1	Basic Training Instt.	Mandla	Recognised
2	Basic Training Instt.	Rajgarh	Recognised
3	Basic Training Instt.	Jhabua	Recognised
4	Basic Training Instt.	Shahdol	Recognised
5	Basic Training Instt.	Hoshangabad	Recognised
6	Basic Training Instt.	Indore	Recognised
7	Basic Training Instt.	Mandssur	Recognised
8	Basic Training Instt.	Damoh	Recognised
9	Basic Training Instt.	Guna	Recognised
10	Basic Training Instt.	Sidhi	Recognised
11	Basic Training Instt.	Narisngpur	Recognised
12	Basic Training Instt.	Rewa	Recognised
13	Basic Training Instt.	Ratlam	Recognised
14	Basic Training Instt.	Ujjain	Recognised
15	Basic Training Instt.	Sehare	Recognised
16	Basic Training Instt.	Tikamgarh	Recognised
17	Basic Training Instt.	Bhind	Recognised
18	Basic Training Instt.	Ambikapur	Recognised
19	Basic Training Instt.	Khargaon	Recognised
20	Basic Training Instt.	Gwalior	Recognised
21	Basic Training Instt.	Bhopal	Recognised
22	Basic Training Instt.	Sagar	Recognised
23	Basic Training Instt.	Morena	Recognised
24	Govt. B.T.I.	Panna	Recognised
25	Govt. B.T.I.	Datia	Recognised
26	Govt. Tagore B.T.I.	Vidisha	Recognised
27	Govt. B.T.I.	Balaghat	Recognised
28	Govt. B.T.I.	Shivpuri	Recognised
29	Govt. B.T.I.	Chhindwada	Recognised

30	Govt. B.T.I.	Chhatarpur	Recognised
31	Govt. B.T.I. (W)	Jabalpur	Recognised
32	Govt. B.T.I.	Khandwa	Recognised
33	Govt. B.T.I.	Satna	Recognised
34	DIET	Seoni	Recognised
35	DIET	Dewas	Recognised
36	DIET	Shajapur	Recognised
37	DIET	Raisen	Recognised
38	DIET	Dhar	Recognised

CTE

Sanctioned Strength = 6

Recognised = 6

S. No.	Institution	City	Status
1	Govt. College of Education	Chhatarpur	Recognised
2	Govt. College of Education	Rewa	Recognised
3	Govt. College of Education	Gwalior	Recognised
4	Govt. College of Education	Dewas	Recognised
5	Govt. College of Education	Khandwa	Recognised
6	Govt. College of Education	Ujjain	Recognised

IASE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	Govt. College of Education	Bhopal	Recognised
2	Govt. College of Education	Jabalpur	Recognised

17 Maharashtra

DIET

Sanctioned Strength = 30

Recognised = 28

S. No.	Institution	City	Status
1	Jr. College of Edn.	Raigad	Recognised

2	Jr. College of Edn.	Pune	Recognised
3	S.M.T. College of Edn.	Kolhapur	Recognised
4	Jr. College of Edn.	Dhule	Recognised
5	Jr. College of Edn.	Parbhani	Recognised
6	Jr. College of Edn. (W)	Amrawati	Recognised
7	Jr. College of Edn.	Akola	Recognised
8	Jr. College of Edn.	Beed	Recognised
9	College of Edn.	Buldhana	Recognised
10	Govt. Jr. College of Edn.	Chandrapur	Recognised
11	Govt. Jr. College of Edn.	Aurangabad	Recognised
12	Govt. Jr. College of Edn.	Nanded	Recognised
13	Govt. Jr. College of Edn.	Osmanabad	Recognised
14	Govt. Jr. College of Edn.	Latur	Recognised
15	Govt. Jr. College of Edn.	Dist. Ahmednagar	Recognised
16	Govt. Jr. College of Edn.	Phaltan	Recognised
17	Old Bldg. of Govt. B.Ed.	Ratnagiri	Recognised
18	Govt. Jr. College of Edn.	Nagpur	Recognised
19	Govt. Jr. College of Edn.	Bhandara	Recognised
20	Govt. Jr. College of Edn.	Wardha	Recognised
21	Govt. Jr. College of Edn.	Dist. Nasik	Recognised
22	Govt. Jr. College of Edn.	Dist. Thane	Recognised
23	Govt. Jr. College of Edn.	Jalna	Recognised
24	Govt. Jr. College of Edn.	Jalgaon	Recognised
25	Govt. Jr. College of Edn.	Yewtmal	Recognised
26	DIET	Gadchiroli	Recognised
27	DIET	Sindhudurg	Recognised
28	DIET	Sangli	Recognised
29	DIET	Mumbai	Recognised
30	DIET	Solapur	Recognised

CTE

Sanctioned Strength = 4

Recognised = 4

S. No.	Institution	City	Status
1	Govt. College of Education	Raigad	Recognised

2	Govt. College of Education	Kolhapur	Recognised
3	Govt. College of Education	Yeotmal	Recognised
4	Secondary Training College	Bombay	Recognised

IASE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. College of Education	Aurangabad	Recognised

18 Manipur

DIET

Sanctioned Strength = 8

Recognised = 0

S. No.	Institution	City	Status
1	Basic Training College	Imphal	
2	Basic Training College	Thoubal	
3	DIET	Churachandpur	
4	DIET	Senapati	
5	DIET	Bishnupur	
6	DIET	Ukhrul	
7	DIET	Chandel	
8	DIET	Temenglong	

CTE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Post-Graduate College	Imphal	Recognised

19 Meghalaya

DIET

Sanctioned Strength = 7

Recognised = 2

S. No.	Institution	City	Status
1	N.T.S.	E&W Khasi Hill	Recognised
2	B.T.C.	Jaitia Hills	Recognised
3	B.T.C.	East Garo Hills	
4	DIET	S. Garo Hills	
5	DIET	Ri-Bhoi, Nangaon	
6	DIET	W. Khasi Hills	
7	DIET	Tura	

CTE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	Govt. B.Ed. College	West Garo Hills	Recognised
2	Post-Graduate Training Co.	Shillong	Recognised

20 Mizoram

DIET

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	ETEI	Aizawl	Recognised
2	ETEI	Linglei	Recognised

CTE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	College of Teachers Edn.	Aizawl	Recognised

21 Nagaland

DIET

Sanctioned Strength = 6

Recognised = 3

S. No.	Institution	City	Status
1	DIET	Mokokchung	Recognised
2	DIET	Tuensang	Recognised
3	DIET	Kohima	Recognised
4	Govt. J.T.T.I.	Chiecheema	
5	DIET	Mon	
6	DIET	Phek	

CTE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Nagaland College of Edn.	Kohima	Recognised

22 Orissa

DIET

Sanctioned Strength = 17

Recognised = 13

S. No.	Institution	City	Status
1	S.T. School	Kalahandi	Recognised
2	S.T. School (W)	Dhenkanal	Recognised
3	S.T. School (W)	Sundergarh	Recognised
4	S.T. School	Koraput	Recognised
5	S.T. School (W)	Mayurbhunj	Recognised
6	S.T. School	Bolangir	Recognised
7	S.T. School	Phulbani	Recognised
8	S.T. School (W)	Sambalpur	Recognised
9	S.T. School	Keonjhar	Recognised
10	S.T. School	Cuttack	Recognised
11	S.T. School	Puri	Recognised

12	S.T. School	Balasore	Recognised
13	S.T. School	Gunjam	Recognised
14	PTTI	Raigarh	
15	PTTI	Puri	
16	PTTI	Gajapati	
17	DIET	Baragarh	

CTE

Sanctioned Strength = 6

Recognised = 6

S. No.	Institution	City	Status
1	Govt. Training College	Bolangir	Recognised
2	Govt. Training College	Angul	Recognised
3	Govt. Training College	Balasore	Recognised
4	Nalini Devi Womens College	Bhubaneshwar	Recognised
5	D.A.V. B.Ed. College	Koraput	Recognised
6	K.S.U.B.	Dhanajay Nagar	Recognised

IASE

Sanctioned Strength = 3

Recognised = 3

S. No.	Institution	City	Status
1	R.N. Training College	Cuttack	Recognised
2	Dr. T. Mishra Training College	Sambalpur	Recognised
3	D.P. Training College	Barahampur	Recognised

23 Pondicherry

DIET

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	DIET	Pondicherry	Recognised

24 Punjab

DIET

Sanctioned Strength = 12

Recognised = 12

S. No.	Institution	City	Status
1	Govt. Janta College	Kapurthala	Recognised
2	Govt. J.B.T. School	Ludhiana	Recognised
3	Govt. J.B.T.I.	Faridkot	Recognised
4	B.T. Centre	Amritsar	Recognised
5	B.T. Centre	Patiala	Recognised
6	B.T. Centre	Gurdaspur	Recognised
7	Govt. J.B.T. Training School	Bhatinda	Recognised
8	Govt. J.B.T. Training School	Gurdaspura	Recognised
9	Govt. J.B.T. Training School	Hoshiarpur	Recognised
10	Govt. J.B.T. Training School	Ropar	Recognised
11	DIET	Jallandhar	Recognised
12	DIET	Ferozpur	Recognised

CTE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	Govt. College of Edn.	Faridkot	Recognised
2	Govt. College of Edn.	Patiala	Recognised

IASE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. College of Edn.	Jullandhar	Recognised

25 Rajasthan

DIET

Sanctioned Strength = 30

Recognised = 30

S. No.	Institution	City	Status
1	DIET	Rajsamand	Recognised
2	DIET	Baran	Recognised
3	DIET	Dausa	Recognised
4	Govt. S.T.C. SCHOOL	Alwar	Recognised
5	Govt. T.T. SCHOOL	Jaipur	Recognised
6	Govt. R.T. Centre	Udaipar	Recognised
7	Govt. T.T. SCHOOL	Sirohi	Recognised
8	Govt. T.T. SCHOOL	Jaisalmer	Recognised
9	Govt. Stc Vidyashala	Jodhpur	Recognised
10	Govt. T.T. SCHOOL	Jharapatan	Recognised
11	Govt. T.T. SCHOOL	Nagaur	Recognised
12	Govt. T.T. SCHOOL	Bhilwara	Recognised
13	Govt. T.T. SCHOOL	Dungarpur	Recognised
14	Govt. STC SCHOOL	Bikaner	Recognised
15	Govt. STC SCHOOL	Pali	Recognised
16	Govt. T.T. SCHOOL	Jhunjhunu	Recognised
17	Govt. T.T. SCHOOL	Ajmer	Recognised
18	Govt. T.T. SCHOOL	Banswara	Recognised
19	Govt. T.T. SCHOOL	Kota	Recognised
20	Govt. T.T. SCHOOL	Bharatpur	Recognised
21	Govt. T.T. SCHOOL	Swai Madhopur	Recognised
22	Govt. T.T. SCHOOL	Tonk	Recognised
23	Govt. T.T. SCHOOL	Churu	Recognised
24	Govt. T.T. SCHOOL	Barmer	Recognised
25	Govt. T.T. SCHOOL(w)	Bundi	Recognised
26	DIET	Chittorgarh	Recognised
27	DIET	Jalore	Recognised
28	DIET	Sikar	Recognised
29	DIET	Dholpur	Recognised
30	DIET	Sriganga Nagar	Recognised

CTE**Sanctioned Strength = 6****Recognised = 5**

S. No.	Institution	City	Status
1	H.B.U.Mahila College	Ajmer	Recognised
2	Lok M.T.T.T.College	Udaipur	Recognised
3	Gopikishan Peeramal T.T.C	Jhunjhunu	Recognised
4	G.V.P.Shri Nehru T.T.C.	Hanumangarh	Recognised
5	Arya Vidyapeeth Mahila Tt	Bharatpur	Recognised
6	Shri Mahesh Teacher Educationn	Jodhpur	

IASE**Sanctioned Strength = 4****Recognised = 4**

S. No.	Institution	City	Status
1	Govt. T.T.College	Bikaner	Recognised
2	Govt. T.T.College	Ajmer	Recognised
3	Vidya Bhawan T.T.College	Udaipur	Recognised
4	Gandh vidya Mandir	Sardarshahar	Recognised

26 Sikkim**DIET****Sanctioned Strength = 1****Recognised = 1**

S. No.	Institution	City	Status
1	Govt. T.T.I.	Gangtok	

27 Tamil Nadu**DIET****Sanctioned Strength = 29****Recognised = 29**

S. No.	Institution	City	Status
1	DIET	Nagapattinam	Recognised

2	DIET	Villupuram	Recognised
3	DIET	Trichy	Recognised
4	DIET	Salem	Recognised
5	DIET	Thriuvavoor	Recognised
6	DIET	Theni	Recognised
7	DIET	Kancheperum	Recognised
8	DIET	Pesambalore	Recognised
9	Govt. T.T.I.	South Arcot	Recognised
10	Govt. T.T.I.	Kanyakumari	Recognised
11	Govt. T.T.I.	Coimbatore	Recognised
12	Govt. T.T.I.	Madurai	Recognised
13	Govt. T.T.I.	Salem	Recognised
14	Govt. T.T.I.	Trichy	Recognised
15	Govt. T.T.I.	Chinglaput	Recognised
16	Govt. T.T.I.	Tirunelveli	Recognised
17	Govt. T.T.I.	Kamrajar	Recognised
18	Govt. T.T.I.	Dharampur	Recognised
19	Govt. T.T.I.	Nilgiri	Recognised
20	Govt. T.T.I.	Thanjavur	Recognised
21	Lady Willingdon Govt. T.T.I.	Chennai	Recognised
22	Govt. T.T.I.	North Arcot	Recognised
23	DIET	Chidambara	Recognised
24	DIET	Pudukkottai	Recognised
25	DIET	Ramanathan	Recognised
26	DIET	Sambuvarayar	Recognised
27	DIET	Periyar	Recognised
28	DIET	Dingigul	Recognised
29	DIET	Thevar Tiru	Recognised

CTE

Sanctioned Strength = 5

Recognised = 5

S. No.	Institution	City	Status
1	College of Education	Thanjavur	Recognised

2	College of Education	Periyar	Recognised
3	College of Education	Vellore	Recognised
4	Govt.College of Education	Pudukottai	Recognised
5	Govt.College of Education	Coimbatore	Recognised

IASE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	College of Education	Chennai	Recognised
2	Lady Willingdon College of Edn.	Chennai	Recognised

28 Tripura

DIET

Sanctioned Strength = 4

Recognised = 2

S. No.	Institution	City	Status
1	Basic Training College	West Agartala	Recognised
2	T.T.C.	South Tripura	Recognised
3	DIET	North Tripura	
4	DIET	Dhalai	

CTE

Sanctioned Strength = 1

Recognised = 1

S. No.	Institution	City	Status
1	Govt. College of Edn.	Agartala	Recognised

29 Uttar Pradesh

DIET

Sanctioned Strength = 70

Recognised = 55

S. No.	Institution	City	Status
1	Govt. Normal School (w)	Unnao	Recognised

2	Govt. Normal School	Hamirpur	Recognised
3	Govt. Normal School (w)	Bulandshahar	Recognised
4	Govt. Normal School	Jhansi	Recognised
5	Govt. Normal School	Faizabad	Recognised
6	Govt.R.I.E.(M)	Lucknow	Recognised
7	Govt. Normal School (M)	Allahabad	Recognised
8	Govt. Normal School	Varanasi	Recognised
9	DIET	Etawah	Recognised
10	Govt. J.T.C.	Gorakhpur	Recognised
11	Govt. J.T.C.	Agra	Recognised
12	Govt. Normal School	Meerut	Recognised
13	Govt. Normal School (M)	Bareilly	Recognised
14	Govt. Normal School	Moradabad	Recognised
15	Govt. Normal School	Bahraich	Recognised
16	Govt. Normal School (M)	Ajitmal	Recognised
17	Govt. Normal School	Balia	Recognised
18	Govt. Normal School	Mathura	Recognised
19	Govt. Normal School	Kanpur Nagar	Recognised
20	Govt. Normal School	Aligarh	Recognised
21	Govt. Normal School	Mainpuri	Recognised
22	Govt. Normal School	Mirzapur	Recognised
23	Govt. Normal School	Shahjanpur	Recognised
24	Govt. Normal School	Lalitpur	Recognised
25	Govt. Normal School	Farrukhabad	Recognised
26	Govt. Normal School	Banda	Recognised
27	Govt. Normal School	Hardoi	Recognised
28	Govt. Normal School	Fatehpur	Recognised
29	Govt. Normal School	Ghaziabad	Recognised
30	Govt. Normal School	Barabanki	Recognised
31	R.I.Educationn	Muzaffernagar	Recognised
32	Govt. Normal School	Rai Bareli	Recognised
33	Govt. Normal School	Badaun	Recognised
34	Govt. Normal School	Jaunpur	Recognised
35	E.T.E.I.	Sitapur	Recognised

36	E.T.E.I.	Jalaun	Recognised
37	E.T.E.I.	Basti	Recognised
38	E.T.E.I.	Mau	Recognised
39	E.T.E.I.	Sitapur	Recognised
40	E.T.E.I.	Mirzapur	Recognised
41	E.T.E.I.	pratapgarth	Recognised
42	E.T.E.I.	Saharanpur	Recognised
43	E.T.E.I.	Sidharth Nagar	Recognised
44	E.T.E.I.	Gonda	Recognised
45	E.T.E.I.	Lakhimpur	Recognised
46	E.T.E.I.	Siltanpur	Recognised
47	E.T.E.I.	Firozabad	Recognised
48	E.T.E.I.	Kanpur Dehat	Recognised
49	E.T.E.I.	Ghazipur	Recognised
50	E.T.E.I.	Bijnor	Recognised
51	DIET	Maharajaganj	Recognised
52	DIET	Allahabad	Recognised
53	E.T.E.I.	Azamgarh	Recognised
54	DIET	Farrukhabad	Recognised
55	Govt. Normal School	Rampur	Recognised
56	DIET	Kabirnagar	Recognised
57	Govt. Normal School	Piliphit	Recognised
58	DIET	Hamirpur	Recognised
59	DIET	Kushinagar	Recognised
60	DIET	Sant Ravidas Ngr	Recognised
61	DIET	Jyotiba Phola Ng	Recognised
62	DIET	Aligarh	Recognised
63	DIET	Gautam Budh Ngr.	Recognised
64	DIET	Baghpath	Recognised
65	E.T.E.I.	Deoria	Recognised
66	DIET	Chandouli	Recognised
67	DIET	Ambedkar Nagar	Recognised
68	DIET	Bharaich	Recognised
69	DIET	Banda	Recognised
70	DIET	Balrampur	Recognised

CTE**Sanctioned Strength = 3****Recognised = 3**

S. No.	Institution	City	Status
1	College of teacher Educationn	Lucknow	Recognised
2	College of teacher Educationn	Varanasi	Recognised
3	College of teacher Educationn	Allahabad	Recognised

IASE**Sanctioned Strength = 3****Recognised = 3**

S. No.	Institution	City	Status
1	Faculty of Educationn	Lucknow	Recognised
2	Department of Educationn	Bareilly	Recognised
3	Central Pedogogical Insti	Allahabad	Recognised

30 Uttaranchal**DIET****Sanctioned Strength = 10****Recognised = 9**

S. No.	Institution	City	Status
1	Govt. Normal School	Nainital	Recognised
2	Govt. Normal School	Pithoragarh	Recognised
3	R.I.Education	Almora	Recognised
4	Govt. Normal School	Haridwar	Recognised
5	Govt. Normal School	Dehradun	Recognised
6	E.T.E.I.	Chamoli	Recognised
7	E.T.E.I.	Uttarkashi	Recognised
8	E.T.E.I.	Tehri	Recognised
9	E.T.E.I.	Pauri	Recognised
10	E.T.E.I.	Udham Singh Ngr	

31 West Bengal

DIET

Sanctioned Strength = 16

Recognised =

S. No.	Institution	City	Status
1	Govt. Primary T.T.Instt.	Bankura	
2	Govt. Primary T.T.Instt.	Jalpaiguri	
3	Govt. Primary T.T.Instt.	N-24 parganas	
4	Govt. Primary T.T.Instt.	Malda	
5	Govt. Primary T.T.Instt.	Midnapur	
6	Govt. Primary T.T.Instt.	Mushidabad	
7	Govt. Primary T.T.Instt.	Cooch Behar	
8	Govt. Primary T.T.Instt.	Burdwan	
9	Govt. Primary T.T.Instt.	Burdwan	
10	DIET	S-24 Parganas	
11	DIET	Birbhum	
12	DIET	Nadia	
13	DIET	Howrah	
14	DIET	North Dinajpur	
15	DIET	South Dinajpur	
16	DIET	Purlia	

CTE

Sanctioned Strength = 4

Recognised = 1

S. No.	Institution	City	Status
1	College of Teacher Edn	Hooghly	Recognised
2	College of Teacher Edn	Banipur	
3	Instt. of Womens Edn	Alipur	
4	R.K. Mission Shikshan Man	Belur	

IASE

Sanctioned Strength = 2

Recognised = 2

S. No.	Institution	City	Status
1	I.A.S.E.	Calcutta	Recognised
2	I.A.S.E.	Kalyani	Recognised

National Consultation Meeting held on March 6-7, 2003, for the Preparation of State Perspective Plans for Teacher Education

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