

# **Joint Review Mission on Teacher Education**

**Maharashtra**

**April 2014**

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## Summary

This document outlines the observations and recommendations of the Joint Review Mission on Teacher Education to Maharashtra.

### Key Observations

1. Faculty open to contribute and learn
2. SCERT has developed a State Curriculum Framework based on NCF 2005 in 2010 and translated the NCF 2005 and the NCFTE 2009 into Marathi.
3. Changes in curriculum and understanding of classroom processes have not reached the teacher education classrooms – classroom processes remain ‘typical’ and any change demands academic capabilities in teacher educators and institutional processes in schools that are significantly different from those that currently seem to exist.

### Key Recommendations

1. Develop a shared vision and perspective for teacher education in the State – re-define the role of each institution in line with this vision and perspective
2. Fill faculty vacancies
3. Submit AWP for IASEs and CTEs
4. Significantly strengthen libraries
5. Strengthen connect between institutions
6. Integrate ICT in Teacher Education
7. Release funds on time (MHRD and State Government)

## **Part 1**

### **Joint Review Mission**

The Joint Review Mission constituted by the Ministry of Human Resource Development (MHRD) visited Maharashtra from March 18 to March 24, 2014.

#### **A. Objectives**

The JRM provides an opportunity for the State to:

1. Develop an understanding of progress made against agreed indicators and processes
2. Review JRM observations that highlight strengths and areas of development - with a view to improve the impact of the teacher education system in the State
3. Consider issues related to program planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme

#### **B. Areas of interest to the JRM**

1. AWP approvals and budget releases for 2012-13
2. Progress on process and performance indicators for 2012-13
3. Progress made on utilization of funds at institutional level
4. Quality of curriculum for pre-service and modules for in-service teacher education
5. Knowledge and understanding of NCFTE 2009 and implications for teacher education
6. Steps taken to re-align Teacher Education curriculum with NCFTE 2009
7. Development of library and resource materials (print and ICT)
8. Processes and pedagogical practices in delivery of programs
9. Linking Teacher Education programs with vision and expectations of RtE
10. Quality of resource materials used by student teachers and teacher educators
11. Qualification and experience of teacher educators
12. Contribution of institutions in content development, research and action research
13. Issues of governance, linkages across institutions, cadre management, vacant posts
14. Efforts take to integrate ICT with teacher education
15. Quality and adequacy of infrastructural and institutional facilities in institutions
16. Professional development of institutions
17. Identifying and drawing partners from higher education, NGOs, civil society
18. Developing strategies in teacher preparation for inclusive teaching-learning, multi-linguality, assistive technologies
19. Identifying centres of excellence

### C. JRM Team

The Mission comprised six members:

1. Lalita Pradeep, DIET Lucknow, Uttar Pradesh
2. Poonam Bhushan, IGNOU, Delhi
3. Neha Gehlot, Azim Premji Foundation, Delhi
4. Nimrat Khandpur, Azim Premji Foundation, Delhi
5. Upender Reddy, SCERT, Andhra Pradesh
6. Zochhuani, IASE Aizawl, Mizoram
7. The team was led by Indu Prasad, Azim Premji Foundation, Bangalore

### D. Methodology

Members of the Mission visited the SCERT, DIETs, IASEs, CTEs, private teacher education institutions, block resource centres, cluster resource centres and schools. They toured each of these institutions, observed pre-service and in-service teacher education sessions, interacted with principals, faculty, staff, student-teachers, in-service teachers, alumni members and college management. The team also had detailed discussions with members of BRCs and CRCs, BEOs, EOs, school teachers, school students, SMC Members, NGO representatives and members of teacher associations.

The team also studied detailed documents on teacher education provided by the State.

The team was divided into three groups and travelled across the State covering Western Maharashtra, Marathwada and Vidarbha.

The **visit schedule** was as follows:

<b>Date</b>	<b>Schedule</b>
<b>18.3.2014</b>  <b>Tuesday</b>	Arrival of JRM team at Pune  Meeting at SCERT with the Director, Deputy Director and faculty members  Meeting of the JRM team
<b>19.3.2014</b>  <b>Wednesday</b>	Detailed interactions with SCERT Director, SCERT officials and faculty, Representatives from IASEs, CTEs and DIETs, SSA, RMSA and

	Department of Higher Education
<b>20.3.2014</b> <b>Thursday</b>	DIETs Satara (Phaltan), Sangamner, Bhandara Government B.Ed. College Bhandara Block and Cluster Resource Centres Primary and Upper Primary Schools
<b>21.3.2014</b> <b>Friday</b>	DIETs Sangli, Gadchiroli, Chandrapur IASE & CTE Aurangabad Private D.T.Ed. College Gadchiroli & Sangli Block and Cluster Resource Centres KGBV, Primary and Upper Primary School
<b>22.3.2014</b> <b>Saturday</b>	DIETs Kolhapur, Nanded, Wardha, Nagpur CTE Kolhapur State Institute of Science Education Nagpur Private Teacher Education Institution, Anandwan Block & Cluster Resource Centres Basic Education School, Higher Primary Schools and Primary Schools
<b>23.3.2014</b> <b>Sunday</b>	DIET Ratnagiri, Osmanabad, Pune IASE Pune Private Teacher Education Institutions Ratnagiri and Satara
<b>24.3.2014</b> <b>Monday</b>	Presentation & discussions by JRM team at SCERT
<b>25.3.2014</b> <b>Tuesday</b>	Departure of JRM Team

- **Block Resource Centres** – Gadchiroli, Rahata, Miraj, Dahiwadi, Hatkankangale, Lanja
- **Cluster Resource Centres** – Rahata, Dahiwadi, Loni
- **Schools** - 7 Primary, 8 Upper Primary, 3 High Schools (1 KGBV, 1 Basic Education School)

## Part II

### Maharashtra - Context

Bounded by Gujarat, Andhra Pradesh, Karnataka, Madhya Pradesh and 720 km of sea coast along the Arabian Sea, Maharashtra is the second most populous and third largest state by area in India. Formed in 1960, with Mumbai as its capital, the State occupies the western and central parts of the country, with the Sahyadri mountain ranges on the west, the Satpura along the north and the Bhamragad-Chiroli-Gaikhuri on the east.

The rural population is primarily involved in agriculture, with the main agricultural products being rice, jowar, wheat, sugarcane and oilseeds. Fishing is the main occupation along the coastal line in western Maharashtra. There has been a remarkable decline in dependence of the State's economy on the agricultural sector from 1961 to 2001; currently, it leads the country in average daily factory employment. Maharashtra is also a hub of ICT activities at the global level. Not only Mumbai, but Aurangabad, Nasik and Nagpur are emerging as hubs for industries in the ICT space.

Maharashtra has 35 revenue districts; divided into six revenue divisions. There are eight educational regions for the purpose of monitoring. At present, there are 351 educational blocks, 351 block resource centres (BRCs), 56 urban resource centres (URCs) (BRC in urban areas are referred to as URC) and 6170 cluster resource centres (CRCs) in the State. 43 educationally backward blocks have been identified in 10 districts, namely, Beed, Gadchiroli, Hingoli, Thane, Jalna, Kolhapur, Parbhani, Nanded, Nandurbar and Nashik. Gadchiroli, Gondia and Chandrapur have been identified as Naxal prone districts that need greater attention in terms of development; Gadchiroli and Gondia are the worst affected.

As per the 2011 Census, the State's population, which is 9.29 per cent of the entire country's population, is 11.24 crore. While the national urban population average is 31%, 45% of Maharashtra's population lives in urban areas. The State's sex ratio at 925 is lower than the national average of 940.

<b>Area</b>	<b>307,713 square km</b>
<b>Population:</b>	
<b>Total</b>	112372972
<b>Male</b>	58361397
<b>Female</b>	54011575
<b>Rural</b>	54.78%



<b>Urban</b>	45.225
<b>Percentage decadal growth (2001-2011):</b>	15.99%
<b>Density of population (person per square km)</b>	382
<b>Total child population</b>	13,326,517
<b>Sex Ratio</b>	925
<b>Child Sex ratio(0-6 years)</b>	883
<b>Administrative divisions</b>	6
<b>Educational regions</b>	8
<b>Revenue districts</b>	35
<b>Educational districts</b>	36
<b>BRCs</b>	351
<b>URCs</b>	56
<b>CRCs</b>	6170

The State has a rich culture and social heritage of contributions from social reformers and leaders like Lokmanya Tilak, Babasaheb Ambedkar, Maharshi Karve, Savitribai Phule, and Mahatma Phule. Consequently, the value of education has historically been appreciated in Maharashtra and, as a result, educational indicators for the State have been better than in most other states.

### School Education Indicators

<b>Composite Rank (Primary &amp; Upper primary)</b>		<b>National</b>	<b>Maharashtra</b>
<b>Gross Enrollment Ratio (GER)</b>	Primary	105.98	105.61
	Upper primary	82.5	92.27
<b>Net Enrollment Ratio (NER)</b>	Primary	90.78	90.13
	Upper primary	64.24	71.51
<b>Transition Rate</b>	Primary to Upper primary	87.17	98.35
<b>Retention Rate (I to V)</b>	Primary Level	80.07	91.23
<b>Average Drop - out Rate</b>	Primary Level	5.62	0.58
	Upper primary Level	2.65	1.88
<b>Pupil Teacher Ratio (PTR)</b>	All School	27	25

	Primary Level	28	26
	Upper primary Level	25	25
<b>% Schools with PTR &gt; 30</b>	Primary Level	37.02	23.76
<b>% Schools with PTR &gt; 35</b>	Upper Primary Level	27.46	16.22

### Teacher Education Institutions

<b>Name of Institute</b>	<b>Number</b>
<b>SCERT</b>	1
<b>SIEMAT (MIEPA)</b>	1
<b>No. of IASEs sanctioned/ functional</b>	2/2
<b>No. of CTEs sanctioned / functional</b>	12/12
<b>No. of DIETs sanctioned/ functional</b>	34/33
<b>No. of DRCs sanctioned/ functional</b>	Nil
<b>No. of BITEs sanctioned/ functional</b>	5/Nil
<b>No. of State Universities :</b>	42
(i) Having Department of Education	11
(ii) Not having Department of Education	31
<b>No. of D.T.Ed. Colleges</b>	1405
<b>No. of B.Ed. Colleges</b>	493
<b>No. of M.Ed. Colleges</b>	122
<b>No. of B.P.Ed. Colleges</b>	97
<b>No. of M.P.Ed. Colleges</b>	27

Around 90% of teacher education institutions are in the private space - only 9.42% are government or aided institutions. Around 87% of D.T.Ed. teacher educators are employed in private unaided colleges. About 55% of teacher educators have less than five years of teaching experience since a number of D.T.Ed. Colleges have been established in recent years.

## Part III

### General Observations

#### A. What is going well

1. **Faculty open to contribute and learn:** Many faculty members appeared committed and displayed 'ownership' of their own work. Many were aware of their development needs, appeared eager to learn and were keen to explore opportunities for self-development.
2. **State Curriculum Framework:** SCERT has developed a State Curriculum Framework based on NCF 2005 in 2010.
3. **Learning Material:** SCERT has a good range of learning material for teachers.
4. **Translation of NCF and NCFTE:** NCF 2005 and NCFTE 2009 have been translated into Marathi and are available in the library of all the institutions.
5. **Curriculum and textbooks of Class 1 and 2:** The State has revised its curriculum and school textbooks for Class 1 and 2 based on NCF 2005.
6. **School Visits:** Most DIET faculty visit schools regularly and have an idea of what takes place in the schools.
7. **PACs in place:** All the DIETs that we visited had their Program Advisory Committees (PACs) in place and at least one meeting of the PAC had been conducted.
8. **Research:** Many DIETs had well-documented short research done by faculty members.
9. **Relationships with Private Colleges:** All the DIETs we visited seemed to have excellent relationships with the private D.T.Ed. Colleges – planning and implementation of several things is done together – in many places, they see themselves as part of the same community.
10. **Good community relationships:** All the institutions that we visited (DIETs, BRCs, CRCs and Schools) seem to have a very close relationship with the community they serve – it appears to be a mutually supportive and useful partnership.

**11. School Grading:** There is a school grading system in place based on clear criteria which is done through a self-evaluation process followed by an 'external' evaluation – the grade is displayed outside the school – this seems to have encouraged schools to push themselves to perform better.

**12. Active Block Resource Centres:** Many BRCs came across as vibrant and well-connected with the school –all the block centres that we visited seemed to have a good core group of very active young people - the Integrated Education for Disabled (IED) program seems very effective.

**13. Kendra Sammelans at the Cluster:** One effective practice in the State seems to be the Kendra Sammelan or Cluster meeting for which guidelines have been developed by the SCERT. These interactions seem to help teachers share their successes and their challenges.

**14. Illustrative examples of good practices:** We came across several good practices during our visits to institutions and would like to highlight some of them:

- i. DRG at Satara – regular school visits, meetings at schools
- ii. TMS in DIET Nanded (in process)
- iii. M.Ed. Students come for internship to DIET Nanded
- iv. Content test for D.Ed. Students at DIET Osmanabad
- v. Education Innovation Bank at DIET Osmanabad
- vi. Documenting school practices by DIET Ratnagiri (short films)
- vii. Qualitative feedback on the curriculum by DIET students at DIET Nanded
- viii. Variety of methods used in B.Ed. and M.Ed. classes at SNTD
- ix. Action research on pre-service classes - DIET Nanded & SNTD
- x. Reading Sessions in every school - BRC Lohara & Omerga
- xi. Review of post-workshop impact by SISE across 1400 schools
- xii. Schools going for certification – some of the schools we visited had an ISO certification and had managed to reduce the migration of children to private schools

## **B. What needs more thought**

- 1. Preparation of all institutions for their new role:** All teacher education institutions have a certain purpose and direction as envisaged by national policy documents such as the RtE 2009, NCF 2005, NCFTE 2009 and the 12<sup>th</sup> Five Year Plan. Each institution must develop its own vision from this - structures and processes will follow. There

does not appear to be enough understanding, at present, of the kind of role they have been established to play.

- 2. Alignment and shared perspective of education and teacher education within/among institutions:** Many senior faculty (especially senior lecturers in DIETs) and leaders of teacher education institutions do not share a similar perspective on issues in education and teacher education – many are unaware of the details and implications of current curriculum documents like NCF 2005 and NCFTE 2009 which are directly related to their areas of work.
- 3. Energy and ownership in teacher education institutions:** There seems to be higher energy and vibrancy in schools and block resource centres than in teacher education institutions. SCERT seems to be seen as an administrative rather than an academic institution by DIETs, while DIETs seem to be seen as an ‘outpost’ of SCERT. The approach seems too ‘centralized’ where the DIETs obey instructions and do not really plan much on their own.
- 4. Faculty vacancies:** All DIETs and SCERT had vacancies in their faculty numbers which need to be filled. The current cadre structure needs to be reviewed – the State could consider vertical mobility across teacher education institutions including SCERT.
- 5. Infrastructure:** Many DIETs need repairs, renovation and upgradation of their infrastructure facilities
- 6. Availability and use of reliable, detailed district-wise data:** Most institutions have basic data drawn from DISE indicators – this data now needs to be detailed, analyzed closely and used for institutional planning and for the design and delivery of teacher/teacher educator professional development programs.
- 7. Documentation of experiences and institutional processes:** Very few institutions have documented some of their work or their processes (e.g. field visits, workshops, discussions, reflections) in a systematic and rigorous manner. This has an impact on three areas - institutional memory (now dependent on a few individuals), loss of valuable material for research and understanding of the work of the State/district.
- 8. Revamping of libraries:** All institutions seem to be struggling with the quality of their libraries. This includes quality of books and journals, regular usage and digitized cataloguing. This also implies that the library is thought of as a place for storage of

books and not really a place of learning – in fact, the library came across as the weakest and least vibrant part of almost every institution.

- 9. Pre-service classroom processes:** Classroom processes should now begin to move closer to ideas based on NCF 2005 and NCFTE 2009 – some activities are being conducted but the focus still seems to be on facts, memorization and recall – there is not enough space for analysis, reasoning, self-learning and reflection.
- 10. Approach to in-service programs:** There seems to be a single-minded training-focused approach to teacher professional development without much exploration of alternate modes that could be equally, if not more, effective. There also does not seem to be much focus on follow-up of training in the schools/classrooms – a concrete set of plans for this area needs to be explored.
- 11. Strengthening of research:** This needs much deeper thought including building teacher educator capability in research thinking, research design and research methods. The focus could be on classroom-based research connected to teacher professional development programs so that change in school classrooms can be tracked.
- 12. Role of CTE and IASEs:** CTEs and IASEs are functioning as good pre-service institutions but not as an integral part of the school education system.
- 13. Delays in fund flow:** Every institution is running on minimum funding because of delays/absence of funds – this has had a massive impact on their work.
- 14. Use of Technology:** Institutions need to develop their ability to use technology for more efficient delivery.
- 15. BITEs:** The State has also proposed five new BITEs, 4 for minority (Buldana, Washim, Parbhani and Hingoli) and 1 for ST concentration (Nandurbar) areas. Out of five newly proposed BITEs, only one district, that is, Buldana has succeeded in acquisition of land. No faculty has been appointed for any of the BITEs. Given that DIETs are sanctioned for 34 of the 35 districts in the State, there was also some doubt expressed by both the JRM team member and the MSCERT functionaries about whether these are needed at all.

## Part IV

### State Council for Educational Research and Training (SCERT)

The Maharashtra State Council of Educational Research and Training (MSCERT) was originally established in 1964 as the State Institute of Education (SIE) in Pune. In 1984, the SIE was converted into the MSCERT after merging several state-level institutes into a single body. MSCERT works under the department of School Education and Sports, Government of Maharashtra.

MSCERT was declared as the Academic Authority of the State of Maharashtra in March, 2012 under Section 29(1) of the RtE Act with the mandate to keep vigil on the quality of education in the State, with periodic revision of curriculum at various levels of school and teacher education, and research and pedagogical interventions intended to advise the Government on various policy related issues in education being part of its functions. The re-structured policy on teacher education places on MSCERT the responsibilities of formulating the State Curriculum Framework, creating a State Perspective Plan and developing a holistic vision on teacher education, leading to enhancement in quality of education.

Historically, all major educational institutes were situated in Pune - although the Secretariat and the office of the Education Secretary is in Mumbai, the Commissioner's office is in Pune and the latter continues to be the capital of academic activities.

Maharashtra being a large state, a decision was taken to have centres of the SCERT in various regions. MSCERT is supported in coordinating various academic responsibilities by six state-level affiliating units.

1. State Institute of Educational Technology, Pune
2. State Institute of Science Education (SISE), Nagpur
3. Educational Technology Cell, Mumbai
4. Institute of Vocational Guidance and Selection, Mumbai
5. Institute of Audio Visual Education, Pune
6. State Institute of English for Maharashtra (SIEM), Aurangabad

In addition to the institutes mentioned, the Maharashtra Institute of Educational Planning and Administration (MIEPA), which acts as the SIEMAT, is located in Aurangabad. It is now to become part of the MSCERT.

MSCERT has the following 18 sections:

- |   |                                      |
|---|--------------------------------------|
| 1. Research section                         | 2. Inclusive education unit          |
| 3. Training section                         | 4. Women education cell              |
| 5. Extension section                        | 6. Correspondence courses            |
| 7. Publication section                      | 8. Early childhood education section |
| 9. Evaluation section                       | 10. Library section                  |
| 11. State Board of Teacher Education (SBTE) | 12. Geet Manch section               |
| 13. Teachers' training branch               | 14. Co-ordination section            |
| 15. Curriculum development unit             | 16. Population education cell        |
| 17. Tribal dialect project                  | 18. Sarva Shiksha Abhiyan cell       |

### **1. Curriculum and Pedagogical Practices (School)**

The State Curriculum Framework (SCF) was developed in 2010 on the lines of the NCF 2005. The restructured curriculum for classes 1 to 8 is being implemented in a phased manner, with the process initiated for classes 1 and 2 in 2012. The textbooks reflect constructivist processes of learning; the language textbooks include discourses wherein children are expected to think and express themselves based on a given situation.

According to the information shared, the process of developing the SCF included: selecting experts against criteria such as contribution to education, subject expertise, evidence of research, etc. The committee included teachers with more than 15 years of experience who had some time to go before retirement, representatives from NGOs, academics, etc. 'Supervised' reading was done before work actually started during workshops. Daily sharing of work took place between the members followed by district and division level seminars for sharing of work. MSCERT uploaded the draft syllabus for classes 1 to 8 on its website and invited stakeholders to review it, and offer suggestions and place any 'objections'; they received 7810 responses on the website and incorporated what was relevant. Finally, expert validation was invited. Resource groups were created for each of the subjects as well as for CCE, age-appropriate pedagogy and RtE implementation; members were drawn across institutions and the State. The resource groups will stay in place till the next round of curriculum development with the objective of compiling suggestions, guidance, etc.



The curricular document for Classes 1 and 2 appears quite specific in terms of placing the curriculum in the context of contemporary concerns, expectations from teachers, describing the main features and stating important considerations/problems and challenges for the syllabus of each subject (e.g. 'grammatical explanations should aim only at helping children use language in a better and systematic manner'). For English, skills are defined, followed by objectives, activities to fulfill these, examples, expected learning outcomes, and innovation/extension the teacher can undertake. In mathematics, 'suggested interactions' are given for each objective.

It is reported that training materials for curriculum of Classes 3 to 5 have been finalized and translated into English and Urdu.

***Comprehensive and Continuous Evaluation (CCE):*** Reforms in the pupil assessment procedures have been taken up by way of introducing Continuous and Comprehensive Evaluation at the elementary level since August 2010. It was shared that all DIET faculty, BRC, CRC and teachers have been oriented on the implementation of CCE; a handbook/guidelines for teachers has been prepared.

MSCERT has attempted to orient parents to CCE by means of a press conference to 'allay fears'. Besides training and comprehensive guidelines, which have undergone one revision on the basis of the findings of an impact study on CCE conducted last year by MSCERT through DIETs, a series on CCE was published in *Jeevan Shikshan*, a monthly magazine published by MSCERT.

## **2. Curriculum and Pedagogical Practices (Pre-Service)**

The current D.T.Ed. Curriculum is in place since 2004. While the State's plan is to implement a revised curriculum in the academic year 2014-15, preparedness is a concern, given that the process has been initiated only recently. MSCERT shared that a core group has been constituted; three workshops have been conducted for revision of the curriculum and two meetings of the core group conducted in February and March 2014. Besides, feedback has been sought from DIET principals through a questionnaire. The concerns include not only the quality and level of contextualization of a curriculum that has been put together in such a short time but also preparedness of teacher educators to make the jump from a pre-NCF 2005 curriculum to one based on NCFTE 2009. Resource material for teacher educators will be vital in these circumstances, and no efforts were apparent in this direction.

**Postal D.T.Ed.:** Run by the correspondence course unit of MSCERT, the unit is running its last program this year and there are plans to merge it with some other unit. In Nanded

and Chandrapur, the JRM team was informed that teacher training through correspondence is still in existence. The postal D.T.Ed.students were from the district itself as well as nearby districts.

**ECCE curriculum:** MSCERT has developed a syllabus for Balwadi workers which has been recognized by NIPCCD. It is planned to be implemented from this year at all Aanganwadis. MSCERT plans to train all heads as Resource Persons (RPs); it is planned that ICDS will follow up the program.

### **3. Curriculum and Pedagogical Practices (In-Service)**

Maharashtra developed the State Curriculum Framework in Marathi in 2010 (SCF 2010). The State has also undertaken the reconstruction of the curriculum for school education at the elementary level in 2012-13. Syllabi for Classes 1 to 8 have been developed and handbooks for the teachers are available for Classes 1 and 2. Training programs for the same have also been conducted for teachers at the block levels. Close to 2.5 lakh teachers are said to have been covered under this venture.

The training modules prepared for transaction of the primary education curriculum for classes 1 and 2 recommend a participative mode of transaction for clearly stated objectives. Each session has a related assessment (could be a 'thought provoking question', an assignment or sharing of opinions).

A special training module for out of school children at the upper primary level (classes 5 to 8) has been designed. This module aims at age-appropriate classroom pedagogy. MSCERT has also developed some support material for the same.

MSCERT has prepared (in a collaborative mode with representation from other institutions working in teacher education; a few with SSA) materials ranging from CCE guidelines, resource material for life skills (under NPEGL), material related to gender equality, etc. The material is mostly in Marathi and widely disseminated till the DIET level, where it is also available for sale.

One effective practice in the State is the Kendra Sammelan or cluster meeting for which guidelines have been developed by MSCERT. The guidelines recommend the agenda, processes to be followed etc. and have been developed collaboratively. This Kendra Sammelan is a one-day meet of teachers and other functionaries with the agenda comprising academic issues. This interaction often offers a solution to teachers who are struggling with similar problems in their schools.

Materials for teacher training have mostly been published in book form for the trainings conducted in the State in the cascade mode.

As mentioned earlier, a **margdarshika on CCE** has been developed by MSCERT; training of teachers regarding various techniques of formative evaluation has been conducted. The JRM members observed that teachers have received trainings and they are practicing use of formats etc. in the schools.

Reading material for effective school management (RMSA Headmaster's training programme 2012-13) intended to inculcate leadership skills among HTs has been developed by MSCERT. This is one of the few documents in English; the chapter headings are: RtE 2009 (includes sections on role of teachers, parents and SMC, government and local authority, etc.; exemplar formats for school monitoring are also included), school management, school leadership, time management and stress management. Some formats and questionnaires (Johari window, leadership style, creative thinking, etc) have been included. There is an attempt to contextualize with suitable examples and the document is quite reader-friendly.

Three workshops were held on action research for innovative teachers. In addition, handbooks on action research and short term research (conducted by DIET faculty at both the district and division level) have been prepared.

**Jeevan Shikshan** is a 150 year-old monthly magazine published by MSCERT which is directly disseminated till 63,000 schools. Articles are mostly contributed by primary school teachers; other content includes academic resources, information, etc.

Another commendable fact is that the MSCERT has **translated both the NCF 2005 and the NCFTE 2009 into Marathi**; these are available at the DIETs.

A 'flagship' program undertaken by the MSCERT last year is the development of English communication skills in primary school teachers in collaboration with the British Council. The focus is on conducting orientation programs for teachers and development of appropriate teaching-learning materials (TLM) and informative CDs.

#### **4. Continuous Professional Development of Teacher Educators and Other Officials**

Study tours and exposure visits have been organized for teacher educators. Inter-state study tours were organized for MSCERT and select DIET faculty – these visits were to identified institutions in Karnataka, Madhya Pradesh, Kerala, Gujarat, Tamil Nadu as well as to NCERT, NUEPA, SCERT and DIET Delhi.

MSCERT has organized workshops on capacity building mostly related to current educational programs and projects running in the State to create resource persons, to create training materials, orientations on achievement surveys, etc. In 2012-13, much attention appears to have been given to material development on curriculum related issues, RtE 2009, leadership training for Head Teachers, and development of CCE Handbook for teachers. Teacher educators from DIETs participated in workshops and seminars organised by MSCERT.

Other activities shared with the JRM team were:

- Guest lecture series organized every month by MSCERT wherein faculty from other teacher education institutes are invited.
- Gender sensitization workshop for BEOs; resource material has also been created
- Training of teacher educators on NCF 2005, NCFTE 2009 and career guidance
- Workshop for teacher educators on ICT at SISE, Nagpur
- Induction training of 204 DIET faculty and educational administrators for six weeks in 3 phases (called *Umang*). Areas covered include rules and regulations, curricula, new trends in education, code of conduct, maintaining a relationship with schools, SSA and RMSA, attitudinal change, etc. Weekly tests are taken during training and analysis of feedback from participants carried out. The experience sharing of the last batch was published and disseminated.
- Workshop for teacher educators on learning and language pedagogy in collaboration with the Centre for Equity and Quality in Elementary Education (CEQUE)

It appears that teacher educators were benefitted by these programs, but the JRM team recommends that a thorough needs assessment and wider consultation must be done with teacher educators to customise programs, especially for DIET faculty to carry out routine activities, where they have to act more as academic leaders not only in their respective institutions, but also the concerned districts. The JRM team observed that there seems to be no specific strategy to assess the needs and requirements of teacher educators. The team did not come across any state level plan for capacity building, although a lot of emphasis is given on capacity building in the area of medium term researches, which ideally should lead to quality interventions in classroom practices in due course of time.

Leadership in DIETs needs to envision teacher education from a holistic perspective of quality in education, being not only aware of their roles and responsibilities under the 12<sup>th</sup> Five Year Plan, but also going the extra mile to innovate in order to strengthen teacher professional development in all possible ways.

One area that DIET faculty need specific inputs in is integration of ICT in teacher professional development and classroom practice, and to bring about more efficiency in routine processes of the institute.

MSCERT was earlier recognized as a research centre and offered the MPhil and PhD programs but these were discontinued. Affiliation has been applied for again.

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

MSCERT has a sprawling campus area of 18736.5 square meters in the heart of the city in Pune. Infrastructure and physical facilities in the campus need a high level of maintenance, given the antiquity of the buildings. MSCERT requires new construction, renovations and additional ICT facilities.

One more floor can be added to the existing structure. The conference room needs to be better equipped and could be better maintained. There is a proposal for a new auditorium building, compound wall, and renovation of the library building with an extension added to serve as a reading area.

The Institute of Audio Visual Education is situated on the MSCERT campus and a display of various innovative teaching learning materials had been put up for the team. A whole section of Graphic Design was dedicated to story-telling. Examples of some materials are: a long flip-flap on the history of Shivaji Maharaj and the map of Maharashtra cut into a thermocol with great finesse. It is more important for some of these ideas to be customized for the classrooms; the JRM team was informed that workshops are held for teachers wherein they prepare the material and then customise it to their lessons.

There was a room dedicated to the art of puppetry, an inbuilt studio for all practical purposes. The JRM team was shown some video clips related to trainings of Master Resource Persons. There was a full wall painting narrating the history of art, reportedly created by teachers. It was very catchy and relevant.

The JRM team also visited the library, established in 1964, in an adjacent building. The building needs restoration and maintenance. The library is digital and fully automated with Public Access Catalogue system, having more than 32,000 books including various policy documents, reports of educational committees/commissions, 50 magazines and journals, and 7 newspapers, and international publications. It was observed that the software e-Granthalaya, developed by National Informatics Centre, needs incorporation of some futuristic features. It could not display the list of books issued to the faculty and officers in MSCERT.

There is need for establishing language, science and mathematics laboratories in MSCERT.

## **6. Institutional Leadership and Management**

There is a need for developing a shared vision on teacher education amongst all stakeholders, and facilitating an attitudinal change amongst teacher educators in the State. Some good practices were observed but not only do faculty vacancies impact work, there also appears to be a need for orientation of faculty to current expectations.

It is recommended that faculty be given appropriate opportunities for self-assessment and reflective learning. Teacher education institutes should be encouraged to conduct an analysis of their strengths and areas for improvement. MSCERT could consider starting a chain of motivational dialogues amongst people and institutions for projection of best practices to revive vibrancy within the sector.

The JRM team observed that a lot of relevant support material has been created for a range of stakeholders. The State has also developed programs to enrich teachers' capacity, while giving priority to research and research-based interventions.

However, the whole organization seems quite unwieldy with multiple state level institutes in geographically separate, even distant places. It is also not clear whether departments/institutes like MIEPA, ET cell in Mumbai, or SISE in Nagpur etc. are collaborating or merely operating in silos (the team could visit only SISE); the meetings which are reported to be held monthly may be the means to take decisions, share concerns, etc.

All activities in the State seem to be centralized at MSCERT. Whether this is a result of lack of readiness of current DIET faculty to take up responsibility is not clear. Even for the MSCERT, a lot of the programs are centered around SSA and RMSA activities.

However, some effort in providing leadership was observed in terms of centering academic activities (like curriculum development, module development, research activities, etc.) at the MSCERT; it was shared that MSCERT faculty have each being assigned a district but it is not apparent how the process works in terms of sharing and support.

## **7. Research and Innovation**

During 2012-13, 8 researches were conducted by DIETs under supervision of MSCERT, and this number increased to 10 in 2013-14. The topics were related to assessment of BRC personnel, impact of revised curriculum in Classes 1 and 2 and an impact study conducted

to assess CCE implementation in schools. MSCERT also initiated third party assessment for a special training program for out of the school children.

Workshops are organized at MSCERT to help selected DIET faculty identify areas for short-term research and to develop a proposal. These research studies are carried out at the district as well as division level and include areas related to classroom practices as well as impact of training, impact of CCE, study of Kendra Sammelans, utilization of grants, etc.

Action researches conducted by DIET faculty under guidance of MSCERT are mainly related to impact assessment of institutions based on ADEPTs implementation, and on availability of learning resources, etc. They are mainly area-specific, for example, study of the rate of retention in primary schools run by local bodies, utilization of TLM grants in schools in Parbhani district, etc. A study was also carried out on academic support in BRCs and CRCs. In the area of ECCE, a baseline study on Aanganwadi workers was conducted, indicating connect with pre-primary level of education in the State.

MSCERT conducted an achievement survey (in Marathi, English and Mathematics) of students admitted to Class 9 in July 2013 as a baseline for RMSA. Results were analyzed to identify gaps; special textbooks called Vidyarthi Mitra were prepared on concepts that needed to be addressed; teachers have also reportedly been given special training.

Among review/evaluation studies, MSCERT conducted a survey across all types of schools in Maharashtra of the implementation of the curriculum for Classes 1 and 2 restructured in 2012 with a view to 'remove deficiencies found in the implementation' and to 'enhance the effectiveness of the training programs to be organized for teachers of Classes 3 to 5. The tools, a questionnaire and classroom observation schedule, were administered by DIET faculty on a sample of schools. Criteria for assessment included access to curriculum and training handbook, knowledge of curriculum, frequency of recommended learning experiences, orientation of teachers who have not received training by the HT, student profiles, etc. While the effort is to be commended, the findings are limited to orientation by HTs and maintenance of assessment records. Recommendations (three) are also quite generic (e.g. change in the D.T.Ed. Curriculum is recommended but no concrete suggestions are given). Informal interactions revealed that while there were some changes in teaching-learning processes, the teachers did not have a 'real idea of constructivism'. This gap is planned to be addressed in the next set of trainings; a post-survey is also planned. Learning from an exercise of this nature could be extended to developing processes for school monitoring at the block or cluster level; an analysis of how the survey was implemented could throw some light on gaps and help develop a strategy for capacity building of DIET faculty, BRC and CRC.



MSCERT has conducted a program called **majhi samridh shaala** (my enriched school) which involves assessment of a school for placing in grades from A to E on the basis of a rubric which includes criteria related to infrastructure and pedagogical practices. The first step is self-assessment against the criteria by the school followed by a visit of a committee which includes representatives of the community, education functionaries, DIET faculty, etc. The grade received by the school is displayed outside the school for all to see. It is not clear what kind of formal support is provided to schools after the assessment but all schools are reported to have shown improvement.

Besides participation in the NCERT learning achievement survey, a State learning achievement survey has been conducted for Class 5 Marathi and Mathematics - the survey covered 3000 student in 85 schools in each district. The results are being analyzed but preliminary results do show areas of concern which need to feed back into teacher development and academic support to schools.

MSCERT organized paper reading based on 23 action research undertaken by teachers with support of DIETs in March 2013; this is reportedly seen as an opportunity not only for dissemination but also review and feedback. Papers were selected by a committee including persons from university departments; all DIETs were invited to send representatives.

These surveys and studies were conducted in 2012-13 and 2013-14; it is yet to be assessed how far these research interventions inform State policy for wider impact.

## **8. Leveraging ICT**

Technology can enhance efficiency and effectiveness in educational administration in a big way. The JRM team observed that offices and some of the schools visited have good ICT facilities. Some elementary schools have 10 to 12 computer machines. The JRM team also learnt that SMCs and community have a major role in enabling schools with tech-supports.

ICT seems to be a weak link in terms of classroom pedagogy and use for teacher development. Video-conferencing facility is available in Director, MSCERT's office, BRCs and a few DIETs (e.g. DIET Wardha, Osmanabad, Ratnagiri). This was reportedly used regularly, including by the Education Secretary, for meetings. However, there seems to be some problem currently due to issues with the annual maintenance contract (AMC) and bandwidth issues.



EDUSAT is also not functional; however, plans are in place to start using it within a few months. It is recommended that ICT find a place in the teacher education policy of the State with a broader vision and holistic planning.

## **9. Annual Work Plan and Fund Utilization**

MSCERT has prepared a perspective plan and annual work plan for teacher education in the State. Several stakeholders have been involved in the formulation of the plan. The AWP includes the issues and challenges the State is facing in gearing up teacher education in an effective way.

The JRM team observed that the State Plan did not include the relevant content on IASEs and CTEs. During the wrap up meeting held on the last day of the JRM visit, it was conveyed that the IASEs/CTEs had submitted their plans to the MSCERT, and these were sent to the Department of Higher Education for approval, but State did not forward it. This shows the fractured linkage between two important wings of teacher education. It is suggested that both departments sit together to weave a seamless systematic linkage for the future.

It appears that MHRD has released funds very late, and this has hampered the planning and timely execution of programs and activities. Since the State Government has taken a decision to add the State share only after the Centre releases funds, with the Centre releasing the first installment only in April 2013, institutions received their first installment for 2012-13 only in 2013-14. Since the first installment has to be used in the first quarter, and the next installment is released only after the utilization report is submitted, there is further delay. The first installment for recurring amount for 2013-14 was received only in Jan 2014; till 25 March, the second installment had not been received. If the amount lapses (as it does), the State Government refuses to release funds the next time around.

It was shared that the situation was better before the 12<sup>th</sup> Five Year Plan; now Plan approvals take a lot of time. It was suggested that all plans be submitted in April; money should be released by June so that it can be spent from June to March each year.

## **10. Inter-Institutional Linkages**

The JRM team felt that there is very little systemic linkage between MSCERT and Universities across the State. During visits to IASEs and CTEs, it was evident that there is no regular interface amongst these institutions. It needs to be understood that until and unless there is a shared vision to move towards a certain goal, mere meetings and occasional

collaborations are not linkages. Encompassing various institutions under one umbrella should involve banking upon each other's strengths and bridging the deficit effectively.

It is also recommended that there be a wider consultation for calendarizing annual activities related to diverse subjects and areas. This would ensure overlap of training modules amongst multiple agencies into trainings. To maximise collaborative efforts, this should be widely circulated and be put on the MSCERT website for wider viewership.

MSCERT is the nodal agency for NCTE. It was reported that state level institutes (MSCERT, all 6 institutes/departments under MSCERT and MIEPA) are basically resource institutes for DIETs and other teacher-training institutes in the State. MSCERT also has 26 extension centres situated in government B Ed colleges across all districts for conducting various activities under the guidance of the DIETs.

Monthly meetings are reportedly held between the various institutes/departments of MSCERT as well as of DIET Principals at MSCERT; besides routine matters, trends in education are shared during these meetings.

State level seminars related to research and on best practices in teacher education were held in July 2013 and March 2014, respectively. A competition for innovations in school education has been organized in coordination with CTEs and IASEs (reported by MSCERT as an extension activity).

### **11. Cadre and Personnel Management**

MSCERT has 33% vacant posts, with only 155 of the total sanctioned posts of 232 filled, leaving a vacancy of 77. At present there are 74 academic posts sanctioned in MSCERT from State MES (Administrative service). Out of these 74 academic staff, 50% posts will be converted into teacher training branch (i.e. nearly 35 posts). Along with new proposed 20 posts following 35 posts will be converted into Teacher training branch.

Sr. No.	Post	Conversion from existing MES (Administration)
1	Dy. Director	01
2	Sr. Lecturer	12
3	Lecturer	22
Total		35

Hence, the 20 new posts and above 35 converted posts for teacher training cadre will be reorganized.

While there is a separate cadre for DIETs (MES-a teacher training branch, Grade A & B), there is no separate cadre for teacher educators, and the DIET cadre has no entry point to the MSCERT. A BEO can become SCERT faculty after 10-15 years of service; however, movement from DIET to SCERT and vice versa not possible. There is no movement between school and DIET/SCERT, and vice versa. Teachers move from primary school to being CRC or HT; they could go on to become extension officers. There is no shift back to school from CRC; there is, however, scope for transfer between clusters.

As mentioned, there are two categories: administrative and academic; however, criteria for both are the same – the candidate must have been a teacher for at least 5 years (including in private schools), and should be a postgraduate with at least a B.Ed. (not D.T.Ed. alone) degree.

Maharashtra is divided into six revenue divisions; the Zila Panchayat/Zila Parishad is headed by a CEO; at the block level is the BDO. Each division has a Deputy Director Education. DEO and BEO are class 1 and 2 officers, respectively. The DEO and BEO are under the SPD, and are expected to maintain daily contact with the school. Senior lecturers and DEO are class I officers, lecturers and BEO class II, and extension officers and SMEs are class III.

There seems to be an overall perception among other institutions that SCERT has too many 'administrative' people even though it is supposed to be an academic institution. The lack of vertical mobility of DIET faculty into SCERT could also be a de-motivating factor for many people in the academic cadre.

The need for having three units (Educational Technology Cell, Mumbai, State Institute of Educational Technology, Pune and State Institute of Audio Visual Education, Pune) which are essentially oriented towards the same goals is not clear, especially since they are all centered around the same geographical area.

## **12. Partnerships and Collaborations**

All activities conducted in the MSCERT appear to be collaborative and conducted in a workshop mode, with representation from DIETs, education functionaries, CTEs, IASEs and other organizations working in the State. NGOs (including IIE) have been involved in third party assessment of impact of special programs.

### **13. Process and Performance Indicators**

The MSCERT has prepared a five-year perspective plan after dialogue amongst stakeholders. The State has started building a detailed database of teacher educators, teachers and teacher education institutes, including private B.Ed. and M.Ed. colleges.

For regular faculty development, MSCERT needs to come up with more focused, goal-oriented plans. A lot more rigor and depth is required to assess the needs and strength of teacher educators. An overall strategy need to be evolved in more comprehensive fashion, and carried forward in a continuum. It is observed that some teacher educators are familiar with new terminologies, but have yet to develop a deeper understanding of contemporary policy and teacher preparation, as well as their roles and their responsibility towards enriching school education.

#### **Other Observations**

- i.** Block and cluster resource centres seem to be energetic and well connected with schools and communities. However, their connection with the DIET seemed weak.
- ii.** The IED and community connect programs in most blocks seemed very vibrant – BRCs have groups of young people (resource persons) who seem to have brought a lot of energy to the Centres. They are, however, employed on a contract basis which is a cause for a great deal of concern among them.
- iii.** Classroom observations in elementary schools revealed ‘typical’ transaction of lessons with teachers orally explaining the lesson followed by writing of answers to the exercises given in the book on the blackboard and students busy copying down the written text on the blackboard.
- iv.** Classes 1 and 2 seemed to have better processes than the other classes – they seemed livelier and children seemed to read and write more fluently as well. Children in these two classes appear to be more engaged than the others.
- v.** Teachers in most of the schools visited were maintaining records of observations of children’s progress in each subject as well in work experience, art and physical education. For Classes 1 and 2 particularly, worksheets for assessments were developed by teachers and photocopied for children to attempt them – this was for summative assessment; a few had illustrations related to the questions, making them attractive and interesting. Portfolios are maintained; materials to be placed in

the portfolios are guided by teachers. However, the practice of teachers' observations on products placed in the portfolio is not followed.

- vi.** Marks are given and then converted to grades, for both scholastic and art, work experience and physical education and health. Values, ten core elements identified in NPE and the ten life skills determined by WHO are other aspects of assessment mentioned in the guidelines; while the guidelines broadly speak of assessing these continuously, and also through open ended questions, they do not find a place in the sample report cards; they were also not apparent during observations of teachers' records.
- vii.** Schools are Marathi, Urdu, English, Bengali and semi-English medium. Bridging courses in language are planned for tribal students, as also age appropriate pedagogy. Ashram schools also exist. Some Municipal Corporations (e.g. Mumbai, Pune) have opened English medium pre-schools, given the demand from parents and the community for English medium schools; the semi-English medium schools (mathematics and science/EVS in English) are also a response to this.
- viii.** There is a greater number of private or aided/granted than government high schools in most districts, with some blocks having no government high schools; the focus appears to be more on capacity building of teachers under RMSA activities at present.

## Part V

### District Institutes of Education & Training (DIETs)

Maharashtra has 34 sanctioned and 33 functional DIETs to cater to its 35 districts. The majority of DIETs (29) were established between 1995 and 1997 and the remaining between 2009 and 2011. 27 have been upgraded from existing D.T.Ed colleges and six are 'new'. The organizational structure and staffing pattern is as follows:

	<b>Branch</b>	<b>Senior Lecturer</b>	<b>Lecturer</b>
1	Pre-Service and In-Service Teacher Education	1	2
2	Curriculum, Material Development and Evaluation	1	1
3	Educational Technology	1	2
4	Planning, Management & Administration	1	1
	<b>Total</b>	<b>4</b>	<b>6</b>

#### 1. Curriculum and pedagogical practices (PSTE)

The prescribed D.T.Ed Curriculum in place since 2004 is being revised in view of NCFTE 2009 and is likely to be implemented from the next academic session. Presently, there are 9 theory courses in first year and eight courses in second year. There are 14 practice lessons in first year, 20 in the second and a 15 days internship in schools.

Based on interaction with faculty and student teachers and classroom observation, it appears that curriculum transaction is primarily rooted in the lecture mode; classroom interaction is very limited and not structured towards discussion or independent thinking. Formalism in interaction and processes, a sense of discipline and a perception that students are incapable of thinking for themselves makes DIET an extension of school for the young student-teachers.

Classroom teaching in many DIETs takes place in mostly impoverished physical environments, worn out furniture and slow moving fans, with very little access to a good library or worthwhile laboratories.

Teacher educators mostly follow the lecture method, encouraging students to be passive learners who neither contribute in the class through discussion nor are engaged in thinking. The nature of teacher-student interaction is indicative of teacher educators' beliefs about what is valued in education, what methods are effective and how students learn their subject best. All this points to the need for DIETs to experiment with different teaching strategies, examine what is effective in teaching and guide the faculty towards slow and thoughtful transitions.

The proforma for the unit and lesson plans is modeled on traditional lesson planning in behaviouristic mode, focusing on lecture method. A nine-point scale for topic plan, introducing the topic, content knowledge, TLMs used, explanation, blackboard use, classroom-management, teacher pupil interaction and achievement of lesson objectives is used for evaluation.

Practice of teaching takes place in schools assigned a few days prior to the activity and an optional visit to the school to check seating, availability of space for display of aids etc. is made by student teachers. Most of them, however, seem to visit the school on the day the lesson is to be taken leaving them with no opportunity to build any connect with students. The feedback on practice lessons offers little scope for genuine improvement and is prescriptive in nature.

During the internship, the student teachers' engagement with children in arts, crafts, physical education appears limited. Structured activities include observing and conducting morning assembly, making time-table, organizing social-service activities and running health and environment campaigns etc. Observations and reflections of experiences in school/classrooms do not seem to be part of activities.

During informal discussions with student teachers, the JRM team found many of them full of questions on issues like no detention, corporal punishment, equity in classrooms – it seemed as though discussing these issues in an open fashion was a rare opportunity for them. While all the student teachers were involved in 'welcoming' the JRM team and 'performing' for us, nobody had explained to them what the JRM team was visiting their institution for – it seemed to be another example of following instructions and not being involved in any processes.

Some DIETs have undertaken interesting activities to improve their pedagogic practices and contextualize them:

- DIET Osmanabad carried out an interesting practice of conducting a content knowledge test for all their student teachers in the beginning of the course to map their understanding of subject-related concepts. Based on the findings of this test, the DIET faculty plan academic support during teaching. This practice is recommended for all DIETs and other teacher education institutes; this could also be used in the form of support students for TET.
- At DIET Chandrapur, Marathi translations of Maslow's pyramid, highlights of various relevant Commissions/Committees, etc. done by students have been printed on flex and placed on classrooms walls bringing some life in an old, nearly dilapidated structure which has no water or electricity. Local novelists and poets are invited for ongoing discussions with the student teachers.

## **2. Curriculum and Pedagogical Practices (In-service)**

With MSCERT planning for the State, in-service training tends to be a routine implementation function at DIETs. Very few training programs are designed locally. Trainings are conducted using the cascade model and there does not seem to be any follow-up on what worked and what did not unless instructed by MSCERT.

In the past year, training of primary school teachers under SSA was coordinated the DIETs at the block level for orienting teachers to the restructured curriculum and revised textbooks of classes 1 and 2. Training of primary teachers of English under SSA was coordinated by DIET with the support of the British Council. Some other areas for training were RtE, CCE, Age- appropriate pedagogy, Health and Physical Education, and Art and Music Education.

Training of secondary school teachers under RMSA was coordinated by DIETs with overall coordination by MSCERT; needs analysis was done on the basis of achievement survey of class IX language (Marathi and English) and Mathematics conducted by MSCERT. Also under RMSA, DIETs conducted training on School Leadership for secondary school headmasters with modules developed by MSCERT.

Workshops for development of CCE tools and educational aids, for the Kendra Pramukhs (CRC Coordinator) and Resource Persons (RPs) has also been done by the DIET in a phased manner. Induction of extension officers, BRC/RP is done, mostly on administrative issues.

Some proposals for need based programs for 2014-15; are: Experiments in Educational Psychology, Constructivism, TQM program for CRC Coordinators, Disaster Management,



Environment Education, developing materials to support teachers in schools situated in tribal areas, etc.

The team observed transaction of two in-service training workshops – they seemed to be lecture-based (one on RtE and one on perspective building on NCFTE 2009, the Marathi version of which was being used by the Resource Person); however, discussion of a workshop with private school elementary teachers based on a module developed by MSCERT on CCE revealed some activity based transaction. Very little support material has been developed by DIETs; it was seen in some stages of development in a few places but not completed due to lack of funds and faculty.

### **Training Needs Analysis**

Decisions on capacity building activities are generally driven by MSCERT; roughly 80% of decisions take place at MSCERT and about 20% initiatives are taken by the DIET. Trainings in 2012-13 were based on modules developed by MSCERT. Pre-tests and post-tests given to teachers during training programs created by the DIET faculty or with support of SMEs, were also analyzed to determine areas of focus for training.

The scope of in-service professional development must open up to include short and long term attachments, participation in development of textbooks and other learning materials, etc. Trainings must be based on inputs from observations of classroom practices, interaction with BRCs/CRCs/RPs, etc. and linked to follow up and on-site support. Opportunities for reflection and discussion must be a part of training.

Although, feedback forms asking specific questions about training and suggestions for further training are used in some DIETs, the overall observation is that no systematic training needs analysis is carried out.

### **Training Management System (TMS)**

So far, UDISE data is the source of information for the majority of DIETs. Most DIETs reported some kind of preparation for creating a TMS; there is a plan to develop appropriate software soon in all DIETs. DIETs are also attempting to track teachers who are eligible for the Selection Grade and Senior Grade trainings.

<p>At the DIET, Nanded, a TMS exists although it is data entered manually into an Excel sheet. The DIET is preparing software to update this into an ICT-enabled TMS. The JRM team observed that a good database of teachers has been prepared.</p>
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### 3. Continuous Professional Development of Teacher Educators and other officials

Faculty development programs include inter-state study tours and visits to NCERT, NUEPA, SCERT and DIET, Delhi. Select faculty members attend workshops at MSCERT for development of material (modules and handbooks) for various in-service training programs and to serve as District Resource Persons for in-service training programs.

DIETs do not appear to have a structured faculty development plan and opportunities for professional development are limited. There does not seem to be any provision for study leave or for pursuing research, etc. Most teacher educators that the JRM team met had not read NCF 2005 even though copies were available in Marathi. Very few had heard of NCFTE 2009.

Majority of newly appointed faculty members have attended the Umang program conducted by MSCERT aimed at developing an understanding of the educational system in the State, its priorities in education and administrative provisions. This is a good practice; however, the job charts are yet to be given which will lead to more clarity regarding their roles. Also the program appeared to have not addressed recent policies (specifically NCFTE 2009, Justice Verma report and the guidelines of the 12th Plan scheme on teacher education) comprehensively. There could be a need for greater emphasis on developing an understanding of recent policies and their recommendations.

For making DIETs conducive for professional growth, opportunities that already exist can be used effectively. For example, the focus on administrative matters in meetings can shift to planning, sharing, learning and evaluating classroom experiences. Similarly, teacher educators' can view their own practices and reflect on them in the light of NCFTE 2009 and NCF 2005. DIETs can be encouraged to conceptualize teacher training programs based on field visits and reviews with BRCs and CRCs. This would help build academic leadership at the District Level. Capacity building and professional development of teacher educators is not only through trainings, orientations and exposure visits but also lies in thinking and formulating programs based on the needs of the schools.

DIET Gadchiroli has developed a Margdarshika for government officials not conversant in the Madia tribal dialect; the activity was funded by the Collector. The Margdarshika in Marathi contains a brief introduction to the district, some Madia songs and simple conversations in the Marathi script, a comparison of Madia and Marathi script, some Madia translation of commonly used Marathi words, etc. There is a plan to create a similar document for teachers, and Marathi words that need to be translated have been compiled by DIET faculty; a similar exercise has also been carried out in DIET Loni Kalbhor for the 3 tribal blocks in Pune district. DIET Nanded has also developed a handbook for the dialect used by Gondi Banjaran Tribes (Marathi Bhasha handbook).

#### 4. Research and Innovation

Action research by teachers is mentored by DIET faculty and supported by SSA funds; so far, about 400 action researches have been conducted by teachers. A 5-day workshop is held with school teachers selected on basis of 'aptitude and interest'. Teachers are expected to submit their reports within 3 months; the reports are placed in the DIET Library for reference.

Most action researches, however, seem to be small-scale researches without an 'action' and scope for implementation. They are conducted in a fixed program and schedule mode rather than on the felt needs of teachers. Their need for capacity building on various aspects of conducting research is felt by DIET faculty.

Short-term research projects for DIET faculty are facilitated by MSCERT; topics are decided in a workshop. Some of the topics are 'A Study of Implementation of Formative Evaluation in Mathematics under the process of CCE of Class 5 in Primary Schools in Gadchiroli District'; 'Implementation of Minority Policy in Urdu Medium Primary Schools', 'A Study of the Present Status of Health Facilities in Primary Schools', 'Critical Study of KGBV' and 'A Study of Class 5 Students Achievements in Mathematics', etc. Every year, MSCERT also facilitates a research study at the division level.

In addition to MSCERT researches, studies conducted by DIET faculty have been sponsored by SSA, some examples are, 'Study of Availability of Learning Resources at Primary Schools', 'Study of Current Status of Kendra Sammelan Programs', etc.

DIETs, however, must initiate researches focusing on context-specific issues based on classroom observations. Faculty should be encouraged to publish their work and supported with grants for research and publication. A functionally autonomous DIET can engage with meaningful research activities based on direct field interaction and in DIETs themselves.

Some interesting practices initiated at some DIETs are:

- Faculty members in DIET Nanded have conducted action research on their own PSTE classrooms
- DIET Nanded and Osmanabad publish an annual journal in Marathi carrying research papers by faculty and teachers in the district
- Educational quality improvement programs for primary schools have been undertaken by DIET Gadchiroli and Chandrapur and named after tribal heroes Birsa Munda and Veer Baburao Shedmake - these were funded by SSA
- A program called 'My Introduction' was undertaken by DIET Chandrapur with class IV students of 34 Marathi medium Municipal Corporation schools; teachers were

supported in enabling children who could not write at all to at least being able to write a few sentences about themselves

- DIET Chandrapur is involved in a try-out of a 60-day curriculum for Classes 1 to 4 for Marathi and Mathematics to give special inputs to students; the curriculum was developed through a workshop involving CRC, BRC/CRC, RP and DIET faculty. A try-out is planned in 10 schools after which it will be implemented in a block and then the entire district
- DIET Pune has undertaken evaluation of the Project Computer on Wheels, and of ABL in Pune district (pilot in 400 schools in the first phase, funded by the Zila Parishad); the latter study was funded by the Zila Parishad

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

The upgraded DIETs are housed in old buildings overdue for maintenance (except DIET Wardha) with eight of these over a 100 years old; a few are even due to be razed and rebuilt. The new ones are running out of rented premises or other government buildings (for example, the boys hostel building of a government secondary school in Bhandara, part of the buildings of the government polytechnic in Gadchiroli, part of a high school in Sangli). Thirty one DIETs have their own land while two have acquired land recently and formalities are being processed. In a few cases, administrative approval has also been received and the only delay is in the release of funds. As per the AWPBs, the civil works budget has been approved and releases are very meager, so far 40% of total budget approved has been received in two installments. In some cases, construction work started in 2005-06 is still continuing.

None of the DIETs visited had a functioning hostel for girls/boys. Many give a sense of not even having the minimum facilities – adequate classrooms, library and laboratories, faculty rooms and playgrounds. Furniture and equipment has been procured with grants received earlier, such as office tables, steel cupboards, chairs, cash box, fans, library equipment, science equipment, etc., ICT equipment i.e. OHPs, slide projectors, tape recorders, colour TV, VCR, LCD, has been purchased, but cannot be used properly because of lack of space; for instance, even a proper hall which can be used for different purposes is not available. There are about 20 computers per DIET, 5 to 8 printers, one photo copy machine, 2 to 4 scanners etc. Where space is not an issue, all the equipment is being used; however, in case of DIETs with extreme shortage of space (e.g. Bhandara, where the faculty fear the equipment will be outdated by the time they get a chance to use it), the equipment has not even been unpacked.

A computer centre with internet for faculty and students and individual work spaces, as recommended by MHRD, are a distant dream for DIETs, some of which live under constant

threat of disconnection of electricity for lack of payment of bills (e.g. Chandrapur). Some do not have a boundary wall to protect their premises and are prone to thefts.

The vision of DIET library as a learning resource centre for teachers, student teachers, teacher educators, parents in the district is yet to take shape. Some libraries function with a librarian and have a little space for reading while in some places; the library room is so small that it cannot house facilities for reading. Not all DIETs have a librarian. No new books have been procured in any of the DIETs visited in the past two years due to lack of funds. No journal except the one from SCERT is available. Textbooks from class 1 to 7 are available in all libraries. The back volumes of Teacher Handbooks are available and there is provision for sales of teacher handbooks developed by SCERT. Copies of action research conducted by faculty and students were available in most libraries but are lying unused. DIET Kolhapur maintained back volumes of journals in bound copies. Library Registers are maintained in some DIETs only.

ICT support for increasing effective use of library space for audio-video programs and other special materials besides reference books, local literature, teaching-learning materials, district data bases, etc., needs to be considered seriously, apart from digitizing the services and improving the library infrastructure.

DIET Osmanabad was not equipped with fans and lights in some rooms. It was commendable to see that even with this constraint they still had projectors and ICT equipment in place and were using them.

## **6. Institutional Leadership and Management**

All the DIETs visited by the team except one (DIET Chandrapur) had a Principal in place. Principals are directly recruited through Maharashtra Public Service Commission, their tenure on an average has been 3 years except DIET Sangamner where change has been frequent. Some recently appointed Principals appeared to be still in the process of understanding the nature of their academic engagement at DIET.

The minutes of the review meeting by the Principal with DIET staff do not reveal discussions on academic issues, policies, programs except schedules for conduct of trainings and visits.

Since DIETs are yet to chalk out their independent identity and role, Principals' perception of their role is rather narrow and still evolving. Seeing themselves as academic leaders for carrying out the vision of DIETs, building horizontal and vertical linkages with educational institutions in the field, and guiding the faculty to achieve the mandated goals will entail a proper orientation and perspective building.

## 8. Leveraging ICT

Although ICT infrastructure exists in the majority of DIETs visited, use of ICT is largely limited to preparation of MS PowerPoint presentations and videography of all events and trainings which have taken place in the last year or two. These might serve a useful purpose as documentation but need to be used more creatively. Radio and audio equipment printers are not functioning in many places as maintenance appears to be an issue. Only about 60% of computers are functional. Internet connectivity is available through modem; wireless connectivity is not available.

DIET Chandrapur has innovated by connecting speakers to mobile phone for listening and singing to songs in music class in the absence of a functional wi-fi system.

Video conferencing facility with MSCERT and schools is available in some DIETs and schools in Aurangabad division. However, video conferencing is used mainly for connecting with MSCERT for interaction with DIET Principals. No video conferencing has been initiated by DIETs to connect with BRC, CRC and schools.

Trainings in basic knowledge of internet have been conducted but readiness to integrate ICT into curricular experiences, except power point, is not evident. Power point presentations facilitate the lectures delivered by teacher-educators but add no value to the nature of classroom transaction.

Few DIETs like Sangamner, Ratnagiri and Pune have a presence on webpages on social media websites for reaching out to their student teachers as well as teachers in the district.

DIETs do not seem to be involved in support and follow-up of school level computer education program; no studies are available on the utilization of ICT facilities in the schools although majority of schools possess radios, TVs and computers. The Pune Zila Parishad and DIET are participating in efforts to upgrade schools to e-learning schools. A faculty member of DIET Pune has been involved in orientation of Zila Parishad members and capacity building of teachers in e-learning in schools in districts other than Pune.

DIET Ratnagiri has developed documentary films on various school practices and innovations and uploaded these on YouTube. Faculty members have captured 'good' and 'bad' practices in the schools in the form of pictures and videos, and share these during the review meeting of HTs, BRC and CRC at DIET. They developed about 27 documentary films themes such as stress management, leadership, self-introspection, self-development, mind mapping, transforming schools, life skills, educational tourism, etc. The DIET uses Facebook and a blog to share important initiatives, trends and thoughts for professional exchange.

## 9. Annual Work Plan and Fund Utilization

The Annual Work Plans and Budgets are being developed by DIETs every year, submitted to MSCERT for consolidation and forwarded to the Centre for approval by the TEAB. The AWP & Bs of DIETs during 2012-13 and 2013-14 reveal that every DIET planned for about Rs 4.5 to 5.5 crores per year towards civil works, programs, faculty development, contingencies etc. However, partial budget was received by DIETs during February and March towards salary, civil works, programs and contingencies. On an average, every DIET received about 75% of salary component and about 10% for programs and activities. DIET Kolhapur, for instance, received a total of Rs. 22 lakhs, out of which, salary accounted Rs. 21.50 lakhs, contingency Rs. 0.35 lakhs, and program activities Rs. 0.15 lakhs. In DIET Ratnagiri, a total of Rs 25.00 lakhs was received for the year 2012-13 out of which Rs.23.50 lakhs was towards salary and 1.50 lakhs towards contingency, in 2013-14 an amount of Rs. 42.26 lakhs was received towards salary component. In some cases, TA bills have not been released for nearly 3 years, leading to accumulation of almost Rs.1 lakh as dues in case of some faculty; however, the faculty continue with visits to schools and D.T.Ed colleges, BRCs, etc. Most DIETs have pending utility bills of electricity and water; even payment of property tax has been delayed.

After TEAB approval, release of funds is delayed, and very meager. Releases take place in the month of February and March every year, making it impossible to plan and implement programs, innovations, material development or other activities. Once the funds are released by the Centre, a further delay in disbursement takes place from the Mantralaya to SCERT and further to the DIETs.

Most trainings, therefore, can be conducted only between January to first week of March, since. after 15th March, the treasury officers refuse to accept bills. Adequate financial provisioning, decent infrastructure, and faculty in place is a must for DIETs to establish themselves as professional institutions.

Due to non-payment of property tax and electricity bills, the DIET at Chandrapur is under threat of being sealed; it was shared with the JRM team that on the day of JRM visit, representatives of the electricity department had come to cut off the electricity but were dissuaded by the Principal.

## 10. Inter-institutional Linkages

District Resource Groups (DRGs), known as Karyakram Salahkaar Samitis, with Principal DIET as Chairman, and BEOs, school HTs and SMEs, as members, meet at Zilla Parishad Offices to discuss planning and implementation of programs. It is recommended that the DRG meeting must be conducted in the DIETs itself so that DIETs can become a center for



academic discussions. The calendar of meetings is developed at the Zila Parishad office and usually, 3-4 meetings are held in a year. The agenda appears more administrative than academic in nature.

The DIET at Satara (Phaltan) has taken the lead in establishing a very active District Resource Group (DRG). The DRG meets every month – not at the DIET or at the Zila Parishad but at different schools, BRCs and CRCs. The DRG comprises different stakeholders in the District and they seem to have a very good connect with what is happening in school and teacher education – members include representatives of private teacher education institutions too.

Meetings with BRC and CRC coordinators and school visits by DIET faculty also appear to follow an administrative agenda, discussions on existing curricular practices in schools, gaps identified in content and teaching, support given and follow up, teacher preparation, learning achievement, etc. appear to be missing. Focus seems more on scholarship exams, enrollment figures, infrastructure, salaries, teacher transfers, DISE data, etc. Resource persons at BRCs/CRCs are not part of discussions most of the time and an assessment of problems/change occurring in schools is not reflected.

The DIET Principal is expected to conduct review meeting with all BRC Coordinators at the DIET on a monthly basis, maintain the minutes and circulate the decisions for effective implementation of curriculum and improving children learning achievement. However, in Maharashtra, for BRC and CRC functionaries the performance is reviewed by the Educational Officer, Primary, at the District level. Even if a DIET proposes that the BRC undertake any academic activity, the approval of BEO has to be obtained first. BRCs and CRCs are the training-cum-resource centres at sub-district level. Academic reviews and capacity building of BRCs and CRCs personnel on continuous basis should be the responsibility of the DIETs – DIETs must make themselves capable of this.

The linkage of DIETs with demonstration school /lab area needs to be developed in the majority of DIETs; the JRM team found that only the DIETs at Wardha and Pune (both upgraded from a normal school and a basic training centre, respectively) have demonstration school next to the DIET (in Wardha, it is in the same building).

There is an urgent need for DIETs to reposition themselves as autonomous institutions and align with BRCs and CRCs to achieve its goals. At this point, all the three institutions seem to be functioning fairly independently of each other – though all three work with school education in the district.

Most DIETs have linkages with aided and private D.T.Ed colleges in the districts. Faculty from these colleges participates in curriculum review exercises, admissions and conduct of



examinations. DIETs also conduct orientation programs for their teacher educators and undertake visits to monitor quality against criteria developed by MSCERT.

Some of the aided D.T.Ed. Colleges in the districts have been identified as extension resource centres for supporting the conduct of in-service programs and workshops. Maharashtra has sanctioned two additional faculty positions as aided posts to these aided colleges to support training, workshops, material development, monitoring etc. These colleges are also used as training venues since they possess training halls, computer labs, hostels, water and sanitary facilities, LCD etc.

Minimal linkages exist with IASE and CTE in districts – they do not appear to exist in the workspace of DIETs.

### **11. Cadre and Personnel Management**

All DIETs in Maharashtra are down-sized in faculty strength. The structure is 10+1 i.e. one Principal, four Senior Lecturers and six Lecturers. The State Government established a separate cadre for teacher education in January 1999. The recruitment/placement policy is 50% by promotion and 50% by direct recruitment; 50% of posts of Principal and Senior Lecturer are filled by direct recruitment and 50% by promotion while 100% of posts of Lecturers are filled by direct recruitment through Maharashtra Public Service Commission. Currently, there is no scope for DIET faculty to move to SCERT or vice versa (mobility is possible only within DIETs). This should be reviewed.

According to the State AWP&B 2013-14, the 33 functional DIETs have 363 sanctioned academic posts of which only 210 posts are filled up. Faculty vacancy in DIETs is reported to be an average of 33%. The situation in case of non-academic staff is better.

In some DIETs, there are only 3-4 filled posts (including the Principal). Some have engaged the support of faculty from private colleges for pre-service classes but this measure can be detrimental for institutional development.

The lack of teaching jobs, non-filling of vacancies, low pass percentage in TET/State TET (MAHATET), too many private providers has resulted in demotivating students from opting for teaching as a profession.

This is evident by the falling enrolment rate. In PSTE, on an average, the student strength is 50% in the second year and 20% in the first year; the number of students admitted in Gadchiroli DIET in the first year, for instance, is only 5.

In many private colleges, teachers are being asked to leave and for the ones continuing, salaries have been drastically reduced as fee intake has reduced.

An interim plan for filling vacancies is in place since it is felt that the Public Service Commission is slow on recruitment and the entire process of communicating vacancies, planning, testing, preparing results and appointments takes long. It is proposed that teachers be taken on deputation from Zila Parishad schools for a period of 10 months. The proposal is being reviewed.

## **12. Partnership and Collaborations**

DIETs are attempting to independently approach Corporates for sponsoring activities under the mandatory 2% CSR. However, since companies have their own policies and parameters which do not necessarily complement DIETs activities, getting them to take up activities is not an easy task. Given their multiple commitments, the expectation that DIETs will find sponsors puts additional pressure on the faculty and principal. It might be better if this effort is centralized and undertaken at the state level, and resources/funds are made available to DIETs subsequently.

There are instances where DIETs have had meaningful collaborations with other institutions specializing in their areas of need: DIET Pune has partnered with Centre for Learning Resources in use of a radio program called 'We learn English'; an impact study has also been carried out. DIET Osmanabad had initiated collaboration with IIM Ahmedabad and the State Innovation and Research Foundation (SIRF), Sholapur for developing an educational innovation bank for teachers wherein innovations by identified teachers are shared on a portal created by IIM which can be accessed by other teachers in the district. This innovative program is called the "Education Innovation Bank" and has led to many innovative practices and reflective teachers being identified in the district. The DIET conducted a two-day workshop with teachers and initiated impact studies of innovations done by teachers.

## **13. Process and Performance Indicators**

The team observed that process and performance indicators shared with the team were displayed for presentations without a real understanding of the intent and purpose. Most teacher educators did not seem to have heard of and did not have a copy of the 12th Five Year Plan guidelines for DIETs. They were not aware of where these indicators were coming from.

DIETs in Maharashtra have only four Units - Pre-service and In-service Teacher Education, Curriculum, Material Development and Evaluation, Education Technology and Planning, Management and Administration. The present structure is at variance with MHRD guidelines and structures can be flexible to facilitate functions flowing out of institutional goals and objectives. However, in Maharashtra, exigencies like shortage of staff and

infrastructure, financial constraints and a lack of perception of specific role of DIETs seem to be the influencing factors.

The DIETs perception of their role and functions as 'miniature SCERT' indicates that they have yet to evolve their focus areas and articulate their role as functionally autonomous institutions. The DIET's major function seems to be implementing and monitoring activities planned by MSCERT.

DIETs must envision their unique role in strengthening teacher education and strive to align with MSCERT, IASE, CTE, BRCs, CRCs as independent institutions. For this, DIETs must be enabled to become functionally independent and provided with decent infrastructure, requisite quality faculty and adequate financial resources.

## Part VI

### Colleges of Teacher Education

There are 12 Colleges of Teacher Education (CTEs) currently in Maharashtra, each covering between two to four districts, and spread across Maharashtra. All CTEs have been upgraded from government, aided and private colleges of education.

#### 1. Curriculum and Pedagogical Practices (Pre-Service)

The curriculum for the B.Ed. program in the CTEs and those being run in the IASEs are developed by the respective affiliating University Departments of Education. The Department of Education, Mumbai University, has revised the B.Ed. curriculum but most of the other affiliating Universities of the CTEs and B.Ed. Colleges have not revised theirs so far.

The JRM team is concerned by the fact that the spirit of NCFTE 2009 and NCF 2005 is still not being reflected even in the colleges where curriculum has been revised. It is recommended that colleges whose curriculum has been revised and those yet to revise theirs must reflect on whether the spirit of NCFTE 2009 and NCF 2005 is being translated in terms of nature of knowledge/subjects, curriculum and constructivist pedagogy in both methodology and lesson plans. To be able to do this, the faculty members of CTEs must work towards proper understanding and clarity on the various aspects of NCF 2005 and NCFTE 2009 - greater perspective building and visioning is required on the part of CTE faculty, including the principal.

Another cause for concern felt by the JRM team was that each University with an affiliated CTE or B.Ed. college is developing its own curriculum. There was no common sharing and dialogue across universities under one common head such as a higher education council or a similar type of institution. A feasible suggestion, seemingly both economically and academically viable, would be for the MSCERT to constitute this council (as they the academic authority for school education) with the concerned Universities and Institutions as members of the council. MSCERT (so far) seems to have no role in curriculum development for B.Ed. courses.

Pre-service teacher education, as observed, is confined mostly to the transaction of textbooks without much interaction with the field or reflection on contemporary developments in curricular and evaluation aspects. This is indicative of the need to revise the curriculum in alignment with the NCF 2005 and NCFTE 2009 coupled with the need to change certain aspects of classroom practices. Much of the teaching in the pre-service

classes observed was in lecture mode and devoted to presentation of the lesson, with minimum interaction through dialogue and discussion, reading and reflective sessions from the students, theory-based projects, etc.

The annual intake capacity is on an average 100 students per institution and a 100% enrolment was observed in most of the institutions visited. The posts sanctioned are 6+1, which is far below the suggested staffing pattern as per the 12<sup>th</sup> Five Year Plan Teacher Education Guidelines. About 10% - 15% of staff vacancies were observed in the CTEs.

The Marathwada College of Education (CTE), Aurangabad, is part of the larger Dr. Zakaria College campus. Apart from being staffed with a highly qualified principal and faculty, the College has excellent infrastructure, facilities and equipment. As a CTE, it serves the four districts of Aurangabad, Jalna, Beed and Ahmednagar. It also holds the distinction of serving the whole of Maharashtra, with special emphasis on the quality improvement of pre-service and in-service education of secondary and higher secondary school teachers of Urdu Medium Schools. The intake capacity for the B.Ed. program is 330 and 105 for the M.Ed. program. Such institutions should be strengthened for optimum functioning by way of adequate and timely funding, augmenting of faculty strength and other necessary support as they are already equipped with basic quality infrastructure and capacities. The College, in collaboration with the IASE Aurangabad, can be the nodal institution for development and preparation of training modules, curriculum and pedagogical studies for Urdu language in the State.

## **2. Curriculum and Pedagogical Practices (In-Service)**

The nomenclature of existing B.Ed. Colleges has been changed to CTEs with hardly any change in the staff structure, departmental structure and functional aspects. Though they are identified as CTEs and submitting AWP&B, there has not been any sanction of budget from the Teacher Education Scheme except for one year in between.

With no financial support towards programs, material development, staff salaries for in-service programs and for functioning as a CTE, all the CTEs visited are still functioning primarily as pre-service education institutions, focusing on the B.Ed. program. Though they all have made some attempts to conduct in-service teacher education programs, the lack of funds and adequate faculty strength cannot sustain regular meaningful engagement. Apart from this, there does not exist at present a strong academic leadership for the CTEs that can bring them together to share and support their work both for capacity building and for direction.

The IASEs have to be the leading and unifying force for the CTEs. Under the present circumstance, the faculty visit schools only to observe teaching practice of their students. Focus on curriculum implementation, teaching practices in secondary schools, training requirements of teachers etc. are mostly done sporadically, if at all.

### **3. Continuous Professional Development of Teacher Educators and Other Officials**

In most of the CTEs visited by the JRM team, structured and continued activities geared towards professional development and capacity building of faculty members, such as exposure visits, orientation in subject specific matters, attending seminars, paper presentations, etc. was not observed. Faculty members are exposed to seminars and trainings conducted at the state and national level but most often, the exposure is not linked to their professional needs. There is no appraisal system of staff. Use of the library and readings by the faculty members in their respective institution are found to be minimal, whether because of the paucity of books or the due to other reasons was not immediately observed.

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

All the CTEs visited possess good infrastructure, a large campus and hostels for boys and girls. These buildings were constructed during the 1940s and 60s with large lecture halls, laboratories, libraries, faculty rooms, computer laboratories equipped with ICT, etc. The libraries are well established with many valuable books on various subjects. However, in some of the libraries visited it was observed that books are not well maintained and not being used for referencing.

CTEs are procuring library books duly utilizing the UGC grants received on a bi-annual basis. The use of science and psychology laboratories need to be improved in most of the CTEs visited. The CTEs possess good computer laboratories with about 20 to 25 systems, which are being used by the pre-service student teachers and also for the conduct of certificate courses from Open Universities.

All the lecture halls are very spacious with good furniture, fitted in with LCD projectors, blackboards, etc. and quite effective in facilitating the teaching learning process.

## **5. Institutional Leadership and Management**

The posts of principals of CTEs are being filled through the Maharashtra Public Service Commission. Selection is done along UGC norms based on competition with the requisite qualification rather than selection on seniority basis from among staff members.

In most of the CTEs visited, the main focus of the principal is on the pre-service education program. Very few innovations/ research studies, seminar presentations, articles to journals etc. were reported to be taken up by the staff members in any of the CTEs visited.

Keeping in view the policy guidelines on CTEs from MHRD, a lot of capacity building on various aspects of school education, perspective building and developing a vision for the institutions is necessary. A strong program on institutional leadership should be conceptualized and conducted for the principals of CTEs.

## **6. Research and Innovation**

Research and innovations appear to have taken a backseat in most of the CTEs visited. No substantial innovations and researches were observed. It is recommended that action research and other studies can be done on specific training needs or curricula adaptation requirement in the region.

## **7. Leveraging ICT**

Most CTEs possess computer labs that are equipped with about 20 to 25 computers with internet facility, mostly used for pre-service education. Many of the institutions have functioning smart classes. The private aided colleges are relatively better in terms of the number of systems, internet and wi-fi arrangements, and expertise.

## **8. Annual Work Plan and Fund Utilization**

The CTEs and the IASEs in Maharashtra are under the administration of the Department of Higher Education. The SCERT and DIETs are under the Department of School Education. The Annual Work Plans and Budgets of DIETs are submitted to MSCERT and in turn to MHRD from MSCERT.

The Annual Work Plan and Budget of CTEs and IASEs have been submitted to the Director, Higher Education, but have not been approved by the State, and are not being furnished to MHRD. Earlier, the plans submitted to the Centre saw the release of funds for just one year

for the CTEs during 2006-07 for programs, research, equipment, etc. Except for that fund release for the aforementioned year, there has been no release of funds to the CTEs.

The Director Higher Education attended the sharing meeting on the final day with JRM members at MSCERT. He informed the meeting that permission from the State Government is awaited to submit the AWP&B of the CTEs to the Government of India for financial support. A systematic procedure for submission of the AWP&B of all the TEIs to the MHRD needs to be set in place.

Until and unless funds are allocated and released for in-service programs and activities, all the CTEs are just functional as pre-service B.Ed. institutions with no extension work in terms of in-service education and field support activities.

### **9. Inter-Institution linkages**

The CTEs have not actively formed linkages with other teacher education institutes like DIETs, IASEs, BRCs and CRCs, schools and other academic institutions in their respective regions. There is no active collaboration on projects or research studies undertaken as partnerships among these institutions or even among the CTEs themselves.

Meetings are held once or twice a year at the MSCERT in which the principals of DIETs, CTEs, IASEs, BEOs and some functionaries of SSA and RMSA participate.

### **10. Cadre and Personnel Management**

There is a separate cadre for CTEs under Department of Higher Education, with a structure of 6+1, that is, one Principal and six lecturers sanctioned for an intake of 100 students in the B Ed program.

CTEs have to conduct both pre-service and in-service programs and therefore need to be strengthened with additional academic staff as per the 12<sup>th</sup> Five Year Plan guidelines.

### **11. Partnership and Collaborations**

No partnerships and collaborations were found except for conduct of B.Ed. program, and visiting schools as a part of monitoring of teaching practice of students of the B.Ed. program. All the CTEs are conducting Distance Education courses from various Universities in terms of providing lecture halls for contact classes and staff members acting as resource persons.



## **12. Process and Performance Indicators**

Most of the CTEs have not developed data bases on secondary school teachers and children, and needs of the teachers for their professional development.

The details and nature of curriculum and curricular transactions is not being looked into and no studies have been done on these aspects. Appropriate material development for the teachers and schools at secondary level are also not being attempted in view of the absence of support under TE.

No proper focus on undertaking studies, surveys and initiatives towards faculty development programs, self-appraisals etc. is indicated. Documentation is almost absent in many of the CTEs visited.

## Part VII

### Institutes for Advanced Studies in Education

There are two IASEs in Maharashtra - in Pune and Aurangabad. Both IASEs are recognized research centres for the State.

The SNTD College of Education for Women in Pune was upgraded to an IASE in 2004; it currently runs B.Ed., M.Ed., M.Phil. and PhD programs. With its genesis in an Arts College established in 1951, the IASE is a constituent college of SNTD University established by Maharshi Karve.

IASE Aurangabad was initially established in 1954 as a Government College of Education, in Aurangabad. The Government College was upgraded to an IASE in 1989. At present, the institute is running M.Ed., B.Ed., Regular (Full Time), M.Ed. Regular (Part-Time) course and part-time Doctoral (Ph.D.) Degree course in Education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. M.Ed. (in-service/distance mode), B.Ed. (in-service/distance mode), Distance School Management Course (DSM), Child Care Certificate Course Vacational/Contact Session Mode courses are affiliated to Yeshwantrao Chavan Maharashtra Open University (Y.C.M.O.U.) Nasik.

#### 1. Curriculum and Pedagogical Practices (Pre-Service)

The curriculum of the B.Ed. and M.Ed. programs in the IASEs are developed by the affiliating Universities. The JRM team and MSCERT Pune shared concerns about variations in the curriculum and syllabus across universities. It was suggested that all affiliating universities come together and align their courses with each other keeping the NCFTE 2009 recommendations in mind. This will help bring a common approach in the pre-service courses across the State.

The M.Ed. curriculum has been revised in the previous academic session by SNTD University; the number of papers has increased leading both faculty and student teachers to express concern about the lack of time to complete the new syllabus. It might be appropriate to draw attention to the need to review the implementation of the M.Ed. curriculum within the next few months, if not planned already.

Internship for students of the M.Ed. program in the B.Ed. classroom is part of the curriculum in IASE, Pune; some students undertake their internship in SNTD College while others are sent to different colleges with B.Ed. program in Pune. The B.Ed. curriculum in

IASE Pune is expected to be revised in the coming academic session. In case of IASE Aurangabad the curriculum for B.Ed. and M.Ed. has undergone revision in 2013 in light of NCFTE 2009.

Interaction with student teachers and faculty indicated that pedagogical practices include workshops for student teachers, cooperative learning, discussions, projects, demonstration classes by faculty, micro teaching session, etc. IASE Pune has a demonstration school on campus, which is used by faculty members to give demonstration lessons for the student teachers to observe.

However, even with curricular revisions that have happened and the use of interactive pedagogical practices, during interactions with student teachers in both institutions it was felt that they were not fluent in the discourse of NCF 2005; they did not appear at all familiar with NCFTE 2009 and recent policy developments. The revised curriculum needs to give students an exposure to recent and contemporary policies and innovations in education

## **2. Curriculum and Pedagogical Practices (In-Service)**

Even though both the institutes have been upgraded to IASEs in the State, they are primarily operating as pre-service institutes, largely due to non-availability of funds to carry out in-service programs in the State. Funds were last released in the year 2006-2007 and in-service programs like workshops, seminars and conferences were organized at state and national level for teacher educators during this period. IASE Pune has designed a course for teacher educators but are unable to run it due non-availability of funds. IASE Aurangabad too designed research workshops for teacher educators, student-teacher, in service teachers of various disciplines.

## **3. Continuous Professional Development of Teacher Educators and other officials**

The continuous professional development of teacher educators and other officials in the IASEs are mainly limited to faculty participations in seminars and conferences, which are not necessarily linked to their professional needs, although IASE Pune has instituted a Staff Academy within the institute wherein faculty members meet to discuss academic issues, with an assigned member taking the lead as an 'expert'.

The JRM members felt that the professional development of IASE faculty needs to be more systematic and organized. There is a need to identify professional development needs of teacher educators and organizing learning forums for teacher educators to interact and

share best practices. If IASEs are expected to provide professional development to DIETS, they must themselves first have the opportunity for capacity building.

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

The two IASEs visited had an excellent campus and infrastructure, with separate hostels for girls and boys (IASE Pune is a women's only college). IASEs in Maharashtra have an adequate and well-furnished infrastructure, with well-equipped laboratory facilities, computer, and psychological materials, science equipment, auditoriums, separate method rooms, individual cabins and computer facility for faculty, language laboratory, library with reading rooms and cubicles for research scholars and Ph.D. students, multimedia rooms with collection of educational CDs, etc.

The library in IASE Pune is well updated with new books on constructivism, brain-based learning, ECCE, new trends in education etc.; online journals can be accessed at the central library through Proquest.

The library of IASE Aurangabad has a large collection of books but most are dated and do not cater to the need of the revised curriculum. The JRM team was informed that the institute had received some funds for the purchase of new books and for renovation of the library.

IASE Aurangabad was in the process of renovating their laboratories at the time of the JRM visit, and it was therefore difficult to gauge the availability of equipment in the institute. The construction work in progress however, indicated an impressive upgradation in terms of adequacy of space and the number of rooms/halls that would eventually be available.

#### **5. Institutional Leadership and Management**

Both IASEs have outlined their vision and mission statements towards quality teacher education by catering to both pre-service and in-service teacher education. However, over the last two or three years their prime focus has been on pre-service teacher education alone. Non-availability of funds hinders their path to fulfilling their mission. This needs to be addressed.

#### **6. Research and Innovation**

Both the IASEs are recognized as research centers. Faculty members have carried out

action research on the B.Ed. and M.Ed. classrooms (e.g. using constructivist methods, cooperative and theme based learning, continuous and comprehensive assessment etc.). They also conduct research studies on various issues related to secondary education. However, there is little dissemination or evidence of utilization of these researches in the development of new programs and professional development programs for teachers and teacher educators. Dissemination of research work through seminars, conferences and forums organized at the institute is suggested for IASEs. Since IASEs are responsible for professional development of teacher educators in DIETs and CTEs, faculty members from these institutes can be invited for such events.

Publications of IASE Pune include proceedings of seminars and conferences organized by the institute, and a document on models of teaching. The Research and Publication Unit at IASE Aurangabad has published a Research Journal and a quarterly Research Magazine. The Institutes should aim for a wider circulation of these publications once they have the availability of regular timely funding.

## **7. Leveraging ICT**

The use of ICT in both IASEs was limited to use of power points for their projects and researches. There was a need expressed for high speed internet for access to online journals and resources. Online linkages with institutional libraries and forums need to be established for promoting the use of authentic resources on the internet.

## **8. Annual Work Plan and Fund Utilization**

AWP & B for 2012-13 for each IASE was prepared in collaboration with MSCERT, it was sent to the Mantralaya but it has not been forwarded to MHRD till date. This has resulted in non-release of central funds for IASE in the State since 2007.

The Director Higher Education attended the sharing meeting on the final day with JRM members at MSCERT. He informed the meeting that permission from the State Government is awaited to submit the AWP&B of the IASEs to the Government of India for financial support. A systematic procedure for submission of the AWP&B of all the TEIs to the MHRD needs to be set in place.

Earlier, the plans submitted to the Centre saw the release of funds for just one year for the IASEs during 2006-07 for programs, researches, equipment, etc. Except for that fund release for the aforementioned year, there has been no release of funds to the IASEs.

## **9. Inter-institution linkages**

The JRM team observed that currently there exist no significant linkages between IASE and the DIETs, CTEs, the other IASE and MSCERT. The Institutes seem to be working in isolation more as a pre-service education college rather than an IASE. Faculty members of IASE act as resource persons for workshops and programs organized for B.Ed., D.T.Ed and degree colleges and schools. They also participate as resource persons in various in-service training programs organized by SCERT, SSC Board, Text Book Bureau, and so on. It is observed that none of these participations are initiated by IASEs. Considering the academic capacity of IASEs it is suggested that IASEs organize forums for interaction and academic discussion and invite other institutions to participate.

## **10. Cadre and Personnel Management**

No additional posts have been created with the upgradation of these institutes into IASEs as per the staffing pattern suggested by the Teacher Education Scheme. Furthermore, there are many academic posts lying vacant; the posts for Professors and Associate Professors in both institutes are lying vacant. IASEs are responsible for catering to a number a CTEs and DIETs with their jurisdiction and it is therefore urgently important that the academic staff of these institutions be strengthened.

It was observed that the upgradation of these IASEs from that of a College of Education has not been notified by the State Government. It is recommended that this process be undertaken at the earliest to ensure that these Institutions obtain full mandate to fulfill their roles and functions as IASEs. Even their nomenclature remains “IASE Pune, SNTD College of Education for Women” and “IASE (Government College of Education) Aurangabad”. Consequently, accreditation by NAAC and recognition by NCTE and UGC may be done in the name of IASE Pune and IASE Aurangabad.

## **11. Partnership and Collaborations**

No partnerships and collaborations were found except for affiliating universities. Faculty members from both IASEs are participating as resource persons for various programs organized by other teacher education institutes but no institutional partnerships exist. It is recommended that IASE formally collaborate with other teacher education institutes in organizing programs and workshops for teacher educators in the State.

## 12. Process and Performance Indicators

Faculty members of the IASEs appear to have been quite active in terms of publications and participation in seminars and conferences in the past year. Additions have been made to the library in the past year. IASE Pune has tracked the TET results and report that three students have cleared the State TET in the past year; IASE Aurangabad did not have the data. A preliminary database on teacher education institutions and teacher educators was shared similar to data provided by MSCERT. As mentioned earlier, IASE Aurangabad publishes a research journal; articles include reports of action research conducted by students.

The Azad College of Education at Satara is a large and resourceful aided institution, with an intake of 160 candidates for the B.Ed. program, 40 candidates for the B.Ed. vocational program and 40 candidates for the Diploma in School Management. In addition to this, it also conducts certificate courses in ECE and English Communication in collaboration with Shivaji University.

This College is run by the Rayat Shikshana Samstha which has a very long history of work in education and runs several institutions across the State.

This and similar institutions could serve as resource centres for the State – they could also serve as CTEs and IASEs.

## Part VIII

### Recommendations

The recommendations are presented in two parts: the first are general recommendations while the second are recommendations for specific institutions.

#### General Recommendations

##### **1. Develop a shared vision and perspective on teacher education for Maharashtra**

- i. Form a 30-member core group across institutions to lead preparation of institutions for their new role and to ensure alignment across institutions
- ii. Members should be from SCERT, DIETS, CTEs, IASEs partner organizations, schools (elementary and secondary), identified private colleges
- iii. Encourage every institution to develop its own vision and flexibility of functioning
- iv. This group should also focus on planning given the specific 'demand and supply' situation in Maharashtra

##### **2. Re-define the role of each institution based on the above vision and perspective**

- i. Use the 12<sup>th</sup> Five Year Plan Guidelines as a base
- ii. Focus on the academic role for these institutions
- iii. Ensure that CTEs and IASEs begin to function as per the guidelines
- iv. DIET should act as the academic authority for the District

##### **3. Revamp the D.T. Ed., B.Ed. and M.Ed. Curriculum with alignment across all the three**

- i. MSCERT should lead this process across institutions
- ii. Curriculum revision must reflect concerns of NCFTE 2009, RtE 2009 and NCF 2005
- iii. Areas such as Curriculum and Learners, Understanding Childhood, Society and Inclusion, Nature of Learning, Pedagogy, etc. should find an important place and aim to provide critical background knowledge to student teachers and encourage them to engage in debates and discussions around these areas.
- iv. The scope of internship should be expanded and its duration increased for deep engagement in all aspects of school functioning and for understanding the broader school context within which teaching takes place.



- v. Opportunities for sharing, discussing and enabling student teachers to connect new concepts and strategies to real situations and different contexts should be created at Teacher Education Institutions and at their sites of practice, i.e. schools
- vi. The selection of schools as sites for practice should facilitate learning of new skills and unlearning stereotyped beliefs and practices

**4. Develop a rigorous professional program for heads of teacher education institutions**

- i. This should include institutional visioning exercises, formal workshops, regular discussions, readings, visits, etc.

**5. Re-design the teacher educator cadre and fill all faculty vacancies**

- i. Ensure mobility across institutions – DIETs, MSCERT, CTEs and IASEs
- ii. Implement the plan for a teacher education cadre and ensure that all vacant faculty positions are filled appropriately

**6. Develop Subject-based Resource Groups across Teacher Education Institutions**

- i. Teacher educator subject-groups from across institutions – e.g. all mathematics faculty from SCERT, DIETs, IASEs, CTEs, identified private colleges
- ii. Share readings, share experiences, understand each topic in the new curriculum, understand the new textbooks, prepare for transaction of the new curriculum through different teaching methods, use open digital resources and forums
- iii. Meet once in two or three months for one day to present work to each other, discuss academic issues, demonstrate classes to each other and so on
- iv. Form e-groups wherever possible

**7. Release of funds on time by MHRD and the State to ensure that activities are undertaken as per plan**

## **Specific Recommendations**

### **A. State Council of Educational Research and Training (SCERT)**

#### **1. Build SCERT as a premier academic institution which leads thinking on school education in the State**

- i.** Develop an institutional vision, strategy and action plan for SCERT and facilitate the same for all DIETs, IASEs and CTEs
- ii.** Build deeper awareness of the role of each institution as academic and research institutions in alignment with RtE, NCFTE 2009 and the 12<sup>th</sup> Five Year Plan Guidelines
- iii.** Build awareness and clarity of various funds allocations, schemes, programs and provisions available for different development activities
- iv.** Encourage the independent development of annual plans and actions more informed and rooted in the needs of each geography

#### **2. Focus on professional development of teacher educators**

- i.** Facilitate alignment of teacher education perspective across SCERT, DIETs, IASEs and CTEs in consonance with RtE, NCFTE 2009 and the 12<sup>th</sup> Five Year Plan Guidelines
- ii.** Develop material on subjects content, andragogy/pedagogy and teacher education perspective for teacher educators
- iii.** Focus on capacity building in teacher education perspective, subject understanding, pedagogy and research

#### **3. Ensure continuous professional development for SCERT faculty**

- i.** This could happen through formal workshops, interactions with other SCERTs/higher education institutions/educational organizations; regular conferences, seminars, research, exposure visits, etc.
- ii.** Document internal institutional processes and activities – use these documents as sources for research and faculty development

#### **4. Begin research on teacher education**

- i.** Focus on teacher educators for a start
- ii.** Document teacher educator experiences, reflections and learnings – publish them on a website or newsletter regularly

- iii. Record the experience of SCERT faculty and other teacher educators through the design and implementation of the revised D.T.Ed. curriculum – this could be an important starting point

## **5. Strengthen ICT in Teacher Education**

- i. Use ICT for teacher educator professional development – form teacher educator e-forums/subject learning groups/blogs
- ii. Integrate ICT into workshops/formal interactions with teacher educators whenever possible
- iii. Provide high-end systems and equipment - develop audio and video material on curriculum and pedagogy for teacher development

## **6. Calendarize and document all field visits**

- i. Observe classes, teach pre-service/in-service classes whenever possible, have regular formal/informal discussions with teachers/teacher educators
- ii. Document visits and share during faculty meetings

## **7. Develop and use detailed district-wise and subject-wise data base of teachers and teacher educators across the State**

- i. Create district-specific need assessment processes for in-service teacher educators in the State
- ii. Set up Training Management Systems to track professional development programs for teacher educators
- iii. The same is to be done for teachers (this has already begun)
- iv. Track student learning outcomes especially those connected to teacher/teacher educator development programs

## **8. Organise Teacher Educator seminars**

- i. These could be held at Block, District and State levels
- ii. They could include paper presentations, reading sessions, panel discussions around a particular theme relevant to teacher education and open discussions on challenges faced/resolutions found in a particular geography
- iii. This could also be an opportunity to share good practices – experiments that have worked and others could learn from
- iv. This could be a starting point to create stronger linkages with University departments

## **B. District Institutes of Education and Training (DIETs)**

### **1. Develop institutional vision, strategy and action plan for each DIET in alignment with RtE, NCFTE 2009 and the 12<sup>th</sup> Five Year Plan Guidelines**

- i.** Build deeper awareness of the DIET as an academic and research institution and its role in the District
- ii.** Build awareness and clarity of various funds allocations, schemes, programs and provisions available for different development activities
- iii.** Encourage the independent development of annual plans and actions more informed and rooted in the needs of the district - DIETs must appreciate their role as unique institutions responsible for improving teacher education and effecting school improvement, and help them align their functions as autonomous institutions.
- iv.** Re-think the current structure of four wings based on the vision of DIET, its mandate and objectives, and the available expertise - the structure should facilitate the goals and objectives envisioned for DIETs

### **2. Create processes for professional development of DIET faculty**

- i.** Deepen understanding of education, subject and pedagogy through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, action research, formal workshops, study tours, short courses
- ii.** Introduce peer observation (of classrooms) and student assessment of faculty
- iii.** Ensure strong internal alignment through calendarized faculty discussions on academic issues which are documented and shared
- iv.** Document institutional processes and activities – use documents as sources for research and faculty development
- v.** Encourage regular discussions on the design and implementation of the new D.T.Ed. curriculum and the pedagogy involved

### **3. Facilitate deeper interaction and reflection as part of D.T.Ed. classroom processes**

- i.** Design interesting activities that engage students in independent learning – projects, library work, observation of children, documenting classroom observations, writing reflective journals
- ii.** Have classroom displays of student work
- iii.** Develop TLM that is pedagogically relevant (re-think the Work Education unit's focus)

- iv. Introduce peer observation (of classrooms) among faculty and student feedback on faculty
- v. Encourage faculty member to document teaching plans and share them with students before the sessions begin – encourage faculty members to document reflections on classes taught based on their plans

#### **4. Significantly strengthen DIET libraries**

- i. All DIETs must have a librarian
- ii. Add relevant books on teacher education, reference material and journals on teacher education (e.g. those published by SAGE and NCERT)
- iii. Add copies of NCF 2005, NCFTE 2009, RtE, NCERT textbooks, State textbooks, textbooks from other states, teacher education curricula from across the country
- iv. Organize library-based interactions – e.g. reading sessions, discussions based on journal articles/reviews

#### **5. Build stronger linkages with other DIETs, increase collaboration with other institutions in the District**

- i. Calendarize all school visits, observe classes, hold informal discussions with teachers/– document visits and share during faculty meetings
- ii. Identify innovative teaching practices in the district and share/disseminate
- iii. Organize all-DIET meetings at the State/Division level to encourage dialogue between DIETs – these could be used as forums to share experiences and plan together

#### **6. Develop and use detailed Block-wise and subject-wise data base of teachers across the District**

- i. Create Block-specific need assessment processes for in-service teachers in the District
- ii. Set up Training Management Systems to track professional development programs for teachers
- iii. Track student learning levels especially those connected to teacher development programs

## **7. Build academic capability of Block/Cluster Resource Persons with a focus on changing classroom processes and student learning outcomes**

- i. Use the block/cluster meetings to discuss classroom processes and student learning outcomes in the schools – the focus must be on teacher preparation for this change
- ii. Define the block mentorship idea – use it to ensure strong connect with the school and classroom
- iii. Develop classroom observation formats, organize data on classroom observations – use them for research and to design teacher development programs
- iv. SCERT must support DIETs closely in this area

## **8. Focus on research on classroom processes in schools**

- i. Take up studies on curriculum implementation in all subject areas at school level – this could be based on school/classroom observations
- ii. Study impact of teacher professional development programs conducted by the DIET on classroom processes
- iii. Document teacher experiences, reflections and learnings on their experiences in schools/classrooms – publish them on a website or newsletter whenever possible
- iv. Document teacher educator experiences, reflections and learnings on their experiences in schools/classrooms - publish them on a website or newsletter whenever possible

## **9. Strengthen ICT in Teacher Education**

- i. Use ICT for teacher educator professional development – form teacher educator e-forums/subject learning groups/blogs
- ii. Integrate ICT into D.El.Ed. classroom pedagogy whenever possible
- iii. Provide high-end systems and equipment - develop audio and video material on curriculum and pedagogy for teacher development
- iv. State must have a defined Policy on ICT in Teacher Education

## **10. Begin DIET alumni associations of former students**

- i. Organize regular meetings for them, encourage them to contribute to the institution and share their experience
- ii. Track MAHATET results of DIET graduates – this could be used one kind of feedback to the institution

## **11. Organise Teacher seminars**

- i. These could be held at Cluster, Block and District levels
- ii. They could include paper presentations, reading sessions, panel discussions around a particular theme relevant to teacher education and open discussions on challenges faced/resolutions found in a particular geography
- iii. This could also be an opportunity to share good practices – experiments that have worked and others could learn from

## **12. Initiate thinking on the idea of DIET as a District Resource Centre**

- i. This has been envisaged in the guidelines for the 12<sup>th</sup> Five Year plan
- ii. This will need a strong library, competent and committed teacher educators, good connect with the field of practice and good understanding of teacher needs

## **C. Colleges of Teacher Education**

### **1. Submit AWP&Bs to MHRD for approvals**

- i. The Department of Higher Education and School Education should discuss this matter in a meeting at the State level, finalize the procedures and processes for making CTEs functional as per the faculty, staff and departmental structure recommended by the Centre
- ii. State Government Orders need to be issued on making CTEs functional as per the guidelines from MHRD
- iii. CTEs should prepare their AWP& Bs in consonance with SCERT, IASEs and DIETs.

### **2. Restructure CTEs in terms of faculty, staff, cadre and departments as per the guidelines of the 12<sup>th</sup> Five Year Plan**

### **3. Develop institutional vision, detailed strategy and action plan for each CTE in alignment with NCFTE 2009 and the 12<sup>th</sup> Five Year Plan Guidelines**

- i. Build awareness of the CTE as an academic and research institution, and its role in teacher education and the geography that it serves
- ii. Build awareness and clarity of various funds allocations, schemes, programs and provisions available for different development activities
- iii. Encourage the independent development of annual plans and actions more informed and rooted in the needs of the institution and the geography it serves

- iv. Prepare a perspective plan for each CTE with the involvement of all faculty members – the plan must include strategies for research and documentation, material development, field connect, creating a training management system, pre-service and in-service teacher professional development, teacher educator professional development, linkages with schools, SSA, RMSA, DIETs, SCERT and other Teacher Education Institutions and partnerships
- v. Set up a core group of Principals and Faculty of CTEs for identifying the key activities of CTEs, evolve innovative plans to strengthen pre-service and in-service teacher education, research, monitoring and evaluation, management information systems, curriculum development, etc. They should prepare implementation guidelines for conducting planned activities including training and projects for ensuring optimum utilization of funds with financial accountability.

**4. Ensure that the B.Ed. Curriculum is revised in line with NCF 2005 and NCFTE 2009 and that classroom processes reflect the same**

**5. Create rigorous processes for orientation and continuous professional development of CTE faculty**

- i. Deepen understanding of teacher education, subject and pedagogy through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, action research, formal workshops, study tours, short courses
- ii. Introduce peer observation (of classrooms) and student assessment of faculty
- iii. Ensure strong internal alignment through calendarized faculty discussions on academic issues which are documented and shared
- iv. Document institutional processes and activities – use documents as sources for research and faculty development

**6. Ensure connect with SCERT, DIETS, RMSA, SSA and the school system**

- i. Organize regular interactions with institutions connected to school education (since the CTEs are under the administration of Higher Education Department, it is easy for them to become isolated from teacher education and school education)
- ii. Prepare AWP's in consonance with MSCERT and DIETs
- iii. Plan for the long term capacity building of secondary level teachers, orientation of principals, certificate courses with a tie up with Distance Education courses from various Universities, and so on.

**7. Calendarize and document field activities, institutional processes and activities and use documents as sources for research and faculty development**



## **8. Develop a joint review mechanism for the CTEs**

- i. A mechanism of joint review of performance of CTEs with Director, MSCERT and Director, Higher Education should be conducted

## **9. Ensure adequate infrastructure**

- i. Hostels for teachers participating in in-service teacher education programs are needed especially because each CTE will be serving three or four districts

## **10. Set up Program Advisory Committee for each CTE**

### **D. Institutes of Advanced Studies in Education**

#### **1. Submit AWP&Bs to MHRD for approvals**

- i. The Department of Higher Education and School Education should discuss this matter in a meeting at the state level, finalize the procedures and processes for making IASEs functional as per the faculty, staff and departmental structure recommended by the Centre
- ii. State Government Orders need to be issued on making IASEs functional as per the guidelines from MHRD
- iii. IASEs should prepare their AWP&Bs in consonance with SCERT, CTEs and DIETs

#### **2. Restructure IASEs in terms of faculty, staff, cadre and departments as per the guidelines of the 12<sup>th</sup> Five Year Plan**

#### **3. Develop institutional vision, detailed strategy and action plan for each IASE in alignment with NCFTE and the 12<sup>th</sup> Five Year Plan Guidelines**

- i. Build awareness of the IASE as an academic and research institution and its role in teacher education and the geography that it serves
- ii. Build awareness and clarity of various funds allocations, schemes, programs and provisions available for different development activities
- iii. Encourage the independent development of annual plans and actions more informed and rooted in the needs of the institution and the geography it serves
- iv. Prepare a perspective plan for each IASE with the involvement of all faculty members – the plan must include strategies for research and documentation, material development, field connect, creating a training management system, pre-

service and in-service teacher professional development, teacher educator professional development, linkages with schools, SSA, RMSA, DIETs, SCERT and other Teacher Education Institutions and partnerships

- 4. Ensure that the M.Ed. Curriculum is revised in line with NCF 2005 and NCFTE 2009 and that classroom processes reflect the same**
- 5. Constitute/strengthen an Alumni Cell/Committee and Placement Cell**
  - i. This will help to provide rich inputs from the field based on which the IASEs can experiment, research and influence research-based teaching.
- 6. Develop an institutional plan and strategy for mentoring of teacher educators of CTEs and DIETs and ensure regular interaction with them**
- 7. Calendarize and document field activities, institutional processes and activities and use documents as sources for research and faculty development**
- 8. Facilitate continuous dialogue with teacher education institutions from across the State**