

**EVALUATION OF THE DIPLOMA IN PRIMARY EDUCATION PROGRAMME
THROUGH DISTANCE EDUCATION**

STATE: BIHAR

REPORT OF THE COMMITTEE

**National Council for Teacher Education
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Diploma in Primary Education Programme (Indira Gandhi National Open University)

1. Preamble

- (i) The National Council for Teacher Education (NCTE) accorded recognition for a 2-year Diploma in Primary Education (DPE) programme evolved as a collaborative effort of the School of Education (SoE), Indira Gandhi National Open University (IGNOU) and the National Council of Educational Research and Training (NCERT). The programme was developed originally to be offered by IGNOU for training the untrained primary teachers of the North-Eastern (NE) States and Sikkim, with an enrolment of 1,200 seats at 12 Study Centers in the late 1990s, using the modality of Distance Education. Subsequently, a similar programme was accorded approval for being launched in Bihar, Chhatisgarh, and Jharkhand during 2004.
- (ii) The IGNOU is also contemplating a proposal for extending the programme in all the States of the country for training of untrained teachers of elementary schools, as indicated in the minutes of the meeting held in the Ministry of Human Resource Development (Department of School Education and Literacy), Government of India on 28th May, 2009 in which the NCTE and the IGNOU participated. The specific programmes proposed by IGNOU in this regard included Diploma in Primary Education (DPE), Certificate in Primary Education (CPE) and Certificate in Elementary Teacher Education (CETE). This, however, was to be decided on an evaluation of the present distance education programme run by the IGNOU in the NE States and some other States of the country.
- (iii) The above proposal of IGNOU is also reflected in the proceedings of the 97th meeting of the Board of Management of IGNOU held on 19th November, 2008. It is stated in the proceedings that IGNOU will provide e-learning content for primary untrained teachers of Bihar across its existing 400 Cluster Resource Centers (CRCs). The roll out in this connection is indicated to be 80,000 primary teachers each year from 2009-11 and 87,500 from 2012-14, thus totaling a coverage of 5,02,500 teachers in a period of 6 years. This programme is proposed to be leashed by IGNOU as a collaborative project with the Government of Bihar and the Infrastructure Leasing & Financial Services Ltd. (IL&FS), in a Public Private Partnership (PPP) mode, involving a cost factor which runs into a few hundred crores. However, it is ascertained from the NCTE that no such proposal has been received by them for consideration and approval. The Government of Bihar also did not refer to any such proposal during the visit of the Committee to the State. *Evidently, unless the status of the present Distance Education Programme for training of untrained primary teachers in the States in which it is being offered is assessed, it will not be appropriate to launch a nation-wide programme.* Efficiency of the present Distance Education Programme run by IGNOU in NE region and other States of the country needs to be studied in-

depth not only for renewal of the programme in the States in which it is presently going on but also for taking decision for possible expansion in other States.

- (iv) To evaluate the present status of the Diploma in Primary Education (DPE) Programme being run by IGNOU in the States of Bihar, Chhatisgarh, and Jharkhand, the NCTE constituted a High-Powered Committee of the following members (**Annexure 1**):-

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| a. Prof. A.K. Sharma
Former Director, NCERT | Chairman |
| b. Prof. R. Govinda
Vice Chancellor, NUEPA | Member |
| c. Prof. C.L. Anand
Former Vice-Chancellor
Arunachal Pradesh University | Member |

The secretarial and other related support to the Committee was provided by the NCTE.

2. Terms of Reference

As reflected in the Order of the NCTE, constituting the Committee, the Terms of Reference (ToRs) of the Committee are stated as follows:-

- (i) To study the DPE programme, in regard to its content, delivery on the ground including its infrastructure and instructional facilities such as resources, faculty, etc. made available for conducting the programme.
- (ii) To visit Bihar, Chhatisgarh, and Jharkhand to get an on-the-ground assessment of the programme.
- (iii) To examine any other relevant issue which the Committee may feel appropriate to arrive at an assessment of the programme for decision on the likely expansion of the programme in view of what is stated in 1 (ii & iii).

3. Methodology of Work

- (i) The Committee met on 24th June, 4th July, 16th October, and 24th December, 2009 in the National University of Educational Planning and Administration (NUEPA) to deliberate on the modalities for evaluation of the present status of the DPE programme in the States of Bihar, Chhatisgarh, and Jharkhand.
- (ii) The Committee designed a proforma (**Annexure 2**) for eliciting information on (a) Coverage, (b) State Government Interventions, (c) IGNOU's organizational arrangements, and (d) Quality of the training programme. The proforma was sent to

the Government of Bihar on 20th July, 2009 and the response thereto was received by the NCTE on 25th August, 2009.

- (iii) Analysis of the data provided by the States on the items included in the proforma and identification of issues to be clarified and verified by undertaking visit to the States.
- (iv) Interaction with the State-level functionaries and those of IGNOU connected with the various aspects of the DPE programme. The Committee visited the State of Bihar on 29th-30th November, 2009. The Programme chalked out in this regard by the State Government of Bihar is given in **Annexure 3**. The names of the persons from the Directorate of Education and the staff of the Regional Director, IGNOU with whom the Committee had interaction is given in **Annexure 4** and the names of teacher participants at the DIET, Hajipur and the CRCs is given in **Annexure 5**.

The report of the Committee is given state-wise as there are wide variations in the ground realities in each State. This report pertains to the Committee's findings in respect of the programme for training of untrained primary school teachers, as launched in the State of **Bihar**.

4. Stipulations of the NCTE for Launching the Programme

The following stipulations of the NCTE provide the backdrop to the programme and serves as a bench mark for the assessment of the DPE programme offered by IGNOU in the State of Bihar:-

- (i) The Government of Bihar vide their Letter No. 774 dated 1st August, 2003 had submitted a proposal to the NCTE for launching a Distance Education Programme, in collaboration with IGNOU, for training 44,000 untrained primary school teachers to be appointed in the State of Bihar on a competitive basis, and to give them in-service training of **1 year** duration through Distance Mode through the District Institutes of Education and Training (DIETs) and Primary Teacher Education Colleges in the State.
- (ii) The NCTE vide its Letter No. 3-2/2002/NCTE (N&S) dated January 20, 2004 conveyed, in principle, its approval to the proposal of the Government of Bihar to conduct the above said programme for a period of 5 years.
- (iii) The NCTE stipulated while intimating approval of the proposal that in case sufficient number of trained teachers was not available and untrained teachers fulfilling educational and other qualifications were required to be recruited, the State Government was to ensure that their services were not regularized/confirmed unless they acquired the qualifications deemed to be equivalent to the Diploma in Education, as per NCTE Norms.
- (iv) It also stipulated that the above dispensation was only for a period of 5 years hoping that all the District Institutes of Education and Training (DIETs) and other teacher education institutions in the State are fully geared for conducting pre-service teacher education programmes as per the actual requirement of the State of Bihar.

- (v) It was also mandated that for successful implementation of the programme for the training of untrained primary school teachers in the State, all the DIETs in the State were to be made fully functional as a pre-condition for launching the Distance Education Programme.
- (vi) Since the DIETs and other teacher education institutions in the State were to assume the responsibility for functioning as Resource Centers for the DPE programme, a pre-requisite eligibility condition was that these institutions should have obtained recognition from the NCTE, and the Government was requested to take appropriate action in this regard on top priority basis.
- (vii) The State Government was also requested to make sure that in due course no untrained teachers were appointed in the schools in the State and that teachers are recruited as per qualifications laid down in the NCTE regulations which *interalia* provides pre-service teacher training as a pre-requisite for appointment of teachers.

5. The Committee's Findings

5.1 Gaps in the Launching of the Programme

- (i) The NCTE vide its letter No. 3-2/2002/NCTE(N&S) dated 20th January, 2004 had accorded approval for a programme of in-service training of 44,000 untrained primary school teachers of 1-year duration through Distance Mode but the programme was made into a duration of 2 years without any interaction with NCTE on record for the enhanced duration.
- (ii) The NCTE also stipulated that the State of Bihar should ensure that the pedagogical component as a compulsory input be added to the teacher training programme. It was also mentioned that the other details of the programme will be further examined by the NCTE in consultation with IGNOU and the decision in the matter would be conveyed to the State of Bihar. There is no evidence on record that such an exercise was undertaken by the NCTE.
- (iii) In the Memorandum of Understanding (MoU) between the NCTE and the Distance Education Council (DEC) of IGNOU which was signed on 9th July, 2007, the NCTE agreed that in order to ensure cost effectiveness while maintaining quality, it would design and develop self-instructional materials jointly with the DEC. No such exercise is reported to have been undertaken. According to the MoU, there was to be a joint NCTE and DEC Committee to oversee the implementation of the MoU to meet at least quarterly. Also the panel of the visiting team members for inspection of institutions applying for Teacher Training Programme through Distance Mode were to be approved by the Joint Committee. The agreement under this MoU was to be operative for an initial period of 3 years commencing from the date of signing of the MoU (9th July, 2007). The agreement is to expire in July 2010. None of the provisions contained in the MoU have been attempted by the two institutions

who signed the MoU, and this has certainly affected the quality of the training programme being offered in the States under reference. Self-monitoring of the programmes offered under the aegis of the apex institution is equally relevant and important.

- (iv) The NCTE accorded its approval to the DPE programme to be launched in Bihar in January 2004. The Government of Bihar signed a MoU with IGNOU only in 2006, losing thereby valuable 2 years schedule of the training programme. If the programme was monitored, the 2 year period could have reduced the size of the problem of training untrained teachers.
- (v) The DIETs in Bihar were to act as nodal institutions for the DPE programme. The Committee was, however, informed that all Teacher Training Institutions in Bihar for elementary and secondary teachers had been closed by the then Government which resulted in a vacuum of several years of teacher education in the State which was sufficient to influence badly the quality of school education. The new Government had come into being in 2005 and there should have been a possibility of reviewing the earlier decision and reactivate the teacher education structures in the interest of the quality of education in the State. Unfortunately, it is only in 2009 that a feeble attempt seems to have been made in reviving the DIETs but not to any significant effect of making them truly functional to perform the role expected of them.

5.2 Analysis of the Data received from the State of Bihar

The analysis of the data as received through the filled in proforma (**Annexure 2**) and a consolidated list of the statements as received from Bihar is given below:-

5.2.1 Coverage

The total number of elementary teachers in the State as on January 2004 as per the information provided by the State was 1,40,282 out of whom 1,24,683 were trained leaving 15,599 untrained teachers. It was elicited whether the untrained primary teachers have already been trained within a period of 5 years, that is, from 2004-09, as per stipulation of the NCTE. The response of the State Government is nil.

The reasons for not accomplishing the target of training primary teachers was stated to be that sufficient number of institutions were not functional to provide pre-service and in-service training to achieve the targets. According to AWP&B, Bihar-2009-10, there are 3,12,759 untrained-teachers, a data which is inconsistent with the information provided in item 6 of the proforma. *It is obvious that untrained teachers were continued to be appointed from 2004 onwards and thus the backlog of untrained teachers has continued to accumulate because of non availability of training support created in the State since the approval of the proposal by the NCTE in 2004. No efforts were*

made by the State in sustaining and activating teacher training structures in the State which has led to the compounding of the problem to enormous proportions.

To the question as to the initial academic qualifications of the untrained primary teachers, the State responded that the data was not available at this time of filling the Questionnaire.

To the question whether the Government appointed any untrained primary teachers who were recruited after the issue of the letter from the NCTE in 2004, the Government admitted that they appointed untrained primary teachers, the details of which are as follows:

Year	Untrained Teachers Appointed
2004-05	34,000
2005-06	-
2006-07	70,000
2007-08	1,10,000
2008-09	2,14,000

This data is also inconsistent with that given by the State against item 6 of the proforma. In view of this, it is not clear how training for the number of untrained teachers could be efficiently planned by the State.

The reasons cited for the above situation have been stated as follows:

- (i) Shortage of teachers in the State and the pressing need to address the adverse pupil-teacher ratio.
- (ii) Decentralized recruitment policy, emphasizing that recruitment be done by Panchayati Raj Institutions and Urban local bodies.
- (iii) Non-availability of trained teachers in different reserved categories.
- (iv) First priority for recruitment was for trained teachers only.

The Committee observed that the first admission of untrained teacher to the DPE programme was done in 2007 only with 32,690 teachers. In 2008-10 academic session, 47,594 teacher were admitted and in 2009-11 the number of teachers admitted was 49,388.

5.2.2 State Government Interventions

To the question whether steps were taken by the State of Bihar for strengthening primary/elementary teacher training at the pre-service level to

avoid accumulation of backlog of untrained primary teachers, the Government responded by stating the capacity of the existing teacher training institution as follows:-

- (i) 2-year Diploma in Education (D.Ed.) training is imparted to the untrained teachers through 18 DIETs - 950 teachers.
- (ii) 2 Primary Teacher Education Colleges (PTEC) - 100 teachers, i.e., 1,050 candidates were admitted in session 2008-10; this number may increase during the current session (2009-10).

The fact of the matter is that since all teacher education institutions were closed for almost a decade, and a very small number of DIETs have been made functional only recently the problem of preparing trained teachers has assumed serious proportions.

5.2.3 IGNOU's Organizational Arrangements

To the question eliciting the names and addresses of the Study Centers where the facility of face-to-face interaction was provided by IGNOU to the untrained primary teachers nominated by the Government for training, the State Government provided the list of 37 DIETs. It is surprising how the number of teachers allocated to the study centers located in the DIETs have been shown particularly when these institutions were non-functional and only 9 DIETs have been recently revived in 2008-09 (**Annexure 6**).

5.2.4 Quality of the Training Programme

- (i) To the question seeking observations along with any feedback of the State Government on the quality of the training programme conducted by IGNOU, the response simply stated that it was "satisfactory". But it also indicated the following areas in which the quality of training would need improvement:
 - Monitoring of counseling
 - Workshop
 - Practice of teaching
 - Writing of assignments

This response is pertinent to indicate the quality aspects of training as the above parameters are the heart of the quality training.

- (ii) To the question what specific feedback was available in terms of the parameters such as learning materials, delivery/planning & organization of training, support services at the study centres, practicum related activities, evaluation of the programme and of the training, the State Government enclosed the course structure of the

DPE programme as such without any analysis or comments which is of no utility of the Committee to formulate its opinion.

- (iii) To the question what frequency was followed in receiving/submitting the assignment of the training programmes organized by IGNOU it was reported that assignments related to every module were received every six months, collected at study centers and evaluated by counselors.
- (iv) To the question how many teachers successfully completed all the three Modules of the DPE in that order, Module 1, 2, and 3, the response was nil. It may be mentioned that moving on to the next Module was incumbent upon successful completion of the preceding Module.
- (v) To the question as to the level of the Trainers associated with the DPE programme, the information provided was that more than 1,500 Academic Counselors with Bachelor's degree and B.Ed./M.Ed./B.T & minimum of 5 years teaching experience were appointed to conduct the Personal Contact Programmes at the Study Centers. It may be noted that the actual requirement for appointment as Academic Counselor was a teacher educator of the required experience.

5.3 Observations on the Content of the Training Programme

- (i) The content of the training programme was based on the following modules. It consists of 64 credits (Theory: 38 credits; Practical: 26 credits) and has a modular approach. The programme comprises 3 Modules. *The Modules were those prepared by NCERT-IGNOU in the late 1990s and were used as such without revising its content and approach.*

(a) *Module I: Certificate in Primary Teaching (CPT): 16 credits*

Duration	:	Minimum – 6 months Maximum – 18 months
Course Titles:		
ES – 201 Teaching Language	:	4 credits
ES – 202 Teaching of Mathematics	:	4 credits
ES – 203 Teaching of Environmental Studies	:	4 credits
ES – 204 Teaching Health, Physical Education, Art and Work Experience	:	4 credits

(b) *Module II: Certificate in Primary Curriculum and Instruction (CPC): 18 credits*

Duration	:	Minimum – 6 months Maximum – 18 months
Course Titles:		
ES – 211 Teaching Learning at Primary Level	:	4 credits
ES – 212 Integrated Learning and Teaching in Primary School	:	4 credits
ES – 213 Foundation in Subjects	:	6 credits
Practical		
School Based Activities	:	4 credits

(c) *Module III: Diploma in Primary Education (DPE): 30 credits*

Duration	:	Minimum – 12 months Maximum – 36 months
Course Titles:		
ES – 221 Understanding the Primary School Child	:	4 credits
ES – 222 Education in Emerging Indian Society	:	4 credits
Practical		
School Based Activities	:	4 credits
Workshop-Based Activities	:	8 credits
Practice of Teaching	:	10 credits

5.4 Quality of Learning Material

- (i) As mention in 5.3, the learning materials pertaining to the 3 Modules are the same as were available for launching the programme in the NE states and Sikkim in the 1990s. Therefore, no specific comment is made in terms of its printing quality and format, pedagogic effectiveness, content density, etc which cover the needs and requirement of primary teacher training.
- (ii) The course titles in Module II should have preceded the course titles of Module I because in the absence of a conceptual understanding of teaching learning at the primary stage, it is not appropriate to focus on pedagogy aspects of teaching the primary curriculum areas. This needed proper attention at the time of designing the programme and its launch.
- (iii) The 3 modules were prepared and published by IGNOU in connection with the launch of this programme for the NE States and Sikkim. The materials were prepared in 2001 by IGNOU in collaboration with NCERT keeping in view the specific needs of the untrained, unqualified and under-qualified teachers of NE States and Sikkim. *These materials have been*

adopted by the State of Bihar as such without ensuring its contextual feasibility for Bihar. This was revealed during interaction of the Committee with the teachers at the study centers.

- (iv) There was a need to make suitable adaptation to the modules prepared for the NE States and Sikkim. Also many of the concerns which are currently relevant for teacher training for the primary stage require incorporation in the modules of suitable content which is upto date and reflects the current scenario of elementary education in the country and the State of Bihar. *Since the materials have not been revised and almost a decade has gone by in using this material, they do not reflect the content of elementary education in its current perspective.*
- (v) Even with regard to the material, the Hindi version of which was available to the teachers, interaction with the teachers revealed that they found the language not intelligible thereby reducing the value of the learning modules. *The Hindi version was actually a transliteration of the English version of the Modules. The language was found by the teachers to be difficult and reduced their comprehension of the concepts contained therein.*
- (vi) The first batch of this programme has not yet come out and, therefore, it is not possible to give any judgment on the qualitative aspects of the training materials and the effectiveness of the modality.

5.5 Delivery of the Learning Material

- (i) It was ascertained whether the learning materials were available to the teachers well in time for their study. The teachers expressed that the modules were supplied to the CRCs which were set up keeping in view the proximity to the place of residence of the teachers. The materials were collected by the teachers from the CRCs.
- (ii) The Committee visited 1 DIET at Hajipur which was said to be one of the best DIETs in the State. There were 9 members on the faculty out of which only 5 were present. Ever since the DIETs were closed these members of the faculty had absolutely no work. Their experience has not been utilized by the IGNOU as academic counselors. The DIET is located in an environment totally non-conducive for any meaningful instructional work. The condition of the building was pathetic. The furniture left much to be desired for proper seating of the students. It was mentioned that this DIET has been converted to be exclusively for girls. The Committee was not able to interact with the girl students because of non-availability of them on the date of the visit of the Committee. *If urgent steps are not taken to improve the working conditions of the DIETs, the health of*

teacher education would suffer badly thereby affecting school education adversely.

5.6 Support Services: Frequency and Quality

- (i) As indicated earlier the Study Centers were all located in the CRCs which are located in the middle schools to which the primary schools sections are also attached.
- (ii) The Academic Counselors appointed for this programme have been drawn from the middle schools in which they are presently working. Their qualifications are not the same as indicated in the brochure of IGNOU, Regional Center, Patna which stipulate that the Academic Counselor should be an experienced teacher educator in training colleges. *It is not understood how academic counselors who are not teacher educators will deliver the programme and maintain its quality. This is a serious aspect which has adversely effected the objectives of the training.*
- (iii) The frequency of academic counseling also leaves much to be desired. The assignments completed by the teachers are sent to the CRCs where the academic counselors go through them. It was observed that the 3 parts of each module are graded in an overall manner and not each part of the assignment. The comments on the assignments are not specific to the nature of responses of the teacher. The attempt on the part of the counselor seems to have been to give an overall grade. No comments are recorded specifically by which the teachers could understand where they have lacked in their response which could have been made better by the teachers in their future interactions through these assignments. This defeats the purpose of the Distance Education modality, especially for teacher training.

5.7 Implementation of the Programme

- (i) According to the brochure of IGNOU Regional Center, Patna, there are to be 8 counseling session for each course and the total number of the sessions in each Module is Module I (32 sessions), Module II (28 sessions), and Module III (16 sessions). The Committee found that the actual number of session were arbitrarily reduce to 16 sessions, for example in Module I. This decision had neither the approval of the State Government nor that of authorities of IGNOU. Reducing counseling session thus had adversely affected the quality of training.
- (ii) The assignments have largely been taken as if they were the answer books to be evaluated, as if in the term-end examination.

- (iii) In respect of school-based activities it was not clear what type, portfolio, nature of supervision, evaluation, and feedback was provided to the participants teachers.
- (iv) With regard to the practice teaching, the teachers were to do this part of the course in the schools to which they were appointed. Very little feedback was available in respect of their lesson plans, delivery of lessons, supervision of lessons, evaluation, and feedback.

5.8 Evaluation

- (i) The first batch which was admitted in July 2007 was to undergo examination after 6 months. The Committee found that the examination schedules have been irregular in some cases as the examinations have been conducted after 1 year. The examinations of the students of the first batch was held in June 2008, December 2008, June 2009 and December 2009. The first batch has yet to come out after completing the DPE programme.
- (ii) No data was available in respect of continuous and term-end examination both theory and practical.
- (iii) The qualifications and experience of the evaluators was not available.
- (iv) The process of evaluation was set to be undertaken as a central evaluation in the office of the Regional Director, IGNOU. It was reported that because of non-availability of suitable evaluators, the stock of answer books had piled up requiring a lot of backlog of students certification.
- (v) As stated the first batch of teachers from this course has still not passed out. The module which has been successfully completed, the performance of the teachers is given in **Annexure 7**. The results indicate that a majority of teacher have been able to clear each course pertaining to the module in grades D and E. Their performance could be an indicator of the quality of training they had received. It is not just passing the examination which an confer on the teacher the required semblance of a trained professional.

6. Summary of Conclusions

- (i) Authentic information regarding the number of untrained teachers in the various States/Union Territories is needed to understand the ground realities and to plan for strategies which can provide a proper solution to the problem. This information is not available.

- (ii) The data provided by the State is inconsistent inasmuch as the data analysed from the filled-in proforma by the State and the findings arising out of the visit of the Committee do not substantially match.
- (iii) The Government of Bihar must activate without delay the institutional infrastructure for pre-service training of both elementary and secondary school teachers.
- (iv) The NCTE's role should be to monitor the conduct of the programme and the manner in which it conforms to the stipulations of the NCTE. It is desirable that an outside agency should serve as a Task Force and assigned the responsibilities of monitoring the conduct of the programme in all its details.
- (v) IGNOU does not have detailed guidelines for expanding the list of nominated teachers for training so that appropriate training could be organized.
- (vi) There are many indicators in this training programme for example school based activities and assignments which were to be evaluated by the Academic Counselors and mentors. Enough attention was not seen in the handling of this dimension of the programme.
- (vii) According to the Memorandum of Understanding (MoU) signed by the Government of Bihar with IGNOU, the training programme was to use different distance mode technologies including teleconferencing, interactive radio, and audio-video contents. This aspect has been totally ignored in the present training programme and has badly affected the outcome of the quality. It must be ensure that all the provision contained in the MoU signed between Government of Bihar and IGNOU are implemented in letter and spirit.
- (viii) No monitoring has been exercised seriously. The whole programme should have been offered in the project mode. A quality monitoring Committee should have been setup to oversee this programme in all its aspects.
- (ix) In order to impart suitable training to the untrained teacher in a time-bound manner, all the State Governments should be requested to prepare an Action Plan for training through Distance Mode either in collaboration with IGNOU or any other Open University for enabling such teachers to acquire the requisite professional training.

7. Need for Revising the Current DPE Programme in the Light of the Right of Children to Free and Compulsory Education Act, 2009

- (i) The statistical data regarding the elementary teachers is to be worked out afresh by the State in respect of the following:-
 - The total number of teachers at the primary and the upper primary stages.
 - The number of untrained teachers at the primary and the upper primary stages.

- Additional teachers required in view of teacher pupil ratio of 1:30 for the primary stage and 1:35 for the upper primary stage, as per provisions of the Act.
- (ii) The training would address the following categories of teachers namely; (i) existing teachers who are untrained; (ii) additional untrained teachers appointed to meet with the teacher-pupil requirement of 1:30 for primary stage and 1:35 for upper primary stage; and (iii) new teachers who may be appointed keeping in view the annual attrition rate.
 - (iii) While training can be organized for the untrained teachers appointed, it would be important that this comes under the provision of *clearing the backlog* only within a period of five years and thereafter only trained teachers will be recruited. This would necessitate planning for creating additional infrastructure of pre-service training at this stage itself, something which is badly lacking at present in the State.
 - (iv) Induction training is to be provided to all the newly appointed trained teachers to apprise them of the re-orientation needed in view of the provisions of the Act.
 - (v) The training modalities will also be flexible to the need of the situation in each state and the availability of the infrastructural and human resource support available in the state. The number of teachers that need to be appointed to cover the annual attrition rate must involve the teacher training through *face to face mode* in the existing institutions or new structures that need to be created for this purpose.
 - (vi) The capacity of the existing teacher training institutions need to be enhanced by permitting them additional enrollment and appointing additional teacher educators as per the norms of the NCTE.
 - (vii) The ODL modality, utilizing all inputs which make distance learning substantive and operative, integrating effectively the use of Information and Communication Technology (ICT) inputs appropriately into the process of teaching, training and learning to improve the quality of in-service teacher training should be pressed into action subject to enforcement of conditions such as:
 - The teaching- learning material for training are modular and they incorporate such content of theory and practice of education which is current and up-to-date.
 - The availability of academic counselors of required qualifications and experience.
 - The study centres for Personal Contact Programme are located in institutions of teacher training recognized by the NCTE
 - There is effective monitoring by the institutions associated with the offering of the programme and even from institutions of standing outside

- Effective delivery and support system specific to the offering of the programme for clearing the backlog of untrained elementary teachers is dedicated by the institution concerned
 - Infrastructure for audio-visual support to the programme using Information and Communication Technology and integrating its utilization for training purposes
- (viii) The quality of organization of the training is linked with the availability of the resource persons with necessary expertise in the area of the content and the process of elementary education. It is also relevant to identify appropriate institutions whose infrastructure could be of support to such an exercise.
- Pensioner teachers could be utilized as mentors as well as teachers.
 - Creating a sizeable pool of master trainers.
 - Activating the existing institutional structures in Elementary Teacher Education to their fullest potential.
 - Creation of additional institutional infrastructure, including enabling Colleges of Secondary Teacher Education to provide Elementary Teacher Education as well, under the overall umbrella concept of Comprehensive Colleges of Education.
 - Efforts to enhance the availability of qualified and experienced teacher educators required for handling this massive training programme, involving institutions of higher learning.
- (ix) The organization of training has to be based on context specific needs of the state and its teachers. This may include development of appropriate learning materials specific to the age of the learner (section 4), enforcement of standards for training of teachers (section 7 (6)), prohibition of physical punishment and mental harassment to the child. Modules elaborating duties of teachers include, among others, assessing the learning ability of each child and accordingly supplement additional instructions (section 24(1) (d)).
- (x) The crux of the curriculum and its transaction (section 29) will take into account (a) conformity with the values enshrined in the Constitution, (b) all round development of child, (c) building up child's knowledge, potentiality and talent, (d) development of physical and mental abilities to the fullest extent, (e) learning through activities, discovery and exploration in a child-friendly and child-centered manner, (f) making the child free of fear, trauma and anxiety and helping the child to express views freely, (g) comprehensive and continuous evaluation of child's understanding of

knowledge and his or her ability to apply the same. *These aspects basically refer to the areas that may define the content of the training package.*

- (xi) The training modules may also take into account the (i) mandatory provisions of the National Commission for the Protection of Child Rights (NCPCR); (ii) remedial coaching modules relevant for age-specific enrolment; (iii) skills for making school development plan; (iv) eliminating the ban of private coaching and other such provisions.

Minute to Minute Programme of Expert Committee Visit

29.11.2009 (Sunday) 1:00 pm	Arrival at Patna Airport
3:00	Meeting with personnel engaged in training programme DPE
30.11.2009 (Monday) 9:30 am	(1) Visit to training centre of Patna & Vaishali District (2) Visit to Regional Centre IGNOU, Patna (3) Interaction with Teacher-Students
4.00 pm	Meeting with Principal Secretary HRD and State Project Director BEPC
8.00 pm	Departure of New Delhi by JetLite flight

Name of the Officers of Directorate of Education

Sr. No.	Name	Designation
1	Rameshwar Pandey	Programme Officer, BEP
2	K.K. Jhakur	SRP, BEP
3	Yashjit Kumar	ADO, BEP, Patna
4	Satyendra Kumar Singh	ARP, BEP, Sitamarhi
5	Shambhu Dayal	APO, BEP, Darbhanga
6	Dr. Pradip Kumar Singh	District Coordinator, WPTEC-cum-DIET, Rambag, Muzaffarpur
7	Vijay Kumar Jha	Principal, DIET, Kumarbag District cum-Coordinator, IGNOU Study Centre, District – West Champaran
8	Surendra Kumar	Principal, Govt. T.T.C. Samastipur District Cooridnator, IGNOU Study Centre (Darbhanga), Samastipur
9	Dr. Snehasish Das	Lecturer, SCERT, Patna
10	Dr. A.N. Tripathi	Regional Director, IGNOU, RC Patna
11	Moni Sahay	Asst. Regional Director, IGNOU, RC Patna

**Names of the Teacher Participants and DIET, Hajipur and
Cluster Resource Centers**

Sr. No.	Name	Address	Qualification	Designation
1	Sanjiv Kumar	GMS. Ufraul (Desari)	M.Sc. (Phy), M.Ed.	Asst. Teacher & DPE counselor
2	Rakesh Kumar Shrivastava	NPS, Fulwaria	M.Sc., M.Ed.	Asst. Teacher & DPE counselor
3	Abhay Kumar Singh	G. Middle School, Majhouli	M.A., B.Ed.	Asst. Teacher & DPE counselor
4	Akhilesh Kumar Singh	GPS Rajasan, Bidupur	M.A., B.Ed.	Asst. Teacher & DPE counselor
5	Deepak Kumar	GMS Jawaj (Mahnar)	M.Sc., B.Ed.	Asst. Teacher & DPE counselor
6	Sanjay Kumar Sinha	GMS Titidha Kansara, Hajipur	M.Sc., B.Ed.	Asst. Teacher & DPE counselor
7	Hari Mohan Kumar	NPS Gangajal, Sout Kalisthan Rajapakar	M.Sc., B.Ed.	Asst. Teacher & DPE counselor
8	Rajesh Kumar	NPS Hilalpur Hajipur	M.Sc., B.Ed.	Asst. Teacher & DPE counselor
9	Sujit Kumar	GPS Gomti Hajipur	M.Sc., B.Ed.	Asst. Teacher & DPE counselor
10	Pankaj Kumar	UMS Rahimapur Bidupur	M.A., B.Ed.	Asst. Teacher & DPE counselor
11	Bina Ranjan Verma	DIET Dighi Hajipur	B.A. Trained	Lecturer DIET Dighi
12	Usha Kumari	DIET Dighi Hajipur	M.A., B.Ed.	Lecturer DIET Dighi
13	Priya	DIET Dighi Hajipur	M.A., M.Ed.	Lecturer DIET Dighi
14	Manju Sinha	DIET Dighi Hajipur	B.Sc., B.Ed.	Lecturer DIET Dighi
15	Ashok Kumar Singh	DIET Dighi Hajipur	M.Sc., B.Ed.	DIET Dighi, Hajipur

Names of the Teacher Participants and Cluster Resource Centers, Vaishali

Sr. No.	Name	Qualification	Appointment of the Year
1	Rinki Kumari	Inter	2005
2	Nitu Kumari	Inter	2.01.2006
3	Menka Kumari	Graduate	2005
4	Umesh Kumar Sahani	M.A.	9.06.2005
5	Vishwajit Kumar	M.A.	9.06.2005
6	Kiran Kumari	M.A.	2005
7	Alka	Inter	2005
8	Kiran Kumari	Inter	2005
9	Minku Kumari	Inter	2005
10	Juli Kumari	Graduate	22.06.2005
11	Gita Kumari	Inter	2006
12	Saroj Kumari	Inter	10.06.2005
13	Poonam Kumari	Inter	2005
14	Priyanka Kumari	M.A.	16.05.2005
15	Ismat Aara	Inter	16.05.2005
16	Sadhana Kumari	Graduate	16.05.2005
17	Neelam Kumari	Inter	27.06.2005
18	Chinta Kumari	Inter	16.02.2006
19	Savita Kumari	Graduate	16.02.2006
20	Madhubala Kumari	Graduate	30.05.2005
21	Vikas Raushan	Graduate	2005
22	Pappu Paswan	B.A. (H)	09.06.2005
23	Lalan Prasad	BCA	21.05.2005
24	Satish Kumar Shrivastava	B.Sc.	16.02.2006
25	Rakesh Kumar Saah	B.Com.	11.05.2005
26	Dinesh Kumar Paswan	M.A.	09.06.2005

27	Sudama Rai	M.A.	25.05.2005
28	Raj Kumar Ram	B.A. (H)	22.06.2005
29	Sitaram Kumar	Inter	01.08.2005
30	Manoj Kumar Patel	ISC	22.02.2006
31	Haarun Rasid	M.A.	11.05.2005
32	Sanjeev Kumar	ISC	01.06.2005
33	Ram Janam Suman	B.Com (H)	21.05.2005
34	Manoj Kumar Sharma	B.A. (H)	09.06.2005
35	Nirmala Kumari	Inter	22.06.2005
36	Sunil Kumar Chaudhary	Inter	15.02.2006
37	Manoj Kumar	Graduate	25.06.2005
38	Sunil Sahani	Graduate	25.06.2005
39	Avadhesh Kumar	Graduate	16.02.2006
40	Manoj Kumar Gupta	ISC	12.05.2005
41	Vinay Kumar	Graduate	01.08.2005
42	Shambhu Kumar	Graduate	16.05.2005
43	Ratnesh Kumar	B.A. (H)	16.05.2005
44	Sanjay Kumar Das	ISC	30.05.2005
45	Mohd. Khursheed Aalam	B.A. (H)	11.05.2005
46	Pushpa Kumari	B.A.	27.02.2006