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स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन

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

D.O. No. 53-7/2014-EE.9

Dated 21st March, 2014

Dear *S. Iniaslava*,

I am enclosing herewith a copy of the report by the Joint Review Mission on Teacher Education, which visited your State recently to follow up on the progress made on the recommendations of the Joint Review Mission on Teacher Education that visited your State in May, 2013. The JRM members presented their findings to the State Govt. on the 19th March, 2014.

As can be seen their main findings are as under:

- i) Concrete action has been taken on two recommendations of the first JRM – that of appointment of full time Director at DERT and initiating curricula reform in D El Ed course. Proposals have been developed and submitted on some of the recommendations and are still under consideration at various levels of the Government.
- ii) There is no mechanism for periodic monitoring of implementation of JRM recommendations.
- iii) No proposal has been initiated to enhance the status of DERT to a higher level system. This is essential for the DERT to effectively play the role of academic authority of the state.
- iv) Although a full-time and regular Director has been appointed in the DERT immediately after the first JRM visit, however, on recruitment of faculty positions in DIETs the process is yet to be completed. Creation of posts at DIETs and BITEs is also yet to be completed.
- v) Creation of additional academic posts at CTEs is yet another task that is to be completed. In all these cases the process is initiated.
- vi) The DERT is functioning without regular Joint Director, Secretary/Administrative Officer and Finance/Accounts Officer. This hampers the effective academic and administrative functioning of DERT.
- vii) Five DIETs and one CTE do not have regular principals. The existing rules limit the promotion of faculty members to higher positions.
- viii) The teacher educators of the state are yet to update their capacities in the area of process oriented pedagogic strategies.



मध्यम भोजन योजना
Mid Day Meal Scheme

Based on their review they have made the following recommendations;

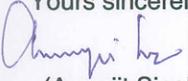
- i) Action on recommendations of first JRM should be taken up on a priority basis.
- ii) A committee with the Director, DERT as Chairperson may be set up to monitor the implementation of JRM recommendations. The committee may review the progress on a monthly basis and report to Commissioner cum Secretary. This mechanism may strengthen coordination within education department as well as with other departments. This will provide for taking timely decisions on proposals that are submitted for approval.
- iii) A proposal for raising the status of DERT as an academic body may be developed based on MHRD guidelines and processed for further action at the earliest. If need be, technical support of an expert may be obtained for formulating the proposal.
- iv) Actions may be taken to position a Joint Director, Secretary/Administrative Officer and a Finance/Accounts Officer at the DERT on an urgent basis. Filling up vacant positions and additional posts need to be expedited.
- v) Capacity building programmes for teacher educators need to be conceptualised and executed on an urgent basis. Immediately they can focus on the following areas:
 - a) Process-oriented pedagogy with the focus on EVS (science and social science), Maths, Language for teacher educators.
 - b) Continuous Comprehensive Assessment of student-teachers.
 - c) Qualitative research methodology for teacher educators.

These three programmes need to be designed well and executed such that the programmes bring visible change in the professional practice of teacher educators.

The complete report is enclosed. I shall appreciate if you kindly take action on the recommendations in a time bound manner, under intimation to MHRD.

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

With regards,

Yours sincerely,

(Amarjit Singh)

Shri P.K. Srivastava
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Joint Review Mission - II
On
Teacher Education
Meghalaya
March 15 – 19, 2014

Introduction

The Joint Review Mission – II (JRM) on Teacher Education visited Meghalaya during March 15-19, 2014. This was a follow-up to the JRM that visited Meghalaya from May 20 – 29, 2013, that had made several recommendations to improve the status of teacher development in Meghalaya based on the revised Centrally Sponsored Scheme for Teacher Education (CSSTE).

The purpose of this JRM:

- To review the progress attained by the State in realising the recommendations of the first JRM.
- To ascertain the curricula reforms in D El Ed and B Ed courses.
- To assess the professional readiness of the faculty of DERT, CTEs and DIETs to provide academic leadership for strengthening process-oriented learner-centric pedagogy in teacher development programmes.

The JRM team consisted of the following:

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| <ul style="list-style-type: none"> • Prof M A Khader • Mr Nikhil Mathur | <ul style="list-style-type: none"> • Dr N Sureshkumar • Mr Uttam Bordoloi |
|---|---|

The team interacted with various groups of teacher educators at DERT as per the details given in the table:

S. No	Teacher Educators	Date
1	Faculty of DERT	March 15, 2014
2	Faculty of CTEs	March 17, 2014
3	Faculty of DIETs	March 18, 2014
4	Finalisation of report and sharing with state officials	March 19, 2014

Progress attained on recommendations of JRM - I

The progress achieved by the State in realising the recommendations of the first JRM is detailed below:

Recommendation	Current Status and Action Taken
Strengthen DERT as an academic institution	
State may consider enhancing the status of DERT to a higher level system	Not yet initiated
Create senior academic positions – Reader, Professor	An internal committee has been constituted to study about the academic positions and pay structure as per UGC norms. Committee is yet to submit its recommendations.
Relieve academic staff of financial responsibilities	Status remains the same
<ul style="list-style-type: none"> • Expedite recruitment of Special Officer 	The post was earlier of a Secretary, was converted to Special Officer. However, the association of ministerial staff of DERT has given a representation to revert the position back to that of Secretary. The government is still examining this representation. Absence of a Secretary to provide administrative support weakens the functioning of the Director.
<ul style="list-style-type: none"> • Appoint full time Finance Officer 	Proposal given to government for Accounts Officer. The Planning Department is currently examining the proposal.

Director, DERT should be a full-time position	A regular Director has been appointed w.e.f August 2013
Evolve protocols and benchmarks for academic programs in the areas of needs assessment, methodology and design, and report writing	<ol style="list-style-type: none"> 1. State Level Coordination cum Monitoring Committee (SLCMC) on for Teacher Education has been proposed, but it is yet to be notified by the Government. 2. An internal committee has been set up by the DERT for creating guidelines for strengthening academic programmes and is expected to submit its recommendations by June 2014.
Develop and implement a systematic strategy for capacity building of DERT faculty	DERT is initiating a needs assessment exercise, but a capacity building plan is yet to emerge.
The state may consider placing a Technical Support Group at the DERT for support in various academic functions	Not yet planned
CTEs should be brought under administrative control of DERT and cadre should be integrated	Not yet planned
Strengthen the professionalism of curricula development in the state (schools). DERT should be empowered to develop school syllabi and textbooks in collaboration with MBoSE.	DERT continues to work on school syllabi only.
Strengthen Academic Staff at Teacher Education Institutions (TEI)	
Creation of posts and recruitments at different levels must be expedited	<ul style="list-style-type: none"> • For filling up existing vacant posts at DIETs proposal has been approved and sent to MPSC for further action. • A proposal for creation of posts at DIETs and BITEs is under examination at Planning Department. • The proposal for creation of posts at CTEs has been submitted to DHTE. • Many faculty members have not got promotion as gradation list is yet to be finalized. DERT has given a proposal to this effect, which is under consideration of the government
All TEIs should have a balance of Selection Grade, Senior Lecturers and Lecturers; rationalization is required	Status continues to be same.
Existing norm of 16 years of experience as eligibility condition for becoming DIET principal needs to be revisited	DERT is drafting a proposal for submission to Personnel Department
Augment infrastructure and instructional facilities at DERT, CTEs and DIETs	
Classrooms and multi-purpose halls	Money deposited with PWD for taking up civil works in respect of the following: <ul style="list-style-type: none"> • DERT – Office building, Auditorium • CTE Shillong – Psychology lab and working room • CTE Tura – Extension of CTE building, quarters for Principal and Lecturers
Enrich laboratories and libraries	
ICT equipment and software	
Hostels and Staff quarters	
Toilets, water facilities, electricity backup	
Hire consultants for preparation of	

construction estimates	<ul style="list-style-type: none"> • DIET, Tura – Extension of Administrative building and training hall • DIET, Resubelpara – Additional floor of training hall, Stair roof of administrative building • DIET, Baghmara – Extension of administrative building, Training halls • DIET, Nongstoin – Training hall, Common room • DIET, Nongpoh – Extension of administrative building, training hall, common hall • DIET, Sohra – Training hall, Computer room • DIET, Thadleskein – Training halls, Computer room, Library • BITE, Betasing – Hostels, Office building • BITE, Mawkyrwat – Hostels, Office building • BITE, Khleihriat – Hostels, Office building <p>Equipment – fund has been given to equip the institution as per the following details:</p> <ul style="list-style-type: none"> • CTE Shillong – Computers • CTE Tura – Science lab materials, Computers
Strengthen programs	
Methodology and report writing in research programs including action research and policy studies should be strengthened	Internal committee has been set up by the DERT to come up with guidelines
In-service teacher training programs should be reconceptualised and implemented on a project mode keeping the process oriented pedagogic perspective for strengthening professionalism	Action yet to be initiated
Capacity building of teacher educators to be given urgent attention	
Develop and implement an institutional mechanism for planning for capacity building of teacher educators	Yet to be initiated
Areas that need attention include	Planned to conduct a refresher course for teacher educators with academic support of NEHU. However, academic programmes highlighted in the recommendations are yet to be conceived.
• curricula analysis and development	
• process oriented pedagogies based on the principles of constructivism	
• learning and assessment	
• TEI leadership	
• research including action research and policy studies	
• ICT integrated teaching-facilitation	
Possibility of enhancing intake capacity in regular M Ed programs and upgrading one of the CTEs into an IASE should be explored	Need to initiate action
Revise curriculum of teacher education programs	
NCFTE 2009 and RtE 2009 should form the basis for the revision of curriculum	Being considered

Revision of D El Ed should necessarily include development of relevant material and enhancement of capacities of teacher educators	Process of revision initiated in December 2013 and is expected to be completed in August, 2014.
Consultation with experts prior to revision is an essentiality	Consultation is done.
DEPT should liaise with NEHU to ensure that NCFTE 2009 and RtE 2009 have been adequately integrated in the ongoing revision of B Ed curriculum	NEHU has revised the curriculum and the implementation is planned to be effected from July 2014
Ensure convergence among different stakeholders	
Bi-monthly review meeting of heads of various institutions should be organized under the leadership of Director, DERT to review academic programs administrative and financial matters using project management software	Review has been done only once. It should become a regular feature.
Coordination among teacher education institutions, SSA, RMSA and Department of School Education can be further strengthened	Action yet to be taken at the government level.
External academic support may be sought in identified areas	Getting academic support from NEHU, North Eastern Regional Institute of Education and Delhi University.

Process-based approach

After examining the progress attained on the implementation of JRM I recommendations, the JRM team interacted with the faculty of DERT, CTEs and DIETs separately as per the above schedule on process-based approach. This was mainly done to ascertain the teacher educators' readiness to plan organise and execute academic programmes based on process-oriented perspective. Exposure was based on principles enunciated in the National Curriculum Framework, 2005 and National Curriculum Framework for Teacher Education, 2009. The inputs were mainly based on the principles of constructivism.

1. A case study titled 'What Parbati learn today?' was discussed with different groups of teacher educators. A handout describing the case study was given to each participant and was asked to read the text. The case describes various experiences of a girl studying in class 6 during the day, both in school and otherwise. Each participant was asked to dwell upon the question given at the end of the case study regarding the learning of Parbati. A list of various points that Parbati learnt emerged from the participants. These included things that she was taught in school including the method of calculating area of a triangle, principles of fulcrum and lever, language; and things that she learnt from her experiences outside the school like polythene bags choke drains, money transaction and recipe for making cakes. Parbati also had several opportunities to develop various learning skills like prioritisation, analysis and comparison. Through this discussion it became evident to the participants that learning is a basic, natural ability which every child possesses irrespective her socio-cultural background and that children learn through all of their experiences, whether directed or natural, or whether in school or out of school. However, most teachers are unable to understand and build upon the knowledge and

experiences of children because they have fixed ideas/directions about both what is to be taught and how should it be taught. During the discussion it was pointed out that many of the things that she learnt were not assessed by the school. This is true in all schools and raises questions on present practices of assessment or evaluation. In fact, the teachers are handicapped by the current assessment system that places value on limited aspects of learning.

2. A video case titled 'Young Historians' was used to demonstrate and discuss how children's own experiences and context can lead to learning that touches multiple subjects and skills simultaneously. After watching the video, the participants were engaged a series of discussions through questions including 'Was this a school?', 'What is the primary indicator of a good school?', 'What did the teacher do or not do to ensure learning of students?'

All participants agreed that the teacher was able to help each of the students to learn multiple things including the intended concepts as well as other integrated ideas. The teacher was able to do this because he believed that all children could learn by 'constructing' their own knowledge based on their respective learning abilities. He drew learning material from the context of the children which enabled them to reflect meaningfully. To be able to do this, the teacher needed to have a deep understanding of the objectives of school curriculum and also his own strengths and limitations. Having visualised the learning experience for his students, the teacher was able to facilitate the learning process effectively. He created a positive and fear-free learning environment, giving the optimal direction to students for reflection, letting the students deliberate and debate independently without his interference, and building upon and consolidating the deliberations of students.

Subsequently, the participants were requested to reflect on the question – 'whether pre-service and in-service programmes facilitated by them provide for development of such teachers?' Most participants felt that this may not be the case at present and the reasons lie in the way the curriculum is structured as well as in the curricula practices followed.

3. Island Problem - The problem is structured to provide the learners a context for constructing meaning of the conditions essential for human settlement. It is structured through a set of data detailing about the island. The data cover the location of the island, surrounding lake, mountain range, occupation of the people, nature of soil, cultivation, particulars of other settlements, their artistic interests, natural calamities, etc. The problem seeks the learners to find out the answer to the question, 'Why does the place empty?' or 'What happened to the people who lived there?' In fact, a teacher can directly present to the learners the conditions essential for human settlement. Instead the teacher provides a problem situation where the learners are required to reflect and manipulate the data in the search for the answer. In this situation, learners' psychological investment in the process of learning becomes an essentiality.

After reading the text, the participants from each group formed sub-groups and worked to find out the answers. The groups were required to arrive at the solution or find out the answer with the support of the relevant data detailed in the problem situation. The sub-groups selected the following data from the pool to construct their answer – migration –

- Height of the surrounding mountain and difficulty in crossing
- Limestone in the soil
- No crop rotation
- Distance to the nearest village
- No evidence of natural calamity

During the discussion, the groups tried to reflect on the various conditions essential for human settlement. They also sought out the explanations for low density of population in desert area and more in other areas. It was quite interesting to notice the way they were trying to connect the ideas given in the text to the life in the society.

4. Concept Map – Groups were also engaged in developing concept maps. They were first exposed to the idea of concept map through an illustration based on transport system. The groups discussed and discerned the various sub-concepts of transport system. The discussion provided for listing the various sub-concepts – meaning, type, occupations it generates, road construction, influence on economy, history, etc – and helped in plotting and mapping concept map of transport system. The discussion also unfolded the relations among the various sub-concepts and also helped in finding out the various ways the transport system is connected to economy and human life. Subsequently, the groups themselves worked on the concept of water. Each sub-group constructed a concept map of water by discerning the various sub-concepts linked to it. The following discussion helped them to identify the ways concept map can be used as a tool for planning a lesson for teacher student interaction, in the development of a text book, assessment, etc. The groups recognised the meaning of concept map in knowledge construction and its relevance in teacher development programmes.
5. A Text Book Lesson – Here the attention is focussed on a text book lesson formulated based on the principles of constructivism. It is a class 10 English text book lesson entitled ‘Tea Shops in Malayalam Films’ that is being taught in the schools of Kerala. A copy of the lesson was given to the teacher educators. They were asked to read it. The following discussion points were given to examine the text:
- Organisation of the text
 - Presentation of the content
 - Nature of activities given
 - The nature of the content
 - The process of learning
 - Difference between the text of this lesson and the text of a conventional lesson.
- Subsequently, the teacher educators were divided into groups and were asked to reflect on the text. Each group discussed based on the above points. After the reflective engagement with the text, the groups came up with the following features:
- Logical sequence of ideas is maintained
 - Illustration is suitable to the text
 - Activities and questions help the learner to construct new ideas
 - The text provides for going beyond the topic
 - It also provides for self assessment and group interaction
 - Provides space for learners’ thinking
- The session paved the way for the groups to understand how a text book can be developed based on constructivist perspective and that it is quite distinct from a conventional text.
6. Principal of DIET, Titabor, Jorhat, Assam made a presentation of the initiative taken up the by his institution on curricula reform in elementary teacher education. The reform centred on teacher abilities, tries to translate D El Ed syllabus content into performance abilities of student teachers. These abilities are conceived into two categories – Visualisation and Facilitation. Visualisation focuses on the learning experiences the student teachers conceives for engaging the learner. This takes place prior to the actual classroom situation. Facilitation implies those set of abilities of student teachers that are critical for transforming the visualised learning experiences into a reality. This is being done through a collaborative effort of the faculty of the DIET based on field experiences in neighbouring schools. Rajiv Gandhi Foundation, New Delhi provides the needed technical support. After the presentation, the participants engaged in a discussion to capture the key points of teacher ability framework.

Implications emerging from the exposure

All three categories of teacher educators felt that the academic inputs outlined above have wider implications for the process of teacher training, development of curricular materials, planning programmes, assessment, etc. They expressed the desire for enriching themselves on these pedagogic practices.

Findings of JRM

- It has been observed that concrete action has been taken on two recommendations of the first JRM – that of appointment of full time Director at DERT and initiating curricula reform in D El Ed course. Proposals have been developed and submitted on some of the recommendations and are still under consideration at various levels of the Government.
- There is no mechanism for periodic monitoring of implementation of JRM recommendations.
- No proposal has been initiated to enhance the status of DERT to a higher level system. This is essential for the DERT to effectively play the role of academic authority of the state.
- It is a positive sign that a full-time and regular Director has been appointed in the DERT immediately after the first JRM visit. However, on recruitment of faculty positions in DIETs the process is yet to be completed. Creation of posts at DIETs and BITEs is also yet to be completed. Creation of additional academic posts at CTEs is yet another task that is to be completed. In all these cases the process is initiated.
- The DERT is functioning without regular Joint Director, Secretary/Administrative Officer and Finance/Accounts Officer. This hampers the effective academic and administrative functioning of DERT.
- Five DIETs and one CTE do not have regular principals. The existing rules limit the promotion of faculty members to higher positions.
- The teacher educators of the state are yet to update their capacities in the area of process oriented pedagogic strategies.

Recommendations

- Action on recommendations of first JRM should be taken up on a priority basis.
- A committee with the Director, DERT as Chairperson may be set up to monitor the implementation of JRM recommendations. The committee may review the progress on monthly basis and report to Commissioner cum Secretary. This mechanism may strengthen coordination within education department as well as with other departments. This will provide for taking timely decisions on proposals that are submitted for approval.
- A proposal for raising the status of DERT as an academic body may be developed based on MHRD guidelines and processed for further action at the earliest. If need be, technical support of an expert may be obtained for formulating the proposal.

- Actions may be taken to position Joint Director, Secretary/Administrative Officer and a Finance/Accounts Officer at the DERT on an urgent basis.
- Filling up vacant positions and additional posts need to be expedited.
- Capacity building programmes for teacher educators need to be conceptualised and executed on an urgent basis. Immediately they can focus on the following areas:
 - Process-oriented pedagogy with the focus on EVS (science and social science), Maths, Language for teacher educators
 - Continuous Comprehensive Assessment of student-teachers
 - Qualitative research methodology for teacher educatorsThese three programmes need to be designed well and executed such that the programmes bring visible change in the professional practice of teacher educators.

The report was presented to the Principal Secretary and other senior officials of the Department of Education on March 19, 2014 at 5:00 pm. The feedback from the ensuing discussions has been incorporated in this report.