

Dr. Amarjit Singh
Additional Secretary (EE.I)
Tel. 011-23381096



भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

D.O. No. 53-6/2013-EE.9

21st March, 2014

Dear *Sh. Das,*

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 February, 2013. The JRM members presented their findings to the State Govt. on the 13th March, 2014.

As can be seen their main findings are as under:

- i) For a majority of issues highlighted by the first JRM, the status remains unchanged. A couple of issues have been resolved, processes have been initiated on a few more, while some recommendations have received no attention whatsoever.
- ii) The JRM was happy to note that promotions of teacher educators across different categories of Teacher Education Institutions have been given priority. This will go a long way in restoring the morale of the teacher educators.
 - a) SCERT has obtained approval for the promotion of faculty members of IASEs, CTEs and DIETs. Departmental Selection Committee (DSC) completed the selection process of Professors in colleges and the senior most Professor has been made in-charge for the post of Principal in IASEs and CTEs. One CTE has a regular principal.
 - b) The DSC has undertaken the selection of Principals, Vice-Principals and Senior Lecturers of DIETs, but the notification or posting is yet to be done.
 - c) However, promotion process of faculty members of SCERT is yet to be taken up.
- iii) Selection of Lecturer level faculty members of SCERT, IASEs, CTEs and DIETs is yet to be initiated. The status of vacant positions of administrative staff continues to be same.



- iv) All the three teacher educator groups (SCERT, CTE/IASE and DIET) expressed the need for furthering their capacities in the areas of:
 - a) Constructivism and
 - b) Assessment
- v) Institutional effort initiated by the DIET, Titabor, Jorhat district on D.El.Ed curriculum based on teacher abilities framework is academically stimulating and enriching. This is a self-initiated effort of the principal and faculty of the DIET.
- vi) Decision making process continues to be prolonged which results in delays in initiating action on recommendations and programme implementation.
- vii) Some attention has been given to professional development of teacher educators at DIETs, which is encouraging. However, only marginal gains were observed in their empowerment.
- viii) Restructuring of SCERT on the lines suggested by CSSTE guidelines has been proposed but is yet to be done. This is a key step if the SCERT is to play its role as the academic authority of the state for school and teacher education.

Based on their review they have made the following recommendations;

- i) The JRM would like to urge the State once again to give urgent attention to issues related to teacher development, which is being given the highest priority by the Government of India. Action on recommendations of the first JRM should be expedited.
- ii) Evolve a mechanism for monitoring the progress of implementation of JRM recommendations at the SCERT with Director as its Chairperson. Monitoring committee should meet once in three months and submit the report to Commissioner cum Secretary.
- iii) A mechanism needs to be evolved to strengthen coordination and decision making amongst different departments of the government and institutions (SCERT, IASE/CTE, DIET). This should enable timely formulation of proposals, approval, sanction and implementation of all processes related to selection, posting and promotion of staff and academic programmes related to teacher development.
- iv) Workshops and enrichment programmes on professional development of teacher educators based on constructivist ideas and assessment need to be planned and executed.
- v) Self-initiated academic experiments/efforts by teacher educators at the institutional level (DIET, IASE/CTE, SCERT) need to be encouraged for moving forward, through both financial and technical support.

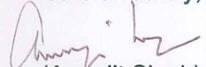
- vi) Interdepartmental collaboration in SCERT is needed in designing and executing academic programmes including textbook/learning material development and training activities. It is important that the faculty involved in textbook/material development conduct or participate in the training programmes.

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 Subhash Chandra Das
Additional Chief Secretary
Department of Education,
Govt. of Assam,
Dispur Secretariat,
Guwahati
Assam,

Joint Review Mission - II
On
Teacher Education
Assam
March 10 – March 13, 2014

Introduction

The Joint Review Mission – II (JRM) on Teacher Education visited Assam during March 10-13, 2014. This was a follow-up to the JRM that visited Assam from January 30 to February 8, 2013, that had made several recommendations to improve the status of teacher development in Assam 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 SCERT, IASEs, 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:

- Prof M A Khader
- Prof T K S Lakshmi
- Mr Nikhil Mathur
- Dr N Sureshkumar
- Mr Uttam Bordoloi

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

S. No	Teacher Educators	Date
1	Faculty of SCERT	March 10, 2014
2	Faculty of IASEs and CTEs	March 11, 2014
3	Faculty of DIETs	March 12, 2014
4	Finalisation of report and sharing with state officials	March 13, 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:

Recommendations	Current Status and Action Taken
Restructuring of SCERT	
<ul style="list-style-type: none"> • Immediate action needs to be taken for the approval of the proposal for restructuring SCERT as an apex academic authority with the positions and pay scales suggested in the guidelines. 	Revised proposal submitted to the government and approval obtained from Department of Administrative Reforms Department, Personnel A Department (gazetted officer), Finance Department, Planning and Development Department. The proposal is now with Pay Research Unit, Department of Finance.
<ul style="list-style-type: none"> • State may like to consider a common cadre for teacher educators for effective management by SCERT 	The State is yet to proceed on this and may like to make further consultations with all stakeholders.
<ul style="list-style-type: none"> • A minimum tenure of three years for the chief of SCERT needs to be ensured 	Action yet to be initiated on this point.
<ul style="list-style-type: none"> • Positions of Director, Joint Director and Deputy Directors should be treated as academic positions, irrespective of cadre 	These three positions continue to be treated primarily as administrative positions.

<ul style="list-style-type: none"> The state may also consider raising the status of SCERT to a higher level system which will help in integrating all levels of TEIs – IASEs, CTEs, DIETs, BITEs, B Ed Colleges – within the state under one umbrella, both academically and administratively 	<p>Action yet to be initiated on this point</p>
Creation of posts and recruitments at different levels	
<ul style="list-style-type: none"> Vacant positions in all teacher education institutions need to be filled up urgently 	<p>SCERT – Sanctioned and vacant posts under the Directorate of SCERT (existing structure) are yet to be filled up. Proposal for 91 posts given as part of restructuring submitted to the government, waiting for Finance Department (PRU) concurrence. IASE - Sanctioned vacant positions are yet to be filled up. Proposal submitted to the Department of Education, Government of Assam. CTE – One post of CTE Nagaon Principal has been filled up, other vacant posts of Principal and Lecturer are yet to be filled up. Proposal submitted to the Department of Education, Government of Assam by SCERT. DIET – SCERT has submitted proposal to Government for vacant Lecturer and non-teaching positions for approval. Government is yet to approve because some clarification is required regarding eligibility of candidates.</p>
<ul style="list-style-type: none"> Drawing professionals for some faculty positions from outside the state can be thought of 	<p>Action yet to be taken up</p>
Promotions of teacher educators	
<ul style="list-style-type: none"> Administrative decisions and processes must be hastened to complete the promotion of existing teacher educators within a time frame 	<p>SCERT – Promotion of faculty members is yet to be taken up. It appears there is one litigation related to promotion. IASE – Eligible Readers were promoted to Professors. CTE – 12 Lecturers were promoted to Professors DIET - Departmental selection (promotion) for various posts of 21 Principals, 23 Vice Principals and 138 Senior Lecturers done, but notification and posting is yet to be done.</p>
<ul style="list-style-type: none"> Appointment of head of institutions must be given priority 	<p>SCERT continues to have an in-charge Director. Except one CTE, all IASEs and CTEs have in-charge principals. Principals selected for DIETs are yet to be posted.</p>
<ul style="list-style-type: none"> There is a need for evolving a mechanism for timely and regular recruitments and promotions 	<p>Action yet to be taken</p>
Augmentation of infrastructure and	

instructional facilities within a time frame	
<ul style="list-style-type: none"> Ensure actions for completion of civil works as per perspective plan 	<p>Work order allotted to contractor but construction has not started for SCERT additional building. Construction of building sanctioned for one BITE (Rangia) is not yet begun.</p>
<ul style="list-style-type: none"> Necessary equipment and materials should be urgently procured for laboratories 	<p>Not sanctioned.</p>
<ul style="list-style-type: none"> Computer laboratories should be established with adequate computers, accessories and internet facilities. Computer professionals are also to be positioned. 	<p>Not sanctioned.</p>
<ul style="list-style-type: none"> All TEIs should have websites 	<p>Funds were released to all TEIs, however status is yet to be ascertained.</p>
<ul style="list-style-type: none"> Libraries should be equipped with relevant books, journals and periodicals and internet facilities. Library management should be automated. 	<p>Not sanctioned.</p>
Professional empowerment of faculty members of TEIs	
<ul style="list-style-type: none"> Create thematic groups from among teacher educators in the state, to be coordinated by SCERT. The groups should be based on current priorities of the state. Support from external experts may be taken to enrich and augment the capacity of the respective groups. The purpose of these groups would be to guide academic processes such as research, material development, capacity building of all teacher educators etc in their respective areas. 	<p>Thematic groups have been approved by Commissioner and Secretary but yet to become functional.</p>
<ul style="list-style-type: none"> Institutional planning mechanism for faculty development needs to be initiated at every institution 	<p>Action on the suggested line is yet to be taken. However, the following programmes were held:</p> <ul style="list-style-type: none"> Capacity building of DIET and SCERT faculty for professional development in three phases – 75 faculty members Orientation of NCF, NCFTE and RtE to selected Normal and BTC principals and DIET and SCERT faculty members - 25 persons
<ul style="list-style-type: none"> Introduce program management system for scheduling tracking and monitoring all the academic 	<p>Action yet to be taken</p>

<p>activities at the institutional level. (This can be done using Project software) There should be monthly review of progress, chaired by the head of institution in each TEI.</p>	
<ul style="list-style-type: none"> The state needs to revise the norm for minimum qualification of teacher educators by including either M.Ed, M.Phil or Ph.D. 	Action yet to be taken
<ul style="list-style-type: none"> Teacher educators must be given opportunities for enhancing their academic qualifications. 	NOC has been given to few faculty members who applied for permission, however detailed database is not available.
<p>Ensure teacher education curriculum programs conform to NCF 2005, RTE and NCFTE, in spirit</p>	
<ul style="list-style-type: none"> SCERT needs to encourage universities for reforming B Ed curriculum urgently 	<p>Gauhati University - Revised and implemented the B Ed curriculum Assam University – Revision in progress, expected to be implemented during next academic session Dibrugarh University – Has completed revision and awaiting final approval of the University. Will be implemented during the next academic session.</p>
<ul style="list-style-type: none"> The state needs to monitor the implementation of revised D El Ed curriculum through a study and based on the evidence further revisions may be made 	Study yet to be conceived
<ul style="list-style-type: none"> Steps may be taken to develop adequate resource material to strengthen transaction of revised D El Ed course and the reference material listed must be made available in the library of the DIETs. 	Resource material for semester 2 and 3 has been developed and circulated among DIETs. Development of 4 th semester resource material is in progress.
<p>Ensure academic and administrative convergence across different institutions of the system</p>	
<ul style="list-style-type: none"> Create a common plan of program wherever multiple institutions are involved so that duplication is avoided and no critical issues get left out 	No specific mechanism developed as yet
<ul style="list-style-type: none"> A monthly or a bi-monthly review meeting of heads of various institutions should be organised under the chairmanship of the Secretary of Education to review academic programs and administrative and financial matters. The review may be done 	Only one quarterly review meeting was held

with the support of Project software.	
Re-conceive in-service teacher training	
<ul style="list-style-type: none"> Reconceptualise the teacher training programs on a 'project' mode. After initial exposure, the teachers are facilitated to develop solutions to the academic problems they face in the school and school based support is provided as they implement the solution. Subsequently teachers should be provided forums for reflection and consolidation of learning. This will require creation of a large resource pool in each district. 	Action yet to be taken
<ul style="list-style-type: none"> Set up a committee of teacher educators to reformulate and review the in-service teacher development programs in tune with the current curricular perspective on issues like need based themes, methodology, program evaluation, etc. 	Action yet to be taken
<ul style="list-style-type: none"> Evolve a training management system at all levels. 	Action yet to be taken
<ul style="list-style-type: none"> The TET qualified teachers (around 36,000) undergoing D El Ed in ODL mode would require a strong in-service capacity building process. 	Action yet to be taken.
Strengthen research capacity of teacher educators	
<ul style="list-style-type: none"> Capacity building program for teacher educators particularly in the areas of research methodology, text book analysis, content analysis, classroom transaction, curriculum studies, assessment, etc are needed 	Programmes are yet to be conceived on the suggested lines.
<ul style="list-style-type: none"> The methodology of action research needs to be defined and implemented in spirit. Empowerment of teacher educators is crucial for percolating action research in school practices. 	Capacity building programme for 20 DIET faculty members on research methodology with a focus on action research was conducted in collaboration with NERIE.
<ul style="list-style-type: none"> Set up institutional mechanisms at SCERT for screening of proposals and review of reports. 	Action yet to be initiated

<ul style="list-style-type: none"> Publication of a quality journal to provide opportunity to teachers and teacher educators to publish their research work 	Action yet to be initiated.
Develop centers of excellence	
<ul style="list-style-type: none"> SCERT should identify one TEI from each category – IASE, CTE, and DIET – that has the potential to grow into a centre of excellence that other institutions of that category can learn from. DIET Jorhat, by virtue of their work with schools and their innovative effort to implement revised D El Ed curriculum, seems to be a potential centre of excellence. 	SCERT has yet to initiate action on this.
Enhancement of intake capacity of TE programs	
<ul style="list-style-type: none"> Applications for enhancement of intake capacity in existing institutions must be submitted to the NCTE at the earliest 	Proposals have been submitted to NCTE.
<ul style="list-style-type: none"> Process of establishment of new TEI's must be hastened. 	Six BITEs have been approved. Though 8 more BITEs were proposed but not approved. 4 new DIETs have been approved.

Process-based approach

After ascertaining the progress attained by the State, the team interacted with the faculty of SCERT, IASEs/CTEs and DIETs separately on process-based approach. Exposure was based on principles enunciated in the National Curriculum Framework, 2005 and National Curriculum Framework for Teacher Education, 2009. They cover the primacy of the learner, constructivist paradigm, active learner engagement, leveraging prior experiences and knowledge of learners, assessment, teacher as a facilitator, etc.

1. A case study titled 'What did Parbati learn today?'

This case was about one day in the life of a girl studying in class 6th from a semi-urban area. The case describes various experiences of the girl during the day in school and otherwise. Each participant was given a handout describing the case study and was asked to read the text. Subsequently, the participants were facilitated to make a list of everything that the girl would have learnt during the day. This initiated a discussion and the analysis of this list brought out the following ideas:

- ✓ Learning is a basic, natural ability which every child possesses irrespective her socio-cultural background.
- ✓ Children learn through all of their experiences, whether directed or natural, 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.

- ✓ Assessment system at present places value on limited aspects of learning, remaining aspects slowly lose relevance.
 - ✓ The conventional process of evaluation places limitations on what can be assessed
 - ✓ Teacher's self identity is facilitated around 'what a teacher should know' instead of 'what a teacher should be able to do'.
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. The participants were engaged in a discussion about what the teacher did to facilitate such learning, including:
- How he **visualised** the learning process for the children
- ✓ by believing the children could 'construct' their own knowledge
 - ✓ by factoring in the learning abilities of the students and drawing material from their context;
 - ✓ by having a deep understanding of the what the objectives of school curriculum were
 - ✓ by factoring in his own strengths and limitations
- How he **facilitated** the session
- ✓ by creating a positive and fear-free learning environment
 - ✓ by giving the optimal direction to students for reflection
 - ✓ by letting the students deliberate and debate independently without his interference
 - ✓ by building upon and consolidating the deliberations of students

Finally, as conclusion, the teacher educators were requested to dwell on the question – 'whether pre-service and in-service programmes facilitated by them provide for development of such teachers?'

3. The teacher educators of different categories (SCERT, IASEs/CTEs, DIETs) were exposed to a problem situation based on the topic 'Human Settlement'. The problem is structured with a data system so that the participants could explore the data, see their relationships and meaning, and find answer to the question, what happened to the people who lived in the place. Through this situation-specific problem the participants discern the conditions essential for human settlement. They performed the activity through group interactions. The activity involves reflective engagement with the problem situation and constructing meaning through discussion, thinking, questioning and evidencing. Whenever the groups come up with an answer, they are required to cite evidences or conditions in support of their answer from the given data. The group's reflective engagement provides for construction of meaning.
4. It was followed by a discussion on 'Concept Mapping', where the facilitator helped the participants in creating a concept map of transport system. The activity required the members to discern and relate the sub-concepts so that the whole idea of transport system can be mapped based on certain relationships. For example, it can be in terms of meaning of transport, types, occupations it generates, income, influence on economy, etc. The mapping exercise provides a context for the participants to sense the meaning of constructivist approach. They discussed, analysed and reflected on its meaning for teacher training, curricula particularly text formation, evaluation, etc. They also reflected on the use of concept map in the treatment of other concepts like mammal, food, farming, etc.
- The participants recognised the relevance of concept maps in teacher development programmes. Their feeling that constructivism opens the path for meaningful learning was quite visible. This was evident when the team asked members of each group to give a write up of the understanding or ideas they gained from the interactive session. No two write-ups were exactly the same. Though the ideas were similar, the way each participant expressed the ideas differed.

Obviously experiences and formation of ideas were rooted on thought. They tried to link the process of thinking and construction of meaning.

Members in each group felt the need for engaging with reflections, discussions, analysing and find meaning in teacher development programmes. This would open the path for the practice of constructivist pedagogy. This obviously, would mark a shift from the conventional path in teacher development programmes. An increased desire for empowering themselves on this approach was clearly articulated by all the three groups.

5. A Text Book Lesson rooted on Constructivist Principles – process based approach necessitates process based text books. Textbooks need to catalyse the thinking process of children. Eventually the text book material needs to be in tune with knowledge construction of learners. The text book, its treatment, layout, illustration, analytical questions and activities that follow should enable the learners to go beyond the text book, anchor their experiences and formulate ideas.

A copy of a lesson from class 10 English text book of Kerala state titled 'Tea Shops in Malayalam Cinema' which was formulated based on the constructivist perspective was given for discussion among the participants. The text book material begins with thought provoking questions, inspiring students to read on the text. It is followed by textual parts which have provision for students to pause and reflect. On the right margin of the text probing questions that trigger critical thinking are given, followed by a small box named 'keep track of your reading' which provides simple tasks and analytical questions. The succeeding box, 'assess yourself', helps the learners assess their progress themselves. Finally, the activities that follow help the learners to channelize the thought process.

Groups were formed and a discussion was initiated. The participants reflected on constructivist treatment of the text book - how does it inspire the students to go beyond the text and formulate ideas. They highlighted that activities pave the way for learners to view cinema as an archive of cultural consciousness and trigger their thinking processes towards various critical dimensions. The text ensures active engagement of all children in the process of learning language. They were able to differentiate this text from the conventional text book. It was also inferred that text book can be developed based on constructivist perspective and is essential for effective learning.

6. The JRM team requested the Principal of DIET, Titabor, Jorhat to make a presentation of the initiative taken up by them on curricula reform in elementary teacher education. The reform is centred on teacher abilities framework. It means that the D Ed syllabus content is translated into performance abilities of student teachers. This is being done through a collaborative effort of the faculty of the DIET based on field experiences in neighbouring schools, with the technical support from Rajiv Gandhi Foundation. The presentation was followed by discussions with the participants.

Implications emerging from the exposure

The implications reflect different patterns of meaning for each group of teacher educators based on their professional roles, as indicated below

- SCERT – The faculty finds meaning in using these ideas for programme planning, implementation, monitoring and research.
- IASE/CTE - The faculty finds relevance of these ideas for looking at B Ed curriculum, strengthening their curricular practices and academic support to secondary schools.
- DIET - The faculty finds meaning for revisiting D Ed curriculum, strengthening their curricular practices and providing academic support to elementary schools.

Findings

- For a majority of issues highlighted by the first JRM, the status remains unchanged. A couple of issues have been resolved, processes have been initiated on a few more, while some recommendations have received no attention whatsoever.
- The JRM was happy to note that promotions of teacher educators across different categories of Teacher Education Institutions have been given priority. This will go a long way in restoring the morale of the teacher educators.
 - SCERT has obtained approval for the promotion of faculty members of IASEs, CTEs and DIETs. Departmental Selection Committee (DSC) completed the selection process of Professors in colleges and the senior most Professor has been made in-charge for the post of Principal in IASEs and CTEs. One CTE has a regular principal.
 - The DSC has undertaken the selection of Principals, Vice-Principals and Senior Lecturers of DIETs, but the notification or posting is yet to be done.
 - However, promotion process of faculty members of SCERT is yet to be taken up.
- Selection of Lecturer level faculty members of SCERT, IASEs, CTEs and DIETs is yet to be initiated. The status of vacant positions of administrative staff continues to be same.
- All the three teacher educator groups (SCERT, CTE/IASE and DIET) expressed the need for furthering their capacities in the areas of:
 - Constructivism and
 - Assessment
- Institutional effort initiated by the DIET, Titabor, Jorhat district on D El Ed curriculum based on teacher abilities framework is academically stimulating and enriching. This is a self-initiated effort of the principal and faculty of the DIET.
- Decision making process continues to be prolonged which results in delays in initiating action on recommendations and programme implementation.
- Some attention has been given to professional development of teacher educators at DIETs, which is encouraging. However, only marginal gains were observed in their empowerment.
- Restructuring of SCERT on the lines suggested by CSSTE guidelines has been proposed but is yet to be done. This is a key step if the SCERT is to play its role as the academic authority of the state for school and teacher education.

Recommendations

- The JRM would like to urge the State once again to give urgent attention to issues related to teacher development, which is being given the highest priority by the Government of India. Action on recommendations of the first JRM should be expedited.
- Evolve a mechanism for monitoring the progress of implementation of JRM recommendations at the SCERT with Director as its Chairperson. Monitoring committee should meet once in three months and submit the report to Commissioner cum Secretary.
- A mechanism needs to be evolved to strengthen coordination and decision making amongst different departments of the government and institutions (SCERT, IASE/CTE, DIET). This should enable timely formulation of proposals, approval, sanction and implementation of all processes

related to selection, posting and promotion of staff and academic programmes related to teacher development.

- Workshops and enrichment programmes on professional development of teacher educators based on constructivist ideas and assessment need to be planned and executed.
- Self-initiated academic experiments/efforts by teacher educators at the institutional level (DIET, IASE/CTE, SCERT) need to be encouraged for moving forward, through both financial and technical support.
- Interdepartmental collaboration in SCERT is needed in designing and executing academic programmes including textbook/learning material development and training activities. It is important that the faculty involved in textbook/material development conduct or participate in the training programmes.

The report was presented to the Additional Chief Secretary and other officials of the Department of Education during the wrap up session held on n March 13, 2014 at 3.30 pm.

