**Summary of Joint Review Mission Reports on Teacher Education in India**

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The Joint Review Mission constituted in 2013 by the Ministry of Human Resource Development reviewed 21 states, a year of implementation of the 12th Plan for teacher education. State-wise reports on Teacher Education were based on the gist of study of SCERT, DIETs, IASEs and CTEs as well as observations of institutions, interactions with faculty and study of state level documents. The focus on the JRMs spread across the following areas;

1. Steps taken to re-align teacher education curriculum with NCFTE 2009
2. Professional development of faculty
3. Quality and adequacy of infrastructure and resource materials used by teacher educators and student teachers.
4. NGO partners
5. Identifying innovative practices of the institutions

Curriculum and Processes:

JRM teams observed that teaching-learning processes have not been transformed as per the vision of these documents. The pedagogy still continues to be primarily lecture and textbook dependent with hardly any space for interaction among teacher educators and students. Lack of flexible and adaptive physical infrastructure, inadequate resource material and unpreparedness of teacher educators to adapt to the new ways of teaching were found to be the prominent reasons that restricted the use of any constructivist approach in teaching-learning.

Faculty Development and In-Service Teacher Training:

With regard to professional development of faculty in teacher education institutes, there is no state that has a systematic and strategic institutional mechanism for the same. SCERT is the primary body which conducts training for faculty of DIETs and its own but the programs are scheduled sporadically. In 14 states, the SCERTs and DIETs have collaborated with NGOs for material development and to cater to needs of teacher educators in specific areas. Study tours to other states, conferences, seminars and workshops organised by NCERT also form a big part of the faculty development plan all over the country. DIET faculty is least exposed to any kind of professional development since they are selectively sent for the above mentioned programs and they have negligible partnership with NGOs.
Some states like Karnataka, Jharkhand, Tamil Nadu did not conduct any training programmes for the teacher educators in last few years

In-Service Teacher Training:

The common lacuna found in all the States by the JRMs was of a Training Management System (TMS) and/or database of teachers in the state at the district level. This is a serious concern since such a system will ensure that all teachers in the state receive training as per their need without any repetition of same modules or kind of training.

Infrastructure and Resources:

The infrastructure and resource availability varies with each state. Most of the SCERTs do not have adequate rooms for meeting, conferences and workshops. Computer laboratories are absent and wherever present are not fully functional. They also lack basic facilities like science laboratories, auditoriums and in some cases library too. The libraries which have abundant number of books are neither up to date, nor properly maintained. Librarian posts are vacant in almost half of the SCERTs and the libraries are being managed manually making it difficult for faculty to access any material. JRMs also expressed concern over absence of documents like NCF 2005 and NCFTE 2009 and children’s literature in the libraries. There is a dearth of educational material in local languages throughout the states. The SCERTs develop modules for teacher educators related to areas like CCE, special education, life skills, etc. No access to internet and hence to online journals is a major problem. Development of ICT resources is also non-existent in most of the states. A common problem observed by the JRMs is the lack of proper hostel and toilet facilities for DIET students, especially for women. They also suggested that IASEs be upgraded in terms of their infrastructure and material so that they can work in their full capacity as visioned by the Centrally Sponsored Scheme on Teacher Education.

NGO Collaborations:

The reports of 6 out of 21 states mention that there is either no or very negligible collaboration of the states’ teacher education institutes with any NGOs.

Innovative Practices:

Across the states some of the innovative practices reported by the JRM include use of social media, collaboration with NGOs to set up community radios, development of online data management system, student feedback for curriculum and pedagogy, etc.

Extent of Privatization:

Maharashtra has the highest number of private D.ED colleges whereas Andhra Pradesh has highest number of B.Ed colleges. In Mizoram and Odisha, there are no private TEIs. For some of the states, the data is either not given or is unclear from the JRM reports.

JRM (2014-2016 Notes) - **Report of the Joint Review Mission on CSSTE**

**(15 to 22nd March, 2016)**

* An eight member JRM was constituted by the Department of School Education and Literacy to undertake a review of the implementation of the CSSTE in the four States of Delhi, Goa,Himachal Pradesh & Nagaland.
* Experience so far, points to **continuing challenges in inter institution collaboration**, **institution spread and provisioning, convergence with Curriculum Framework for teacher education and continuing lack of awareness of needs in this sector.** While most issues of concern to TE have already been flagged by successive missions, the experience of the present JRM corroborates that similar issues and problems plague all states whatever their diversities may be. (Pg 1)
* Vision of TE Sector: The JRM points out to **a lack of an overarching vision that grapples the entire sector across the 4 states.** It points out that, ‘There is no self-conscious appreciation of the role of key institutions’(page 1) . there was an overall lack of awareness of the urgency of the task at hand, lack of agency in implementation and lack of clarity of the focus and larger aim and vision of inservice training. **There was also an absence of adequate awareness and orientation towards NCFTE 2009 and NCF 2005. Overall a lack of éffective academic leadership’(Pg 2) has been highlight**ed.
* Infrastructure: **Across institutions, it was observed that CSSTE had played a role in ensuring that institutions had well resourced infrastructure. There seemed to be gaps however in its use, deployment and quality of training**. **Libraries** were found to be inadequate in terms of physical infrastructure and thought process guiding their setup. **Classrooms** seemed to be poorly provisioned overall. However furnishing of DIET classrooms to cater to inservice training was reported to be in place. **Laboratories and Computer labs** seemed to have the infrastructure and there was use of these spaces. However, if this use was addressing earning objectives and if provisioning was on the basis of use was not clear.
* Institutional Strength **(Human Resources): All the Teacher education institutions operate at a strength lower tha**n what is desirable.
* DIETs: In the 4 states reviewed, **they have emerged as key institutions despite being inadequately sourced. Staff rang**es between 40%-60% of the sanctioned strength. An absence of the teacher educator cadre was observed.
* SCERT: This was pointed out as the ‘most challenged’(Pg 4) level in terms of staffing in combination with patchy infrastructure, changeable and transferable staff. **SCERTs need to be empowered to make their own decisions to provide academic leaders**hip. The re-visit suggested revisiting the role clarity of various TEIs.
* IASE and CTEs: These function without acknowledging the existence of a larger education reality. Empowerment of the faculty with respect to roles and expectations was found wanting. Further, interactions with SCERT, DIETs, SSa and RMSA were also reported as being inadequate.
* Convergence Issues: **There needs to be greater convergence and interaction between TEIs and Universities. Further the level of coordination within the various institutions of teacher education also need to be more robust and consistent. Another important aspect is the interaction of Teacher Educators with schools and school teachers, which needs to be focused upon.**
* Quality of Resources and Learning Material: Large amount of training material was developed by the DIETs. However, there **was no clarity the material was peer reviewed and if each DIET had selected a specific area of specialization. The need to make material and resources locally relevant w**as highlighted.
* National Achievement Survey: It has been pointed out that a large number of achievement surveys with poorly defined objectives and architecture were likely to distract efforts from the core focus of teacher education.
* Inclusion: Overall low priority was attached to inclusion as a value in classroom.
* Best Practices: These included efforts at designing curriculum and syllabus in local languages (Nagaland), teacher educators and student teachers engaged in cleaning their own TEIs (Nagaland), constitution of a special resource center for hearing impairment (Delhi) and use of art-integrated learning and documentation of skill and craft of local communities.
* Recommendations: Some of the important recommendations made included relevant JRM recommendations so far to be subject of national consultations, organization of conference of teacher educators focusing on overarching vision of the sector, SCERT to coordinate with other TEIs to formalize longer duration in service programmes which reflect the identified needs of stakeholders, pre-service programmes to be revised based on the NCFTE, monitoring, evaluation and supportive supervision, continuous professional development, development of Open Education Resources and MOOC Courses, need to develop convergence among different stakeholders in the areas of school education and teacher education.

REPORT OF THE JOINT REVIEW MISSION ON THE CENTRALLY SPONSORED SCHEME OF TEACHER EDUCATION [CSSTE] AUGUST 17 - 24, 2016

(Assam, Chhattisgarh, Jharkhand, Madhya Pradesh, Uttar Pradesh)

* DIETs: The **CSSTE can be credited for developing DIETs as focal points for teacher education at the district levels.** In the states visited, the buildings were found to be in conditions ranging from good to in need for improvement.
* CTE and IASEs: The report poin**ts out that those CTEs and IASEs that are in place play an important role in increasing the number of trained teachers and preparing teacher educators. Though aspect of training teachers is addressed, more focus is needed for preparing teacher-educators. Qua**lity of research was also found to be lacking. Vacant posts in these institutions results in **non-utilization of funds. Further, the delay in disbursement of funds** leads to unpaid persons in these institutions.
* SCERT: Th**e SCERTs have developed as the nodal point for TEIs in terms of providing directions, disbursement of funds and management. They seem to perform the role as envisaged under the CSSTE, NCF 2005 and NCFTE 2009. SCERTs had their own premises which seemed adequate. Further, personnel too seemed to be adequate.**
* **Financial U**tilization (2014-15, 2015-16, 2016-17): Financial Assistance under the CSSTE was to reach the states d irectly and through the respective treasuries through Central government fund transfers. Funding pattern was fixed at 60:40 (Centre:State) and 90:10 (North Eastern states). It was **found that there was significant underutilization of funds. The non-submission of utilization certificate for some aspect of the scheme leading to non-release of funds for other aspects has negatively affected the effectiveness of the scheme. Field functionaries and sanctioning authorities in DIETs and CTEs need to be made aware of various aspects of disbursement of funds.**
* **Areas of Concern:**
* Balance between academic and non-academic functions
* Constant monitoring of quality of teacher educators
* System to ensure that trained teachers use training and material in schools and are regular and take classes, needs to be put in place
* Need to increase community involvement to ensure that teachers deliver
* Teacher education to deliver as a priority area with a vision, perspective plan and short, medium and long-term goals.
* Need to identify one nodal agency for implementation of the scheme and ensuring development of curriculum which accounts for contextual needs.
* Teacher Education curriculum to include aspects of inclusive education and to ensure that teachers are made more responsive to the needs of the society
* A huge gap exists in the demand and supply of teachers as well as in provision of infrastructure facilities, resource requirement and fund utilization.
* Research dissemination is an area of concern
* Need for up-gradation and constant monitoring of library resource material and use of ICT
* There is a for continuous professional development opportunities for teacher educators. The in-service teacher training program needs to be aligned to the identified needs.
* Regularity of providing programmes of training for untrained teachers is needed.
* Disbursement of funds is central to the proper implementation of the programme. The Utilization Certificate was not found to be in consonance with MHRD norms
* AS TET is not conducted regularly, the existing faculty are over-burdened.
* Government of India to consider formation of uniform policy for cadre recruitment rules to ensure career progression through vertical mobility of teacher educators.
* Convergence of activities through management processes of TEIs, School Education and Higher Education , SSA and RMSA is essential
* Expansion of use of technology in implementation of the scheme is required
* No impact evaluation studies on the TE scheme are available.
* There have been no awareness generation efforts like condust of workshops by MHRD for explaining fund mobilization to states, etc.
* Corporate Social Responsibility could be used to manage certain aspects of teachers and teaching activities
* Formation of BITES was found to be at a very basic stage of development as a result, context specific requirements for the tribal belts are missing.
* Areas of appreciation and adoption: Some of the ones highlighted in the report include;
* Innovative approach to assessments used by DIETs in Assam
* In Chhattisgarh SCERT has developed strong network with NGOs
* Importance given to girls’education and gender concerns in Jharkhand
* Student absenteeism monitoring tools developed in Madhya Pradesh. Along with this extensive use of ICT in teacher education and strong research culture
* Focus on inclusive education in DIET Lucknow, use of ICT, production of teaching learning material, etc in Uttar Pradesh.
* Recommendations:
* Periodic academic monitoring of TEIs
* Efforts of all agencies working in the sector of teacher education to be harnessed
* Awareness programmes to be undertaken by Government of India to keep the field functionaries updated about est developments in rules, financial processes, planning techniques, curriculum related advances and trends in teacher education
* NCTE website to be made multilingual
* Targeted assistance to be provided to teachers educators engaged with children with special needs, use of ICT, and gender sensitization skills
* Use of technology to cover all aspects of teacher education-tracking, monitoring, etc.
* A competent agency to conduct an assessment to understand potential for use of ICT in the 5 states covered.

JOINT REVIEW MISSION ON TE IN MAHARASHTRA-APRIL 2014

* Faculty was found to be open to learning and contributing
* SCERT had developed a State Curriculum Framework based on NCF 2005 and NCTE 2009. Further, the NCF2005 and NCTE 2009 were translated into Marathi
* **Changes in curriculum and understanding of classroom processes had not reacher teacher education classrooms. Processes were found to be ‘typical’**
* Key recommendations included development of a shared vision, filling upof vacancies, submitting Annual Work Plans for IASEs and CTEs, strengthening of libraries, synergy between institutions, integration of ICT in teacher education and timely release of funds

ANDHRA PRADESH JOINT REVIEW MISSION ON TEACHER EDUCATION-FEBRUARY 2014

* Though the TEIs visited showed signs of a **potentially strong system, there was a loss of vitality due to neglect and no proper systems in place to replace retiring faculty.**
* Efforts have been taken by SCERT and SSA a**t curriculum, syllabus and textbook revision, however the same have not translate**d into changes at the levels of the schools.
* Urgent need for deployment of faculty to SCERT and other TEIs was highlighted
* SCERT has set up a planning cell to help TEIs understand the requirements of CSSTE and design annual plans accordingly. This process needs to be continued and strengthened
* **DIETs seem to have emerged as mere implementing agencies of others ideas**
* It was recognized that the SCERT should become the ‘hub of pre-service and in-service programmes’. Coordination of SCERT with SSA and RMSA was also acknowledged as a need.
* **LAck of systems for disbursement of funds emerged as a concern. THE SCERT, which is to emerge as a nodal agency for CSSTE implementation, does not have control over the disbursement of funds, which takes place through office of Commissioner of Education and consequently through District Education Officers. These departments are not adequately aware of the scheme and the importance of teacher education. The manner of sanction and allocation and processes by which expenditure has to be accounted for make the tasks of TEIs more difficult. SCERTs need to be strengthened with a clearer mandate to deal with this aspect of the implementation of the scheme.**
* **Mechanisms of funding and expenditure for infrastructure too need attention. Poor** quality of existing infrastructure would require funds to be allocated to the state and autonomy to be provided to the Principal and Head of the institution to get the required infrastructure.
* **Norm for capacity building and training need to be revisited. The revision needs to** account for honorarium, and travel for resource persons material required and other contingency costs.
* Manner in which government institutions were selected for upgradation to CTEs and IASEs is also problematic. State needs to look into according recognition to good and strong institutions without any bias.
* Regarding **Appointments: immediately filling the direct recruitment vacancies in DIETs, IASEs, CTEs and SCERT. Positions not included in a pending Supreme Court case to be filled throu**gh promotion. Efforts to resolve the Supreme Court cases so that promotions to CTEs and IASEs can also be made.

Joint Review Mission on Teacher Education in Karnataka

MArch 9th-March 13th 2014

* Well Equipped Institutions: all TEIs visited were well equipped with academic staff and infrastructural resources.
* Interested Faculty: Interactions with the faculty revealed their enthusiasm and ownership of tasks, resources and activities. **However, there exists a gap in their role and educational process and principles espoused in the Constitution and other documents.**
* **Development of Teacher educatio**n curriculum by the state which is in line with the provisions of the NCF 2005 and NCFTE 2009.
* New ventures launched: State had launched a few new ventures aimed at improvement of quality. Some of the launched ventures include NAli Kali, Meena radio programme, E-Vidya academies, ect.
* The number of students in elementary schools is declining and the preference for private schools over government schools has led to low teacher requirement in turn leading to low enrolment in D.Ed. programmes in DIETs and D.Ed. colleges. Further existing teachers in the government schools already have required teaching certificates.
* Most of the TEIs did not seem to have a clear vision or a clarity regarding their role. Though there was a common vision statement across the DIETs, its translation into programmes and activities was found lacking.
* **The DSERT coordinates most of the academic and administrative activities however their role is seen more in terms of providing logistic support than academic support.**
* Study of the impact of the training programmes, reflections and analysis for improvement, etc. is not undertaken.
* Research attempts seemed to follow a given format of the SSA and little attempt at developing context specific research by the TEIs was observed.
* There is potential for the use of ICT in programs of teacher education conducted in the state. however, a lot more effort would need to be put towards developing a more meaningful educational discourse.
* The DSERTs and DIETs are being re-structured independently , which may lead to a difficulty in the inter-linkage between the two institutions.
* Collaborative programmes do not go through a rigorous process of review by experts. Further, DSERT personnel do not seem to be involved in the planning and implementing of these programmes.
* Rigorous follow up and evaluations of various programmes undertaken have not been conducted in the state
* DSERT and DIET faculty is involved in both academic and administrative roles which leads to a certain discontinuity within these institutions and difficulty in building institutional memory of interventions. As a result there are numerous programs which the state has undertaken without a clear vision of taking them forward.
* The faculty currently employed in the TEIs is unable to clearly articulate the fundamental points made in NCF 2005, NCFTE 2009 and RTE 2009.
* Suggested Measures:
	+ A demographic analysis to gain an understanding of the number of children in school to decide how to structure schools
	+ Ways to assess the proposed state-wide schemes by experts academicians, etc. needs to be put into place before the implementation of such programs.
	+ Excessive dependence on assessments as a means to ensure accountability has to be re-visited
	+ DSERT needs to be re-structured to develop as academic authority for the state and be the hub for education. it should undertake activities like curriculum, syllabus and textbook development for students and teachers
	+ Interlinkage between elementary teacher education institutions and higher education system need to be strengthened.
	+ planning exercise and decision making at the state level needs to become more broad based.
	+ DSERT, DIETs, etc. to have in addition to resources the autonomy to function with capable and stable faculty and leadership.

Report of the Joint Review Mission on Teacher Education to Kerala

April 21-27, 2014

* Across Kerala community’s interest in education of children is high and schools where community participation is regular are functioning better
* SCERT has good infrastructure and a professionally run library. Though the quantity of work done in terms of material production and teachers trained is high, the quality needs to be analyzed. The library has ‘reasonable’ computer and audio visual facilities. However, despite being housed in the same building and department there seems to be little collaboration between VICTER channel and SCERT
* Minimal infrastructure was in place at most of the institutions, however a lot more needed to be done in terms of clean toilets, safe drinking water and disabled friendly access and libraries and research facilities.
* Degree of academic engagement and conceptual clarity and desire to learn and analyze was greater in DIETs and BRCs than at SSA, SCERT or CTE levels. Given better guidance and time, DIETs and BRCS seemed capable of producing quality research work.
* DIETs have been carrying out a number of studies and action researches. Publishing of journals and production of materials for HMs, teachers and children is also being done. Teachers are also being sent abroad for trainings and exposure visits. However it was not clear as to how these were feeding back into the education sector.
* The general impression about the VICTER Channel on TV was not very positive
* There existed a strong urge among teachers and teacher educators especially at DIETs and BRCs for greater exposure in terms of being sent to institutions of higher learning and inviting state and national level experts to their institutions
* All individuals seemed to be satisfied with the training in ICT and management received. However, real academic and conceptual gains from this were not clear.
* DIET lecturers felt that locally producing DVDs and CDs would lead to greater learning of technology and contextualization of material produced
* Strong need of professionalization of teacher education was highlighted
* SCERT to be strengthened academically, administratively and financially. It needs to become part of the higher education system in the state. Focus of SCERTs should be on achieving conceptual clarity in different domains od knowledge and find ways to share this knowledge with DIETs and BRCs, at the same time taking their inputs for their future inputs.