

Revision of Teacher Education Scheme

Meeting of State Education
Secretaries
5.01.2012

Reforms in NCTE

- NCTE superseded by the Government in July, 2011
- 6-Member Committee appointed to exercise functions of the Council
- In September, 2011 all the 4 Regional Committees re-constituted
- Appeals Committee in NCTE re-constituted
- Regional Offices updating all applications for 2010-11 for on-line viewing by applicants. To be completed by 31st January, 2012
- Four Committees constituted :
 - Norms and Standards, Accreditation and Innovative Programmes
 - Regulatory functions
 - Distance Education and ICT in Teacher Education
 - Preparation of Teacher Educators
- Reports expected by 28th February, 2012
- Recommendations to be considered for revision of the NCTE Regulations for 2012-13 onwards

Background

- Centrally Sponsored Scheme on Teacher Education initiated in 1987
- Scheme was last revised in 2002 for the X Plan
- Main Components :
 - setting up of DIETs
 - up-gradation of secondary teachers' institutions into CTEs and IASEs
 - strengthening of SCERTs
- 100% Central assistance for recurring and non-recurring provided to States/UTs for DIETs, CTEs, IASEs and SCERTs
- Report of NCERT of August, 2009 on evaluation of the Scheme
- Proposal for revision of the Scheme approved by the Department of Expenditure in its meeting held on 19.09.2011
- Proposal prepared for seeking approval of the Cabinet
- Revised Scheme proposed to be launched from 1st April, 2012

Guiding factors for revision

- To meet the mandate of the Government under the RTE Act
- To consolidate and strengthen the existing institutional structures
- Need to expand capacity of TEIs in Eastern and NE States
- Address the problem of untrained teachers
- Expand institutional capacity to provide training of in-service secondary school teachers to fulfill requirements under the RMSA
- Link elementary teacher education with higher education system
- Greater use of ICT in teacher education institutions
- Develop and put in place an institutional mechanism for monitoring and assessment of the functioning of the TEIs

Revision of fund-sharing pattern

- Changed from 100% to 75:25 (90:10 for NE States)
- Rationale : States need to have financial stakes in these institutions
- Implications :
 - ✓ Central assistance (both recurring and non-recurring) would be shared in the revised sharing ratio in respect of DIETs/DRCs, CTEs, IASEs, SCERTs/SIEs and Block Institutes of Teacher Education (BITEs);
 - ✓ For up-graded DIETs, CTEs, IASEs, BITEs and SCERTs in respect of salary,
 - for posts created prior to up-gradation (whether or not abolished), 100% expenditure to be met by the State Government;
 - For posts created after up-gradation, expenditure to be shared under the new funding pattern
 - ✓ Provision in the State Budget to be made for the expected State liability
 - ✓ Central assistance to be provided only after such provision is made

Strengthening of SCERTs - Components

- Adopt/adapt the model organizational structure recommended by NCERT
- non-recurring Central assistance for infrastructure strengthening (civil works, hostel facilities, repairs and renovations) based on State SORs and Rs 30 lakh for equipments
- non-recurring Central assistance of Rs 50 lakh for establishment of special cells/labs for science, mathematics, social studies, educational technology, language
- Recurring assistance of Rs 20 lakh for projects such as curriculum/material development, training, research, etc.
- Assistance for salaries in respect of additional posts sanctioned and filled up after introduction of the revised Scheme; however, create cadre of teacher educators
- Rs 10 lakh per annum for conducting programmes for capacity building of faculty of SCERT
- Assistance for conducting programmes for training of educational administrators and teacher educators

Strengthening of SCERTs – State preparation

- Take approval of the competent authority to revise the organizational structure
- Create and sanction additional posts in SCERT
- Prepare a proposal for civil work (based on State SORs) and equipment for infrastructure strengthening
- Assess the need for development of labs and cells and prepare proposal for the same
- Prepare plan for curriculum and material development of teacher education courses in light of NCFTE
- Develop modules for training of educational administrators and teacher educators
- Tie-up with lead institutions for capacity building of faculty of SCERT

IASEs – Main components

- IASEs also to undertake in-depth work in specific areas including research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation, apart from the responsibility of educating teachers and teacher educators.
- All posts to be filled up by 31.03.2013
- Non-recurring assistance to existing IASEs for strengthening/upgrading infrastructure based on State SORs and Rs 20 lakh for equipment
- Recurring central assistance for salary (in respect of posts sanctioned before up-gradation)
- Rs 25 lakh recurring assistance for programmes and activities
- Rs 15 lakh as contingent grant (including Rs 3 lakh for expenses on vehicle, if not already provided)
- In respect of new IASEs, non-recurring assistance for up-gradation of infrastructure as per State SORs and Rs 30 lakh for equipment

IASEs – State preparation

- Take steps to fill up all the vacant posts and to sanction additional posts as per the MHRD Guideline

Academic Posts	B.Ed College	M. Ed College	IASE
Principal	1	1	1
Professor	0	0	2
Reader	0	1	6
Lecturer	7	3	18
TOTAL	8	5	27

- Assess the infrastructural gaps/requirements and prepare proposal based on State SORs
- Prepare perspective plan for undertaking various activities – training of teacher educators, research, curriculum development
- Assess the needs of teacher educators of DIETs
- Coordinate with the SCERT for undertaking modules for professional development of faculty of SCERTs and DIETs
- Identify Departments of Education which can be upgraded as IASEs

CTEs – Main components

- CTEs to be strengthened in terms of infrastructure, human resource, academic programmes, etc.
- existing norm of 1 CTE for every 3 districts to be relaxed only in extreme situations
- Establishment of CTEs by up-grading existing government/aided secondary education institutions of proven quality
- Non-recurring assistance to existing CTEs for infrastructure strengthening based on State SORs and Rs 20 lakh for equipments
- recurring assistance for salaries (for posts sanctioned and filled prior to up-gradation), Rs 25 lakh for programmes and activities, contingency grant of Rs 15 lakh (including Rs 3 lakh for vehicle if not already provided)
- For new CTEs, non-recurring Central assistance for civil works based on State SORs and Rs 30 lakh for equipments

CTEs – State preparation

- Take steps to fill up all the vacant posts and to sanction additional posts as per the MHRD Guideline

Academic Posts	B.Ed College	CTE	Additional posts in CTE
Principal	1	1	0
Reader	7	3	3
Lecturer	8	13	6
TOTAL		17	9

- Assess the infrastructural gaps/requirements and prepare proposal based on State SORs
- Prepare perspective plan for undertaking various activities – training of teacher educators, research, curriculum development
- Assess the needs of in-service training of secondary school teachers
- Coordinate with the RMSA authority for development of training modules for in-service training of teachers
- Identify government/government aided institutions which can be upgraded as CTEs

DIETs : Main components

- Condition : Creation of cadre of teacher educators and filling up all posts before 31.03.2013
- Setting up of DIETs in districts created upto March, 2011
- Additional non-recurring central assistance to existing DIETs for infrastructure strengthening, based on State SORs and Rs 20 lakh for equipments Enhanced assistance for infrastructure strengthening
- Salaries (for posts created and filled-up after up-gradation), Rs 30 lakh for programmes and activities, Rs 15 lakh for contingency (including Rs 3 lakh for vehicle expense), Rs 5 lakh for faculty development
- For new DIETs, non-recurring central assistance for civil works, based on State SORs, and Rs 30 lakh for equipment (for upgraded institution) and Rs 40 lakh for equipment (for new institution)

DIETs : Main components

- Up-gradation of DRCs in DIETs on need basis; non-recurring central assistance for civil works, based on State SORs and equipment grant of Rs 10 lakh
- Reorganization of structure – (i) Pre-service programme; (ii) in-service programmes; (iii) leadership and management education for school heads and senior teachers; (iv) Inclusive Education and Special Focus groups programmes; (v) Academic planning and review; (vi) Education Resource and documentation centre
- Each DIET to prepare an Annual Plan, which will be collated at the State level to prepare the State Plan

DIETs : preparations

- Create a cadre of teacher educators;
- ensure that requisite no. of posts, as prescribed in the 1989 Guidelines, are sanctioned
- Ensure that all posts are filled up before 31.03.2013
- For each DIET, undertake an assessment of the infrastructural gaps and prepare a proposal for civil works and equipments
- Undertake assessment of the needs of teacher training in all schools (upto secondary level) in the district and coordinate with SCERT/State Pedagogy Unit/DPCs for preparation of modules for teacher training
- Develop modules and conduct training for educational administrators (BRCC/CRCC), VECs, SMC members
- Each DIET to prepare an Annual Plan of its activities (physical/financial) to be collated in State Annual Plan

DIETs : preparations

- Undertake periodic school-based studies on various aspects, including action research
- Coordinate with SCERT for professional development programmes for academic staff
- Assess the present pedagogical practices, curriculum and material for the pre-service programme and provide inputs to SCERT for initiating reforms in the programme
- For establishment of DIETs in new districts, either identify an existing government elementary teacher education institution which can be upgraded as a DIET or, failing which, earmark land for establishment of a new DIET, and prepare estimates for its establishment

Establishment of BITEs - Main components

- Block Institute of Teacher Education (BITE) to impart pre-service elementary teacher education course
- To be established in identified 196 minority/SC/ST concentration districts
 - a. Explore possibilities of identifying TEIs for admitting eligible persons; government to meet the cost of tuition and other fees;
 - b. Identify an existing elementary teacher education institution in the district (in a block other than in which DIET is located), which can be up-graded as a BITE;
 - c. Explore possibility of using unused capacity or for increasing the capacity of the DIET in the district for admitting eligible persons from these communities;
 - d. Establish a new BITE (in a non-DIET block)
- Non-recurring assistance for civil works for the BITE and for a 50-seater hostel, in accordance with State SORs, equipment grant of Rs 10 lakh
- Recurring assistance would be available for salaries in respect of the posts sanctioned (after up-gradation) and filled up, and Rs 5 lakh as contingency grant.

Professional Development of Teacher Educators

- Ministry to identify 50 lead institutions across the country (Universities, Academic Staff Colleges, NUEPA, etc) to conduct refresher courses for teacher educators;
- The institutions would be given responsibility in respect of one or more States for undertaking the courses
- Central assistance upto Rs 2 lakh per course for 21-day duration for conducting two refresher courses every year
- The Institutions would coordinate with the State Government/SCERT for making an assessment of the profile and training needs of the teacher educators
- Such training would also encompass orientation for initiating new curriculum and pedagogical practices of pre-service teacher education courses

Technology in Teacher Education

- Rationale :

(a) to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self paced.

(b) to bridge the digital divide between Government and private teachers, rich-poor, urban-rural, by providing opportunities to effectively use technology to further educational objectives

- Components

a. One-time assistance upto Rs 5 lakh per DIET for hardware support;

b. Development of 50 teacher modules @ Rs 10 lakh per module;

c. Upto Rs 70,000 for hub/switch;

d. One-time training/orientation of teacher educators upto Rs 1 lakh per DIET;

e. Cost of additional support, including maintenance upto Rs 2 lakh per DIET per year.

Main Components

- PPP in Teacher Education

Mandate for SCERTs/DIETs to involve not-for-profit institutions for conducting field based programmes, undertaking impact assessment studies, pre-service and in-service teacher training, designing and developing locally relevant material for teachers and student-teachers

- Monitoring mechanism

a) Develop data base of TEIs

b) Develop MIS, with indicators of physical/financial progress

c) Develop a portal on TE

d) Develop and put in place performance indicators of TEIs

e) Identify institutions to undertake periodical performance assessment

f) Establish Technical Support Group

Progress made

- Consultation with States held in 2 Regional meetings at Kolkata (2nd December, 2011) and Delhi (14/15 December, 2011)
- Meeting attended by State Education Secretaries, Directors of SCERTs, DIET Principals, other State representatives and experts
- Several Institutions, such as Jamia Millia Islamia, Homi Bhabha Centre for Science Education, Vidya Bhawan Society, Tata Institute of Social Sciences (TISS), Azim Premji Foundation, have offered to work with the States in revamping teacher education
- A Committee constituted to prepare the revised Guidelines
- Revised Annual Work Plan format is also being prepared

Issues for consideration

- Curriculum Revision
 - ✓ Revise the 2-year D.Ed curriculum in light of NCFTE, 2009
 - ✓ Model Curriculum prepared by NCTE
 - ✓ Develop/obtain portfolio readings for each course and translate in the medium of instruction of the course
- DIETs
 - ✓ Functional and financial autonomy
 - ✓ To be under overall supervision of Collector/District Head
 - ✓ Develop data base of schools, teachers, master resource persons
 - ✓ Undertake need-based assessment for teacher training
 - ✓ Develop cadre of teacher educators
 - ✓ Improve recruitment systems
 - ✓ Develop resource Centres and ICT lab with audio-visual material
 - ✓ Raise funds through training and related activities

Issues for consideration

- Linkages
 - ✓ Establish linkages with other State-level structures (BRCs, CTEs, etc.)
 - ✓ PACs to have representatives from BRC, CTE, SCERT
 - ✓ Develop modules of teacher training in close collaboration with BRCs
 - ✓ Establish linkages with Higher Education Institutions for conducting programmes for faculty development
 - ✓ Identify good performing NGOs for PPP
- Monitoring of TEIs
 - ✓ As affiliating bodies, SCERTs to monitor functioning of D.Ed institutions
 - ✓ Develop a system of on-line information on students/teachers attendance
 - ✓ Revisit evaluation system of D.Ed programme for improving quality
 - ✓ Ranking of DIETs

Training of Untrained Teachers

Chhattisgarh	Revised proposal submitted in December, 2011
Jharkhand	Proposal received from NIOS; State Government requested to send its proposal
Orissa	State Government requested to furnish information on : <ul style="list-style-type: none">▪ Preparation of revised D.Ed curriculum in accordance with NCFTE, 2009;▪ Plans for development of revised study material in local language▪ Details of infrastructure facilities for study centres▪ Details of availability of mentors for the contact sessions
Proposals of UP, MP and Uttarakhand approved by NCTE	

Training of Untrained Teachers

Assam	Proposal of State Government for conducting training by KK Handique University received in November, 2011
W. Bengal	<ul style="list-style-type: none">▪ Revised proposal received in November, 2011;▪ Proposal examined in NCTE and State Government requested to furnish certain responses
NE States	IGNOU preparing 18-month module for teachers who have undergone 6-month CPE programme
Bihar	<ul style="list-style-type: none">▪ IGNOU preparing 6-month enrichment module for teachers who have completed 2-year DPE course▪ IGNOU preparing 1-year module for those who have completed 2 modules of DPE▪ 2-year D. ED. Curriculum of SCERT and Nalanda Open University being examined by NCTE

THANK YOU