

Joint Review Mission on Teacher Education

Mizoram

April 2013

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Executive Summary

This document outlines the observations and recommendations of the Joint Review Mission on Teacher Education to Mizoram.

Key Observations

1. There is positive energy in all teacher education institutions with many faculty members keen to learn and contribute.
2. Infrastructure and physical environment is good.
3. School curriculum, teacher education curriculum (D.Ed.) and school textbooks have been re-designed based on NCF 2005 and NCFTE 2009.
4. There seems to be inadequate preparation of institutions and teacher education faculty for the academic demands placed on them by the NCF 2005, the NCFTE 2009, the RTE Act, the guidelines for teacher education institutions in the 12th Plan and Mizoram's new school and teacher education (D.Ed.) curricula. All of these demand academic capabilities and institutional processes that are significantly different from those that currently exist.
5. Linkages between institutions are not strong enough – communication between them and understanding of each other's work is not consistent or deep enough.

Key Recommendations

1. Focus on institutional preparedness for the demands that the new curricula/guidelines will place on teacher education institutions.
2. Build teacher educator capability for the long-term.
3. Strengthen linkages between institutions through formal and informal processes.
4. Develop strong processes within institutions that encourage collaboration and reflection.
5. Create academic resources and material in the local language for teacher educators, student teachers and teachers.

Part I

Context

Mizoram, enclosed by Tripura, Assam, Manipur, Bangladesh and Myanmar, attained Statehood in 1987, prior to which it was declared a Union Territory in 1972 from being a district of Assam.

Mizoram has eight districts and three Autonomous District Councils with executive, legislative and judicial powers have been constituted.

Literally meaning the 'land of the hill people', Mizoram is a beautiful state with steep hills cut by deep gorges created by rivers, with heavy rainfall between May and September. The terrain, matched with a public transport system which comprises less than a 100 buses supplemented by private taxis on a road network of about 4000 km, makes travel within the state challenging.

The majority of the population comprises ethnic tribes which are either culturally or linguistically linked, thus being fairly homogeneous, with some non-Mizo tribes and a few immigrants from neighbouring states and countries. Mizo society is close knit, with a lot of awareness and involvement in community affairs. In addition, the Young Mizo Association (YMA) is extremely active in supporting communities in various ways ranging from maintaining cleanliness to helping out families in need.

Mizo, the official language in Mizoram, is written in the Roman script. Most government schools have Mizo as the medium of instruction up to the elementary level, with some Nepali and Bengali-medium schools. English is the medium of instruction at Secondary and Higher Secondary levels. However, in response to what appears to be a strong parental preference for private English-medium schools, the government has reportedly converted the medium of instruction at 92 government schools (61 primary schools and 31 middle schools) to English from Mizo.

All teacher education institutes offering pre-service teacher education in the State have English as the medium of instruction.

A. Schools & Teacher Education Institutions

Data pertaining to schools and teachers		
Number of schools in Mizoram*	<ul style="list-style-type: none"> • Lower primary – 1821 • Upper primary – 1353 • Secondary – 538 • Senior secondary – 98 	<ul style="list-style-type: none"> • Government schools – 1643 • Local body – 370 • Aided (state government & local council) – 757 • Private unaided – 1040
	Total: 3810	
Total enrolment in schools*	3,04,159	
Number of teachers **	21,228	
Number of untrained teachers*	11,652	
Average pupil-teacher ratio^	1:14	

*Data from Appraisal Note on the AWP and Budget for Government of Mizoram under the TE Scheme for the year 2012-13 and Minutes of the 2nd meeting of the TEAB held on Sept 25, 2012

**Data from the Annual Publication 2010-11, Directorate of School Education, Government of Mizoram(<http://schooleducation.mizoram.gov.in/uploads/files/school-education-statistics-at-a-glance-2010-11.pdf>)

^Data shared verbally at SCERT Aizawl

Note: We could not get a definite statistic for the drop-out rate; we were told that since parents prefer to send their children to urban areas, students could have moved to another school and not necessarily dropped out

Data pertaining to teacher education institutes and teacher educators ^{^^} :			
Name of Institute	Programmes offered	Intake capacity	Number of teacher educators (including the Principal)
IASE/CTE	i) B Ed	i) 120	15
	ii) M Ed	ii) 35	
DIET Aizawl	D Ed	100	24
DIET Lunglei	D Ed	50	20
DRC Mamit	-	-	14
DRC Saiha	-	-	14
DRC Serchhip	-	-	14
DRC Kolasib	-	-	14
DRC Lawngtalai	-	-	14
DRC Champhai	-	-	14
Total	-	-	145

^{^^}Data from the documents shared by IASE, Aizawl

Note: In addition, the Department of Education, Mizoram University offers a 2-year MA (Education) programme

1. While private schools exist in most towns, affiliated either to the Central Board of Secondary Education (CBSE) or the Mizoram Board of Secondary Education (MBSE), the latter holding a board examination at the end of Class X and XII, there are **no private teacher education institutions** in the State.
2. At present, there is a combined Institute of Advanced Studies in Education/College of Teacher Education (IASE/CTE) in Aizawl and one District Institute of Education and Training (DIET) each at Aizawl and Lunglei.

3. Six District Resource Centres (DRCs) in Champhai, Kolasib, Lawngtalai, Mamit, Serchhip and Saiha have been approved for up-gradation to DIETs under the Centrally Sponsored Scheme. It is planned that they will offer the D.Ed. programme from 2014 onwards.
4. Many faculty members at the DIETs and DRCs are alumni of the Department of Education of the University of Mizoram, a central university since 2001, which runs a two-year M.A. Education program along with M.Phil./Ph.D. programs in Education. Many have obtained their qualifications from outside the state including the Regional Institutes of Education.
5. Although the state is eligible for Block Institutes of Training and Education (BITEs) in all eight districts, there are no plans for upgrading the Block Resource Centres (BRCs) into BITEs. Since each district will soon have a DIET, this did not seem logical to the State.
6. In 2010, the Education Reforms Committee, set up to recommend ways and means to raise standards of all levels of education and improve its quality, submitted comprehensive recommendations.

B. Joint Review Mission on Teacher Education

The Joint Review Mission constituted by the Ministry of Human Resource Development (MHRD) visited Mizoram from April 1 to April 7, 2013.

Members of the Mission visited the State Council for Educational Research and Training (SCERT) at Aizawl, both the DIETs at Aizawl and Lunglei, the IASE/CTE at Aizawl and the DRCs at Champhai and Kolasib. They toured each of these institutions, observed pre-service teacher education classes, interacted with faculty members and other education functionaries, visited schools, BRCs and Cluster Resource Centres (CRCs).

The Mission comprised Poonam Bhushan (Associate Professor, School of Education, IGNOU), Dr Nimrat Khandpur, Rajiv Sharma and Indu Prasad (Azim Premji Foundation).

Part II

Observations across Institutions

A. General Observations – Things going well

1. **Basic infrastructure in place, well maintained, clean environment:** All the institutions we visited were well-maintained with the basic infrastructure in place. The surroundings were pleasant, buildings kept clean with well-lit rooms.
2. **Positive energy in all institutions:** Most of the people we met, whether faculty members or students, were enthusiastic about what they were doing. There appeared to be a sense of kinship, into which we were included, that translated into a positive atmosphere.
3. **Faculty open to contribute & learn:** Many faculty members appeared committed and most were well aware of their development needs. They appeared eager to learn and were keen to explore opportunities for higher education and self-development.
4. **School, curriculum, teacher education curriculum, textbooks based on NCF/NCFTE:** The State has revised its teacher education and school curricula and school textbooks, post NCF 2005 and NCFTE 2009, and they are already in the second phase of review of textbooks based on inputs from teachers and other stakeholders.
5. **Examples of good practices:** We came across several good practices during our visits to institutions and would like to highlight some of these:
 - i. **Student feedback (IASE):** Student feedback is taken on both the program as well as faculty in the IASE – we were informed that the Principal uses this for counseling faculty, whenever needed.
 - ii. **All-DIET meeting (DIET):** The faculty at the DIETs at Aizawl and Lunglei had a day-long meeting to discuss issues and improved linkages – they plan to make this an annual gathering of all DIET faculty.
 - iii. **Sharing of monthly academic plan (IASE):** The monthly teaching plans of each faculty member are placed on the notice board for students to view. These are reviewed in monthly faculty meetings and tracked in a register.
 - iv. **Facebook groups (SCERT, IASE, DIET, DRC):** The teacher education institutes have their own Facebook groups for faculty and students to be in touch. This initiative can be optimized for academic sharing and discussions as well as inter-institution linkages.

- v. **Exposure visits outside the state (SCERT, IASE, DIET, DRC):** Many faculty members across institutions have undertaken exposure visits outside the state. This can translate into rich sharing of experiences within institutions to feed into improving processes.
- vi. **Student reflections during teaching practice (IASE):** Students are encouraged to pen their reflections in a semi-structured format, and the IASE faculty plans to use these documents to study student perceptions.
- vii. **Induction for new teacher educators (SCERT):** All newly-appointed teacher educators undergo an induction module at the SCERT - the sessions cover educational administration, educational psychology, evaluation, trends in education, including educational philosophy, ECCE, service rules, adolescence and ethics.
- viii. **Sessional plans for schools (SCERT):** The SCERT prepared a sessional plan for CCE in consonance with schools; a CCE calendar is also prepared.
- ix. **CCE monitoring plan (SCERT, DIET, DRC):** The CCE monitoring plan conceived by SCERT is being implemented by the DIETs and DRCs. Plans are in place with schools being assigned to specific faculty members for monitoring.
- x. **Thrust on ECCE (SCERT, IASE, DIET, DRC):** There is a strong focus on ECCE with some faculty members having taken the Diploma course at NCERT and using their learnings during the pre-service program.
- xi. **Material developed by the English Language Teaching Institute:** Some good resource material was shared with us, including well produced graphic stories of English translations of Mizo folk tales, vocabulary banks and a book on common errors in English.
- xii. **Early intervention centre (SCERT):** The early intervention centre at the SCERT caters to children with a range of disabilities and we were told that it enjoys a very good reputation.
- xiii. **System for teacher assessment (IASE):** A system for teacher assessment has been developed by the IASE based on an assessment framework. It is intended to identify development needs of teachers to inform teacher professional development programmes.
- xiv. **MTET to be introduced (SCERT):** SCERT is in the process of finalizing the guidelines and syllabus for the Mizoram Teacher Eligibility Test (MTET). The faculty at SCERT sees this as one way of improving the quality of teachers.

B. Specific Observations

1. Academic Processes

i. Pre-Service Teacher Education

- a. **School curriculum** has been re-designed in accordance with NCF 2005 and textbooks are being finalized on the pattern of the textbooks designed by NCERT (especially focused on Continuous and Comprehensive Evaluation).
- b. The **D.Ed. curriculum** is being re-designed based on NCFTE 2009 and on the lines of the model curriculum designed by NCTE. This will be implemented from the next academic year i.e. 2014-15.
- c. There has been no discussion on the re-design of the B.Ed. or the M.Ed. curriculum.
- d. **Classroom Processes:** Almost all the D.Ed., B.Ed. and M.Ed. classes that were observed demonstrated the following characteristics:
 - English is the medium of instruction for all teacher education programs. Students appeared to be more comfortable in Mizo than in English and both languages were used in class.
 - Most material seemed to be available in English – material in Mizo was not commonly seen.
 - Teachers mostly lectured from the front of the class using the text or notes; students were mostly seated in rows.
 - Many students seated in the last few rows were unable to really hear what was being said unless there was complete silence; teachers used the board but often wrote in a way that was not very visible to students seated at the back of the class.
 - The flow of the class mostly comprised “one-way transmission” with very little interaction between teachers and students; students seemed to be treated as passive audiences with little active participation in their own learning except for note-taking. There seemed to be minimal debate and discussion; almost all questions were asked by the teachers; students spoke only when spoken to.
 - Focus seemed to be almost wholly on facts with little emphasis on reasoning or any kind of analysis by students or the connection of that idea to practice – even in one of the two classes where group work was observed, the focus seemed to be on learning facts with hardly any reasoning, analysis or reflection.
 - Every classroom observed had bare walls with no displays of student work or work that could be of interest or relevance to students.

- Lectures were sometimes replaced by power point presentations but student interaction did not change.
- Several topics which were 'lectured' on in class need not have been so – they seemed to be of the kind that students could have been asked to work on them in the library and write an assignment or teach each other.
- The presence of 'older' students i.e. the one-year in-service students did not change classroom pedagogy at all – they too seemed to be treated in the same way – their experience could be used as valuable teaching resources which did not seem to be the case.
- Classroom processes seemed to suggest preoccupation with managing students and 'covering curriculum.' Teaching seemed delinked from the world of the learner - for example, 'appreciation of rich cultural heritage' as part of 'Objectives of Teaching Social Studies' was taught by suggesting visits to museums, exhibitions, etc. with hardly any attempt to link it with student's life, knowledge or ideas about culture (even more so in a culturally- rich, strongly-linked community like Mizoram is).
- Attendance seemed to be taken during every class and all faculty observed called out roll numbers and not names of students – alternative ways could have been used like placing a register at the entrance of the class or passing it around; calling of numbers could be completely avoided.
- *The **exception** was one excellent example of an interactive class on pre-school education at the DIET in Aizawl. The class was meticulously planned using a mix of activity and lecture. Communication was clear, no time was wasted, students were fully engaged, every student got an opportunity to practice and the theoretical basis of every activity was discussed. Classroom processes modeled exactly what the teacher educator wanted her students to do as teachers in class.*

e. Linkages with Schools

- **Demonstration Schools:** Both the DIETs have demonstration schools very close to them. One of the challenges is that both the schools have an extremely low PTR – a small number of children across a large number of classes and a large number of teachers. The schools do not seem to be 'demonstration' in any sense –they are neither a space where teacher educators try out new ideas nor a place where practices are interesting enough for student teachers to learn from.
- **Other Schools:** Linkages with schools in the geography served by the institution seem to be related to teaching practice by student teachers

and not much else. School visits by teacher education faculty across all institutions seem to be restricted to observation/grading of practice teaching by student teachers. Teacher educators hardly spend any time in schools to observe children, observe regular classes, interact with teachers or to 'practice' their own teaching.

ii. In-Service Teacher Education

- a.** As part of its role as the academic authority for the State, SCERT will now be in charge of in-service teacher education which was previously handled by SSA.
- b.** The English Language Training Institute (ELTI), established as the nodal agency through EFLU, has been conducting orientation and enrichment programs for teachers at all levels. It has developed good material for teachers and students both of the learning and teaching of English. The group's connect with EFLU also seems very useful.
- c.** SCERT has developed materials for ABL and conducted workshops for ABL. Workshops have also been conducted for resource persons in EVS, Science, Mathematics and ICT. Sensitization workshops on children with disability along with those to help develop checklists to identify disabled children in school were organized.
- d.** Detailed training modules were not shared/available on the in-service programs conducted except for some material used for English, ICT and Science training.
- e.** There did not seem to be a systematic academic plan in place for in-service teacher development – several isolated, episodic and almost ad hoc sessions have taken place depending on central funding and availability of resources.
- f.** There is a proposed in-service plan for 2013-14 but there did not seem to be in detailed preparation done for it (modules, session plans, materials, facilitator training, profile of participants etc.).
- g.** The impression was almost that of facilitators creating the plan on-the-spot or using available material and devising session plans around that.
- h.** Needs assessment of teachers and mapping of facilitators to meet needs was absent.

iii. Library, Materials and Documentation

- a.** All institutions have enough physical space to run a good library.
- b.** Libraries in most institutions had all the State textbooks and subscribed to a few journals especially those published by NCERT. Most teacher education textbooks appeared to be in the nature of 'guide books' and 'help books.'

- c. There is significant scope, across institutions, to improve the kind of books/journals/documents acquired by the library that can help form a knowledge base critical for the curricular shift being envisaged in the new school textbooks and the new D.Ed. curriculum. Libraries could conduct activities around improving usage (e.g. reading hours, discussions around books/journal articles etc.).
- d. Documents like NCF 2005 and NCFTE 2009 were not available in most libraries – we were informed that neither document has been translated into Mizo. Translation of the RTE Act into Mizo has been done.
- e. There is scope to upgrade the cataloguing system using technology - the CTE/IASE had an efficient cataloguing system.
- f. Usage of the library by faculty members seemed focused mostly on school textbooks and teacher education textbooks. Student usage of the library could be improved significantly.
- g. The DIET at Lunglei has recently acquired a set of interesting new books (including Dr Poonam Batra’s work on Teaching of Social Sciences) – these were requested by some faculty members who are part of the group that is re-designing the D.Ed. curriculum.
- h. There did not appear to be much material available in Mizo for students and faculty to use/access except textbooks – most material seemed to be available in English. (There are other languages too which face problems. In Kolasib, children from Bru and Hmaar tribes attend school. Their dialect is very different from Mizo, the language of instruction in schools. Specific materials for teachers and students facilitating teaching-learning in these languages do not exist)
- i. Most materials have been developed (through the English language cell at SCERT, for instance) based on individual initiative or funding availability and not as institutional priority/focus.
- j. Documentation of processes/events/experience in institutions as learning resources could be significantly strengthened. The experience of in-service teachers in DIETS can be used to reflect on what efforts student-teachers bring to their learning, how beliefs, attitudes related to their practice change, what learning difficulties are faced by student-teachers, etc. In the IASE/CTE, student-teachers document school experience which can be used for examining mentoring, beliefs and perceptions of the mentors regarding their role etc.

iv. Research

- a. There has been an effort at building the capacity of faculty to undertake research with workshops on research methodology for teacher educators organized

- jointly by IASE and Mizoram University for faculty of SCERT, CTE, DIETs and DRCs in 2011-12.
- b. A research committee has been set up in IASE to cater to needs of the M.Ed. program.
 - c. Research undertaken by SCERT
 - Activity based learning (ABL) project initiated in schools in and around Aizawl – run into trouble since SSA had promised JPFs (Junior Project Fellows) to help but these were not hired
 - Effect of reward and punishment
 - d. Research project undertaken by IASE
 - Why some schools are low-performing (<20%) or nil performing (zero pass percentage) in board examinations
 - e. Research undertaken by DRCs
 - Action research on school dropout and use of TLM in schools but no systematic action seems to be involved
 - f. Faculty members, especially at the DRCs, expressed the need for greater capacity building to undertake research. They felt that opportunities to pursue an M.Phil. or a Ph.D. degree would enhance their understanding of research processes and improve the quality of their research work.

2. 'Inside-Institutional' Processes

- i. **Academic Focus:** Many faculty members (especially those who seemed to have stronger understanding and capabilities) across institutions seemed to be engaged in administrative tasks and not primarily focused on teaching-learning. 'Meaningful' academic activities seemed to take a back seat. For example: SCERT manages the in-service programs but engagement with assessing needs, planning curriculum, selection and development of materials, follow-up visits to DIETs or schools has not been invested in. Induction of teachers is planned but there does not seem to have been deep engagement with the purpose of the induction, its vision and its methodology.
- ii. **Faculty Sharing & Reflection:** While faculty meetings do take place on the basis of need and there is informal discussion, there did not seem to be spaces for sharing and reflection to improve understanding or practice. Innovative practices developed by teacher educators did not seem to be shared in a systematic or regular fashion - classroom observations of/by colleagues or experimenting of new ideas based on faculty discussions does not happen. Planning and calendarization of such engagements seemed absent in all institutions.
- iii. **Using of Resources:** Resources like the Library or ICT facilities could be used to build and nurture a learning environment in the institution. ICT is being used for

preparing power-point presentations and lectures for classrooms sessions. Recording of good lectures/classes could be used for faculty learning but most of the technology equipment is not in use. A studio for teleconferencing is available in SCERT but has not been repaired after a fire caused significant damage.

- iv. **Continuing Professional Development:** Professional development of teacher educators especially at this time of curricular transition is critical. There does not seem to be a plan on this, no focus on developing specific subject knowledge needs, strengthening understandings of how learning takes place, and/or encouraging reflection on their current practices and beliefs about teaching.
- v. **Grievance Redressal:** There did not seem to be any mechanism to redress grievances except informal exchanges between faculty.

3. Linkages between Institutions

- i. There appears to be a lack of formal linkages between institutions at all levels (whether engaged in preparing teachers or supporting them in their work or professional development), with no processes in place to calendarize visits, and very little documentation of the inter-institutions visits that have taken place.
- ii. All expertise seems to be centred in Aizawl, with little movement of resource persons across the state or a fair spread of capacity building activities across the state.
- iii. There were very few recorded meetings between leaders of teacher education institutions which seemed to lead to very little convergence on academic planning, development of materials, monitoring of schools (except the CCE plan) or analyzing the impact of training experiences.
- iv. There was no evidence of sharing of institutional resources across the states.
- v. There did not appear to be sustained and focused interaction between institutions of teacher education and schools.
- vi. Faculty members of the Department of Education, Mizoram University, Aizawl have been used as resource persons in sporadic activities but there did not appear to be a sustainable plan to engage them in supporting or optimizing the work of the other institutions.

4. Preparation of Institutions to undertake new roles

The NCF 2005, the NCFTE 2009, the RTE Act, the guidelines for teacher education institutions in the 12th Plan and Mizoram's new school and teacher education (D.Ed.) curricula demand capabilities and processes in teacher education institutions that are significantly different from those that currently exist.

- i. **Vision for TE:** There is a need to develop a vision for Teacher Education which is rooted in teachers reflecting on their practices, engaging with children and developing their capabilities by learning and working in groups. Envisioning institutions as spaces which help teachers examine their practices, enhance their understanding of children, view learners as active participants in their own learning, and use classrooms for dialogue rather than didactic communication is important. Processes like analysis of classroom teaching, building conceptual understanding in subject knowledge and pedagogy, examining textbooks etc. need to find a place in institutionalized forums.
- ii. **Alignment of the vision:** Inter-linkages between areas (disciplines, fields) and processes (teaching-learning, in-service training, academic activities and faculty development, etc.) seem to be operating independently. There is a need for coherence by ensuring consistency across levels. Assessment of elements of faculty workload, teaching, administrative work, assessments of students to assess in what way are these activities carrying forward the institutional focus is important.
- iii. **Understanding of NCFTE:** Understandings about the nature of knowledge, how children learn and the teacher's role in learning must be discussed and debated across institutions. Terms such as child centered, activity-based learning, constructivism are used but not much discussion seems to be taking place on how these inform teaching-learning processes. Planning and sharing of what kind of pedagogical shift will take place and how it will happen needs to happen. Supporting faculty in this transition period and group teaching in disciplines by drawing on relevant and appropriate learner-centered strategies may help. Support groups within institutions can engage with teacher educators in developing understanding in subject matter and developing appropriate pedagogies for the classroom.
- iv. **Building on Enthusiasm:** Teacher educators seem enthusiastic and capable of adopting this change – this needs to be sustained by creating formal spaces within institutions for workshops discussions, self-assessment, reflections and examining one's beliefs as a teacher.
- v. **Preparedness of SCERT as Academic Authority:** As the academic authority of the State, SCERT must possess both the competence and the confidence to handle its new role. At this point, both seem to be inadequate.
 - a. SCERT, at present, seems fairly insulated from the DIETS, IASE/CTE and the DRCs except for formal workshops and meetings. Academic exchange amongst teacher education institutions is extremely formal, each seems to perceive an opportunity for exchange as intrusion in the other's functions. This feeling was articulated in conversation by SCERT and DIET faculty. Consequently, visits take place only for particular purposes and not as part of regular exchange. Also, visits seem to be from DIETs/DRCs to SCERT and not the other way round.

- b. SCERTs own perception of its academic role does not seem to be very clear beyond the activities it currently engages with. There seems to be a feeling within SCERT that it is not being involved in major academic matters including curriculum development. So far, it seems to have played a fairly peripheral role in school curriculum/textbook change (this was led by the Mizoram Board of School Education).
 - c. SCERT's association with Mizoram University also seems limited though the faculty expressed the need for capacity development in areas such as curriculum studies and educational foundations (sociology of education, psychology, philosophy of education).
- vi. Preparedness of DRCs to function as DIETs**
- a. Faculty needs to be rationalized and vacancies (already identified) filled before the DRCs can be upgraded to DIETs. While all the present faculty members have at least a Masters and a B.Ed. degree, there is need for members with qualifications in science and mathematics.
 - b. Capacity building of existing faculty to undertake the responsibility of teaching the D.Ed. program is needed. Adequate preparation of faculty in content knowledge and pedagogy, along with perspective building including familiarization with NCF 2005, NCFTE 2009 and RTE 2009 state rules, as well as an understanding of the implications these have for teaching-learning processes needs to be focused on.
 - c. The DRC is not represented in processes such as curriculum development, textbook preparation and reviews, development of resource material, etc. There does not appear to be any support from any of the other teacher education institutes, with visits and capacity building programmes for DRC faculty reported as being very rare.
 - d. There does not appear to be any systematic, formal process of engaging with the BRC and CRC or schools (this is true of the two DIETs also); school visits appear to be rare; no clear data on the number of schools visited by DRC faculty in 2012-13 could be shared with us. While there are one or two schools the DRC faculty visit when needed, there is no systematic support provided. The DRC support the CCE monitoring group and have assigned schools in the district which the faculty have developed a plan to visit and monitor in the coming year.

5. Training of Untrained Teachers

- i. The number of untrained teachers in the state 11,6529 (documents shared at IASE showed number of untrained secondary school teachers as 1506).
- ii. Mizoram has obtained special approval from NCTE for a one-year program for in-service teachers conducted by the DIETs.

- iii. IGNOU has now developed a 2-year Diploma in Education aligned with NCFTE 2009. The state government and IGNOU should come together to actively discuss and arrive at a mechanism which needs to be put in place for implementation and monitoring of schools based activities, workshops and practicum. As of now, the preparedness of the State to undertake this initiative with IGNOU seems insufficient with dates for admissions in the academic cycle for this year too close for comfort.
- iv. The faculty at IASE shared that they have prepared a 1-year multi-mode program for clearing the backlog of untrained secondary school teachers. The training modules have been sent for necessary approvals to MHRD and NCTE, and logistics are being worked out in anticipation of approval.

6. Governance

- i. Funds from the Centre seem to be almost always delayed. We were told that teacher educators who came under the Centrally-Sponsored Scheme receive their salaries once in four months. This is, obviously, untenable and extremely de-motivating, besides, shifting focus from professional to personal issues. We were told that constant follow-up is needed with the Centre to ensure even this flow of funds.
- ii. The IASE at Aizawl is performing the role of both IASE and CTE but receives funds only for one institution – this appears to be causing some constraint in its functioning.
- iii. A proposal to set up an academic cadre for teacher educators has been finalized – it needs to be approved as soon as possible. Recruitment rules that have been finalized need to be acted upon as soon as possible.
- iv. On creation of new teacher educator posts in the DRCs/DIETs, the State government seems to require sanction from the Central government before creating the post or recruiting to it while the Centre seems to require the recruitment to be completed before releasing funds. This appears to have caused some stalemate in recruitment and needs to be resolved.
- v. At both the DIETs and the CTE/IASE, many faculty members teach subjects that are outside their post-graduate qualifications (e.g. a teacher educator with a master's degree in geography teaches Mizo) because of non-availability of the right kind faculty at each institution. It is extremely important that this is sorted out through optimization/rationalization of faculty members across institutions.
- vi. The leadership of the DIET at Aizawl appears to be unsuitable for the role – faculty members appear to be without an anchor that they trust, existing processes at the institution seem to be losing their robustness and a fair amount of drift seems to have crept in. The leadership needs to be reconsidered.

Part III

Recommendations

The recommendations are presented in two parts: the first are recommendations common to all institutions while the second are recommendations for specific institutions.

General Recommendations

1. Form a Teacher Education Core group to lead preparedness of institutions

- i.** Form a 15-member core group across institutions to lead preparation of institutions for their new role & to ensure alignment across institutions
- ii.** Members should be from SCERT, DIETs, CTE/IASE, DRCs, BRCs, CRCs, and schools (elementary and secondary) – they need not be heads of institutions
- iii.** Members should be selected based on their academic ability, understanding of new education perspective, ability to travel and ability to work with people
- iv.** Group should meet once in two months to review internal processes in each institution, discuss better linkages across institutions, discuss issues within institutions and find ways to resolve them

2. Form subject groups of teacher educators across institutions

- i.** Form teacher educator subject-groups from across institutions (e.g. all mathematics faculty from SCERT, DIETs, DRCs, CTE/IASE)
- ii.** Form e-groups, share readings, share experiences, understand each topic in the new curriculum, understand the new textbooks, prepare for transaction of the new curriculum through different teaching methods
- iii.** Meet once in two or three months for one day to present work to each other, discuss academic issues, demonstrate classes to each other, and so on

3. Begin long-term development of an 'expert' group of teacher educators

- i.** Develop at least 50 (5 per district + 10 at state-level) outstanding teacher educators in 3 years
- ii.** Identify them through a competency-based, impartial selection process based on professional standards for teacher educators
- iii.** Put them through a rigorous full-time program or a series of several rigorous short-term programs (use ICT significantly) at identified institutions/universities
- iv.** Place them in critical positions – SCERT /IASE/CTE/DIET faculty; BRCs; CRCs

- v. Give them the responsibility of anchoring teacher professional development in their district for 5 years
- 4. Create strong processes for selection and professional development of heads of teacher education institutions**
- i. It is critical for the right people to lead institutions especially at this time of transition
 - ii. Create a rigorous process for appointment of leaders (especially DIETs) – focus on education perspective & ability to work with people
 - iii. Develop a rigorous professional program for leaders of teacher education institutions – formal workshops, regular discussions, readings, visits, etc.
 - iv. Guidelines for appointment of academic leaders need to be clearly articulated and transparent
 - v. The leadership of the DIET at Aizawl needs to be reconsidered
- 5. Ensure rationalization of teacher education faculty**
- i. Study faculty qualifications & requirements at each institution
 - ii. Ensure the right people teach the right subject
 - iii. The State is on the verge of adopting new recruitment regulations – these should be pushed through as early as possible
 - iv. There is a shortage of science and mathematics faculty – the state needs to examine strategies for attracting people to science and mathematics studies and also incentives to join teacher educators (not monetary: – e.g., affiliation to IISc, opportunities to attend seminars, etc.)
- 6. Nominate identified faculty members for identified IGNOU courses (e.g. Teaching of Mathematics/English)**
- 7. MHRD and the State to ensure that funds are released on time so that salaries can be paid and activities undertaken as per plan**
- 8. Ensure adequate funding for the IASE/CTE at Aizawl:** It performs the role of both IASE and CTE but receives funds only for one institution.

Specific Recommendations

1. State Council of Educational Research and Training (SCERT)

- i. Build deep understanding of education, subject and pedagogy through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, small action research, formal workshops
- ii. Calendarize faculty meetings that focus on academic issues and reflection, document them in detail and share the documents across the institution
- iii. Calendarize field visits (IASE/CTE, DIET, BRC, CRC & schools), observe classes, hold informal discussions with teachers – document visits & share during faculty meetings
- iv. Develop district-wise & subject-wise data base of teachers and teacher educators across the state
- v. Create district-specific need assessment processes for in-service teacher training in the state
 - a. Set up Training Management Systems to track what training programs teachers have already attended
 - b. Hold district, block, cluster level discussions with teachers; conduct district-level surveys; use classroom observations & random testing of subject content/pedagogical content
 - c. Data can be sliced/results can be analysed by years of experience; subject taught; grade-level etc.
- vi. Develop resource material in Mizo through translation of small books (e.g. Toto Chan, Diwaswapna) and create new material based on work done by teachers/teacher educators (e.g. reflections on interesting work done by a teacher, school/classroom observations, sharing experiences by teachers, and so on)

2. Institute of Advanced Studies in Education/College of Teacher Education (IASE/CTE)

- i. Build deep understanding of subject and pedagogy through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, small action research, formal workshops
- ii. Focus on Foundation areas – psychology, philosophy, sociology and explore interdisciplinary areas like curriculum studies
- iii. Calendarize faculty meetings that focus on academic issues and reflection, document them in detail and share the documents across the institution
- iv. Ensure classroom processes reflect what you want teachers to do in school

- a. Interactive classroom processes with interesting activities designed to engage students
- b. Classroom displays of student work
- c. Several topics need not be 'lectured' in class (e.g. sources of pollution) – students can be asked to work on them in the library and write an assignment or teach each other
- d. Use one-year in-service students as valuable teaching resources – do not treat them like children, use principles of andragogy and engage them in supporting other students
- v. Introduce peer observation among faculty – learn more about each other's work
- vi. Calendarize field visits (DIET, secondary schools) – observe and demonstrate classes - document visits and share during faculty meetings
- vii. Maintain regular contact with SCERT, DIETs & DRCs beyond workshops
- viii. Strengthen the library
 - a. Usage by the faculty must increase
 - b. Quality of books must reflect a higher education institution
 - c. Quality of journals must improve (e.g. subscribe to Education Dialogue)
 - d. Should have copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, IGNOU course materials on primary mathematics and language, etc.
- ix. Develop district-wise & subject-wise data base of teacher educators and secondary school teachers across the state

3. District Institute of Education and Training (DIET)

- i. Build deep understanding of subject and pedagogy through formation of subject groups, weekly reading hour, writing one book review every two months, faculty seminars, classroom observations, small action research, formal workshops
- ii. Calendarize faculty meetings that focus on academic issues and reflection, document them in detail and share the documents across the institution
- iii. Calendarize field visits (BRC, CRC and schools), observe classes, hold informal discussions with teachers – document visits and share during faculty meetings
- iv. Ensure that classroom processes should reflect what you want teachers to do in school
 - a. Involve students in discussion and dialogue
 - b. Design interesting activities that engage them in independent learning – small projects, library work, observation of children
 - c. Have classroom displays of student work
 - d. Stop taking attendance by roll number – explore alternatives
- v. Introduce peer observation among faculty and student feedback on faculty

- vi. Document experiences of in-service teachers; use them as teaching resources; use their experiences in the classroom
- vii. Develop subject-wise data base of teachers and teacher educators across the district
- viii. Strengthen the library
 - a. Usage by the faculty must increase
 - b. Quality of journals must improve (e.g. subscribe to Education Dialogue)
 - c. Should have copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, IGNOU course materials on primary mathematics and language, etc.
 - d. Use ICT for cataloguing (digitization)

4. District Resource Centers (DRC)

- i. Focus on preparation to take on DIET role – Build deeper understanding of education, subject and pedagogy through subject groups, reading sessions, faculty seminars, class room observations, action research, weekly reading hour, writing one book review a month, reflection journals/diaries
- ii. Identify one faculty member of IASE or SCERT to mentor one DRC for the next one year through the transition into a DIET – this should include monthly visits, shared reading material, holding demonstration classes, building familiarization with the new D.Ed. curriculum and material
- iii. Develop subject-wise data base of teachers across the district
- iv. Calendarize faculty meetings that focus on academic issues and reflection, document them in detail and share the documents across the institution
- v. Calendarize field visits (BRC, CRC and schools) and demonstrate classes –detailed documentation of those visits should be undertaken and disseminated
- vi. Strengthen the library
 - a. Usage by the faculty must increase
 - b. Quality of books and journals must improve (e.g. subscribe to Education Dialogue)
 - c. Should have copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, IGNOU course materials on primary mathematics and language, etc.
 - d. Use ICT for cataloguing (digitization)

Annexure
Schedule of JRM Visit

Day & Date	Activity
Monday, 01 April 2013	
Morning	Meeting with SCERT Joint Director and Faculty
Noon	Departure for districts Champhai (Poonam Bhushan, Nimrat Khandpur) Lunglei (Rajiv Sharma, Indu Prasad)
Tuesday, 02 April 2013	
Morning	Visit to DRC, Champhai (Poonam Bhushan, Nimrat Khandpur) Visit to DIET, Lunglei (Rajiv Sharma, Indu Prasad)
Afternoon	Departure for Aizawl (all members)
Wednesday, 03 April 2013	
Morning	Visit to IASE/CTE, Aizawl (all members)
Afternoon	Meeting with Secretary/Commissioner, Education (all members)
Thursday, 04 April 2013	
Full day	Visit to DIET, Aizawl (Poonam Bhushan, Indu Prasad) Visit to DRC, Government Middle School and CRC, Kolasib (Rajiv Sharma, Nimrat Khandpur)
Friday, 05 April 2013	
Morning	Visit to Presbyterian Church Girls School and SSA Model School (Chhinglung Academy), Aizawl
Afternoon	Meeting with SCERT faculty
Saturday, 06 April 2013	
	Sharing of draft observations and recommendations at SCERT