MONITORING AGENCIES

MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD)

Before discussing the functioning of the Department of Higher Education, let us examine the higher education system in India. There are three principle levels of qualifications within the higher education system in the country. These are :

Bachelor/Undergraduate level

Master's/Postgraduate level

Doctoral/Pre-doctoral level

We have already learnt in the earlier section the government has made an endeavour to provide primary education to all on a universal basis. Higher education is progressively moving into the domain of private sector. With a gradual reduction in government subsidies higher education is getting more and more costly and hence the need for institutional funding in needed in this area. Loans for education are now being seen as an investment for economic development and prosperity.

Based on recommendations made by a Study Group, Indian Banking Association has prepared a Model Educational Loan Scheme in the year 2001 which has been advised to banks for implementation by Reserve Bank of India.

Presently there are twenty three (23) Central Universities in the country. In pursuance of the Mizoram Accord, another Central University in the State is planned. There are 99 Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956, State Governments are responsible for establishment of State Universities.

The Department of Higher Education carries out substantial part of its work through about *90 autonomous* organizations, chiefly the following :

. University Grants Commission (UGC); Indian Council of Historical Research (ICHR); Indian Council of Social Science Research (ICSSR); Indian Council of Philosophical Research (ICPR); Indian Institute of Advanced Studies (IIAS); Shimla, 23 Central Universities; All India Council of Technical Education (AICTE); 7 Indian Institutes of Technology (IITs); 3 Indian Institute of Science Education & Research (IISERs); 6 Indian Institutes of Management (IIMs); 20 National Institutes of Technology (NITs); 4 Indian Institutes of Information Technology (IIITs); 4 National Institutes of Technical Teachers' Training & Research (NITTRs); 4 Regional Boards of Apprenticeship / Practical Training; Three Deemed Universities in the field of Sanskrit, namely (Rashtriya Sanskrit Sansthan (RSKS), New Delhi; Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBSRSV), New Delhi and Rashtriya Sanskrit Vidyapeeth (RSV), Tirupati); Kendriya Hindi Sansthan (KHS), Agra Central Institute of English & Foreign Languages; National Council for Promotion of Sindhi Language (NCPSL); (CIEFL), Hyderabad National Council for Promotion of Urdu Language (NCPUL); National University of Educational Planning & Administration (NUEPA); National Book Trust (NBT); National Commission for Minority Educational Institutions (NCMEI).

In addition to the above, the Department also has three attached offices and one Public Sector Undertaking (PSU) as given below : Central Hindi Directorate, New Delhi; Commission for Scientific and Technical Terminology (CSTT), New Delhi Central Institute of Indian Languages (CIL), Mysore; Educational Consultants (India) Pvt. Limited (EdCIL).

UNIVERSITY GRANTS COMMISSION (UGC) OF INDIA

The University Grants Commission (UGC), of India is a statutory body set up by the Indian Union government in 1956, and is charged with coordination, determination and maintenance of standards of higher education. It provides recognition to universities in India, and disburses funds to such recognized universities and colleges. Prof. Ved Prakash is the incumbent Chairman of UGC, India. Its headquarters is in New Delhi, and six regional centres in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore.

Historical Context

UGC was formed in 1946 to oversee the work of the three Central Universities of Aligarh, Banaras and, Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing Universities. After independence, the University Education Commission was set up in 1948 under the Chairmanship of S. Radhakrishnan and it recommended that the UGC be reconstituted on the general model of the University Grants Commission of the United kingdom.

UGC was formally inaugurated by Maulana Abul Kalam Azad, the Minister of Education, Natural Resources and Scientific Research on 28 December 1953.

The UGC was however, formally established in November 1956, by an Act of Parliament as a statutory body of the Government of India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.UGC Act 1956.

Composition of the Commission

The Commission shall consist of—

   (a) a Chairman,

   (b) a Vice-Chairman, and

   (c) ten other members, to be appointed by the Central Government.

The Chairman shall be chosen from among persons who are not officers of the Central Government or of any State Government.

Of the other members—

(a) two shall be chosen from among the officers of the Central Government, to represent that Government;

(b) not less than four shall be chosen from among persons who are, at the time when they are so chosen, teachers of Universities; and

(c) the remainder shall be chosen from among persons—

   (i) Who have knowledge of, or experience in, agriculture, commerce, forestry or industry;

   (ii) who are members of the engineering, legal, medical or any other learned profession; or

   (iii) who are Vice-Chancellors of Universities or who, not being teachers of Universities, are in the opinion of the Central Government, educationists, of repute or have obtained high academic distinctions:

Provided that not less than one-half of the number chosen shall be from among persons who are not officers of the Central Government or of any State Government.

The Vice-Chairman shall exercise such of the powers, and discharge such of the duties, of the Chairman as may be prescribed.

Terms and Conditions of Service of Members

A person appointed as Chairman, Vice-Chairman or other member after the commencement of the University Grants Commission (Amendment) Act, 1985 shall, unless he sooner becomes disqualified for continuing as such under the rules that may be made under this Act—

(a) in the case of Chairman, hold office for a term of five years or until he attains the age of sixty-five years, whichever is earlier;

(b) in the case of Vice-Chairman, hold office for a term of three years or until he attains the age of sixty-five years, whichever is earlier;

(c) in the case of any other member, hold office for a term of three years.

Provided that, a person who has held office as Chairman or Vice-Chairman shall be eligible for further appointment as Chairman, Vice-Chairman or other member, and a person who has held office as any other member shall be eligible for further appointment as Chairman, Vice-Chairman or other member.

Provided further that a person who has held office for two terms, in any capacity, whether as Chairman, Vice-Chairman or other member [excluding a member referred to in clause (a) of sub-section (3) of section 5 in University Grants Commission Act, 1956], shall not be eligible for any further appointment as Chairman, Vice-Chairman or other member.

Subject to such rules as may be made by the Central Government in this behalf, the Commission may appoint a Secretary and such other employees as it may think necessary for the efficient performance of its functions and the terms and conditions of service of the employees shall be such as may be determined by the Commission.

Professional Councils

UGC, along with CSIR currently conducts NET for appointments of teachers in colleges and universities. It has made NET qualification mandatory for teaching at Graduation level and at Post Graduation level since July 2009. However, those with Ph.D are given five percent relaxation.

Accreditation for higher learning over Universities under the aegis of University Grants Commission is overseen by following sixteen autonomous statutory institutions:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)
- Central Council of Homoeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Rehabilitation Council
- National Council for Rural Institutes
- State Councils of Higher Education
- Council of Architecture

Future

In 1976, the Union Minister of Education made open the government of India's plans to close down UGC and the related

body All India Council for Technical Education (AICTE), in favour of a higher regulatory body with more sweeping powers. This goal, proposed by the Higher Education and Research (HE&R) Bill, 2011, intends to replace the UGC with a "National Commission for Higher Education & Research (NCHER)" "for determination, coordination, maintenance and continued enhancement of standards of higher education and research". The bill proposes absorbing the UGC and other academic agencies into this new organization. Those agencies involved in medicine and law would be exempt from this merger "to set minimum standards for medical and legal education leading to professional practice". The bill has received opposition from the local governments of the Indian states of Bihar, Kerala, Punjab, Tamil Nadu and West Bengal, but has received general support.

Objectives

- Understand the significance of education in general, and higher education in particular, in the global and Indian contexts.
- Understand the linkages between education and economic and socio-economic and cultural development with particular reference to Indian policy where democracy, secularism and social equity are the basic tenants of society.
- Acquire and improve basic skills of teaching at the College/University levels to achieve the goals of Higher Education.
- Keep abreast of the latest developments in their specific subjects.
- Understand the organization and Management of College/University and to pursue the role of teachers in the total system.
- Utilize opportunity for development of personality, initiative and creativity.
- Promote computer literacy as well as Internet Knowledge.

Activities of UGC

Activates and programmes to realize its aim of determining and maintaining the educational standards, of the university education, the activities and programmes of University Grants Commission are as follows:

- Allocates grants to the universities and colleges out of its own funds for their development or other general purpose.
- Advises the central and state governments on disbursing grants to the universities out of the Consolidated Fund of India.
- Advises any authority on the establishment of new university or on the proposal seeking expansion of any university.

- Collects information on university education in India and in other countries.
- Seeks information from the universities from time to time. The information may range from the financial position of the university, their various branches of learning to the rules and regulations followed in a particular university.
- Imparts education to the students in various streams through its Country wide classroom teachings and its old 24 hours educational channel 'Vyas'.
- Conducts National Eligibility Test (NET) through its National Educational Testing Bureau in a bid to determine eligibility for lectureship. It also awards Junior Research Fellowship (JRF), which has been set up as the minimum standards for Indian nationals to enter teaching profession and research. Humanities (including languages), Forensic Science, Computer Science, Social Sciences, Environmental Sciences, and Applications and Electronic Science are the subjects in which a student can appear for a JRF.

National Facilities

The UGC has established 4 National Facilities Centre in the selected universities as per details given below :

(i) Western Regional Instrumentation Centre, Mumbai.

(ii) MST Radar Facilities, Sri Venkateshwar University, Tirupati.

(iii) Inter University Centre for Humanities and Social Sciences (IUCHSS), Indian Institute of Advanced Study, Shimla.

(iv) Crystal Growth Centre, Anna University, Madras.

Let us examine these in brief—

(i) Western Regional Instrumentation Centre, Mumbai : This Centre was established by University Grants Commission in 1978 under the administrative control of Mumbai University with the objective to provide training to USIC staff and students for proper use and maintenance of instruments conducting advanced study programmes such as workshops, seminars for teachers, Research workers from University, National Laboratories and industries etc.

(ii) MST Radar Facilities, Sri Venkateshwar University, Tirupati: The University Grants has established a centre for MST Radar application in the Physics Department, Sri Venkateshwar University, Tirupati in 1990 to utilize the

National MST Radar facilities created at Gadanki by the Researchers and Scientists in Indian Universities.

(iii) **Inter University Centre for Humanities and Social Sciences (IUCHSS), Indian Institute of Advanced Study, Shimla:** The main objectives of the Centre are to invite teachers from universities and colleges to the institute as associate of the IUC, organise "Research Seminars" for researchers and young teachers in University and Colleges and to organize "Study weeks" for discussing important problems of National and International interest.

(iv) **Crystal Growth Centre, Anna University, Chennai:** This centre was established in 1982 with the following objectives.

   (a) To develop facilities for growth and characterization of crystal of technological and industrial importance.

   (b) To cater to the needs of various institutions in India with regard to requirements of special crystal for Research, etc.

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore.

History

NAAC was established in 1994 in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

Status of Accredited Universities

At present in India, accreditation is voluntary for Higher Education Institutions. Out of 612 Universities in the country, only 172 of them have been accredited by the National Assessment and Accreditation Council (NAAC). Out of the Universities accredited, 67 have been placed in Grade A, 99 Universities in Grade B and only 6 in Grade C, based on scores awarded during the process of accreditation. A bill - National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 has been introduced in Parliament of India to make it mandatory for every higher educational institution in the country (other than institutions engaged in agricultural education) to be accredited by an independent accreditation agency.

Vision and Mission of NAAC

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

   • To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes; and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

Value Framework of NAAC

Throughout the world, the Higher Educational Institutions function in a dynamic environment and the Indian higher education system is no exception to this. As significant changes happen from time to time, there are new challenges and demands that seek innovation. The ever expanding higher education, impact of technology on educational delivery, increasing private participation and the impact of globalization (including liberal cross-border and trans-border educational imperatives) have necessitated marked changes in the Indian higher education scenario. While formulating its Core Values for Accreditation framework, NAAC is in cognizance of the swift changes and consequent metamorphosis in values pertaining to the Indian Higher Education.

Core Values

Contributing to National Development
Fostering Global Competencies among Students
Inculcating a Value System in Students
Promoting the Use of Technology
Quest for Excellence

Governance Structure of NAAC

NAAC's working is governed by the General Council (GC) and the Executive Committee (EC) on which University Grants Commission (UGC), All India Council for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU), Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members on these two bodies.

Committees

NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub-committees.

NAAC draws its expertise from senior academics of undoubted integrity from all over India. National Consultative Committees in various areas provide the necessary inputs for establishing and strengthening the processes.

Vice-Chancellors of Universities, Directors of higher education and Science and Technology institutes, Deans, Principals of Colleges, Heads of Departments representatively drawn from all disciplines, educational administrators provide expertise and leadership for the academic activities of NAAC. In addition, NAAC is also generating a large pool of experts / assessors in all subjects by conducting orientation programme periodically across the country.

Activities of NAAC

In addition to many Peer Team Visits which take place every day, the NAAC also facilitates conduct of workshops and seminars in accredited institutions. NAAC also partners with various State Governments and professional bodies to create an advocacy for assessment and accreditation. Assessors Interaction Meetings (AIM), IQAC Meetings and interaction with governmental agencies are an important part of NAAC's activities.

IQAC

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

Strategies of IQAC

IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programmes.
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Ensuring the adequacy, maintenance and functioning of the support structure and services.
- Research sharing and networking with other institutions in India and abroad.

Functions of IQAC

Some of the functions expected of the IQAC are:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.

- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits of IQAC

IQAC will facilitate/contribute:

- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement
- Ensure internalization of the quality culture.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Act as a dynamic system for quality changes in HEIs.
- Build an organised methodology of documentation and internal communication.

Composition

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/ stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

NAAC—SSR Software

There are software's and services available to manage NAAC data and generate NAAC SSR reports online. ePaathsala provides software to generate SSR and help in academic, administrative, gender and green audits.
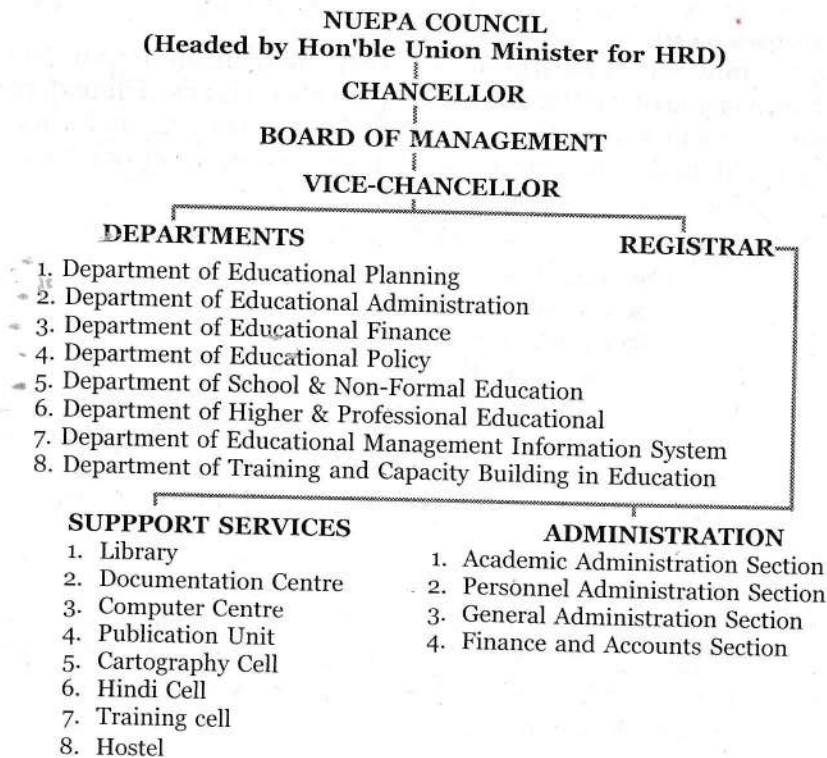
NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)

National University for Educational Planning and Administration, also known as National University of Educational Planning and Administration (NUEPA), is situated in Katwaria Sarai, New Delhi. The university was set up by the Ministry of Human Resource Development, Government of India.

History

National University for Educational Planning and Administration was established in the year 1962 as the National Staff College for Educational Planners and Administrators which again renamed as the National Institute of Educational Planning and Administration (NIEPA) in the year 1979.

District Information System for Education (DISE) of the National University of Education Planning and Administration is covering unrecognized schools and recognized and unrecognized madrasas since 2010-11.

NUEPA COUNCIL
(Headed by Hon'ble Union Minister for HRD)

CHANCELLOR

BOARD OF MANAGEMENT

VICE-CHANCELLOR

DEPARTMENTS   **REGISTRAR**

1. Department of Educational Planning
2. Department of Educational Administration
3. Department of Educational Finance
4. Department of Educational Policy
5. Department of School & Non-Formal Education
6. Department of Higher & Professional Educational
7. Department of Educational Management Information System
8. Department of Training and Capacity Building in Education

SUPPPORT SERVICES   **ADMINISTRATION**

1. Library   1. Academic Administration Section
2. Documentation Centre   2. Personnel Administration Section
3. Computer Centre   3. General Administration Section
4. Publication Unit   4. Finance and Accounts Section
5. Cartography Cell
6. Hindi Cell
7. Training cell
8. Hostel

Departments of NUEPA

National University for Educational Planning and Administration have eight different departments for the better governance and management. These are—

- **Department of Educational Planning**—It is one of the fundamental divisions of NUEPA. The main function of the department is the integration of inputs, processes and products of planning at all levels. With the increasing emphasis on education as a means of reducing poverty and promoting sustainable development, the Department considers the expanded scope of educational planning not only to cover the institutionalization of strategic planning at the macro level but also promoting decentralization and use of local level planning techniques such as school mapping, micro planning and school improvement planning for improving quality of investment in education.

- **Department of Educational Finance**—The function of this department is conduct and promote research on economic and financial aspects of education at all levels. The department focuses its activities like research, teaching and training, around issues relating to public and private financing of education.

- **Department School and Non-Formal Education**—This department focuses on critical issues of school education, non formal and adult literacy. Research studies is conducted in various areas to develop and improve school education in India. Besides conducting research and developmental programmes, the Department extends support to the state and central government in formulating and implementing plans and policies.

- **Department of Educational Management Information System**—To strengthen the database and management system on education in India, the Department undertakes research, capacity building activities and provides technical advice. The Department has also taken the responsibility for strengthening the management information system of secondary education. The Department also conducts conferences, seminars, workshops and research with regard to educational management information system.

- **Department of Educational Administration**—This Department focuses on training and research on educational management and also planning and management of resources in education.

- **Department of Educational Policy**—The main activity of the Department is training, research and dissemination. The Department stimulates discussion on policy issues. It also conducts short term courses.

- **Department of Higher and Professional Education**—This Department has constantly provided research support and policy advice to the Ministry of Human Resource Development, Government Of India. It has provided academic support to regional conferences of UNESCO leading up to the world conference on Higher education and Planning Commission.

- **Department of Training and Capacity Building in Education**—It's mission is to expand the scope and coverage of training programmes and capacity building initiatives of NUEPA. Aim is to create more stable and dedicated institutional arrangement for trained teams to help improve the design, implement, monitor and evaluate educational policies, plans and programmes.

Programmes of NUEPA

The National University of Educational Planning and Administration(NUEPA) is the apex national institution of educational planning and administration and is actively engaged in educational research, training and consultancy. Its core activities include: Full-time M.Phil. Programme, Full-time & Part-time Ph.D. Programmes, National level and International level Diploma Programmes, training of educational planners and administrators; research; consultancy services at national and international levels; clearing house for dissemination of knowledge and information; and providing a forum for exchange of views and experiences between practicing educational administrators, planners and academics. NUEPA also sponsors research in educational planning, policy and management.

NUEPA offers, every year, about four dozen professional programmes. It includes long-term and short-term training programmes, seminars, conferences, meetings with senior national and international education policy-makers, planners and

administrators. It offers two (six-month) diploma programmes in educational planning and administration - one each for the national and international participants. On an average, each year , about thousand five hundred senior planners and administrators participate in these programmes. NUEPA uses a combination of modern methodologies in training delivery including structured presentations, practical work, syndicate work, case studies, group discussions and modern audio-visual methods. All training programmes are supported by professionally developed training material.

Objectives of NUEPA

- To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines

- To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States/UTs of India and in other countries of the world

- To organize orientation and training programmes and refresher courses for University and College administrators connected with educational planning and administration

- To develop networking of Institutions engaged in identical task as that of this University and to play supportive and collaborative role so that States/UTs and regional level are gradually undertaken by them

- To organize orientation programmes, seminars and discussions groups for top level persons, including legislators, in the field of educational planning and administration of policy making level in Central and State Governments

- To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration

NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

As per NCTE Act it is mandatory for all institutions including the University departments imparting B.Ed., M.Ed., B.P.Ed, M.P.Ed. courses and all. Primary Teachers Training Institutes (P.T.T.I.s) to obtain recognition of NCTE. They need to follow the norms and standards prescribed by the NCTE and should be open to the council or its representatives whenever required. Any new institution of the above kind should obtain prior approval of NCTE before admitting students and commencement of the courses. No organisation run by any State Govt. or the Central Govt. or funded fully or partially by Govt. grants cannot employ a person with a degree from an unrecognised teachers training college.

Objectives of NCTE

The main objectives of the NCTE are as follows:

(a) To achieve planned and coordinated development of the teacher education system throughout the country,

(b) The regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith,

(c) The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach

at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Orgasational Structure of the NCTE

NCTE has its headquarder at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, inservice programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

Headquarters of NCTE

The NCTE headquarters is located at Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi- 110002. It is headed by the Chairperson, NCTE. He is assisted by the Vice-Chairperson, the Member-Secretary and various other officers to look after academic, regulatory and administrative matters. The headquarters is mainly responsible for laying down policy guidelines, norms and standards for various teacher education programmes, conducting and promoting research and innovations in teacher education and performing various other academic functions as envisaged in section 12 of the NCTE Act and consideration of appeals under section 18 of the NCTE Act.

Authorities of NCTE

Chairperson: Prof. Mohammad Akhtar Siddiqui
Vice-Chairperson: Prof. S.V.S. Chaudhary
Member-Secretary: Shri Hasib Ahmad

The Council

The National Council for Teacher Education, commonly known as the Council or the General Body of the NCTE, is constituted by the Government of India under Section 3 of the NCTE Act. It is the highest decision-making body of the NCTE. It lays down policy,

frames regulations and takes final decisions on various aspects of the mandate given to it under the NCTE Act.

Functions of the Council

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may :

(i) Undertake surveys and studies relating to various aspects of teacher education and publish the result thereof ;

(ii) make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education ;

(iii) co-ordinate and monitor teacher education and its development in the country ;

(iv) lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions ;

(v) lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;

(vi) lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification;

(vii) lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;

(viii) lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;

(ix) promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;

(x) examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institution;

(xi) evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions;

(xii) formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;

(xiii) take all necessary steps to prevent commercialisation of teacher education; and

(xiv) perform such other functions as may be entrusted to it by the Central Government.

(xv) Inspection

(a) For the purpose of ascertaining whether the recognised institutions are functioning in accordance with the provision of this Act, the Council may cause inspection of any such institution, to be made by such person as it may direct, and in such manner as may be prescribed.

(b) The Council shall communicate to the institution the date on which inspection under sub-section (a) is to be made and the institution shall be entitled to be associated with the inspection in such manner as may be prescribed.

(c) The Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to that institution the action to be taken as a result of such inspection.

(d) All communications to the institution under this section shall be made to the executive authority thereof, and the executive authority of the institution shall report to the Council the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section (c).

(xvi) Recognition of institutions offering courses or training in Teacher Education (Section 14)

(a) Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act, make an application to the Regional Committee concerned in such form and in such manner as may be determined by regulations :
Provided that an institution offering a course or training in teacher education immediately before the appointed day, shall

be entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

(b) The fee to be paid along with the application under sub-section (a) shall be such as may be prescribed.

(c) On receipt of an application by the Regional Committee from any institution under sub-section (a), and after obtaining from the institution concerned such other particulars as it may consider necessary, it shall—

(1) if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations ; or

(2) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (1), pass an order refusing recognition to such institution for reasons to be recorded in writing:

Provided that before passing an order under sub-clause (2), the Regional Committee shall provide a reasonable opportunity to the concerned institution for making a written representation.

(4) Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) shall be published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.

(5) Every institution, in respect of which recognition has been refused shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-section (3).

(6) Every examining body shall, on receipt of the order under sub-section (d),—

(a) grant affiliation to the institution, where recognition has been granted; or

(b) cancel the affiliation of the institution, where recognition has been refused.

(xvii) Permission for a new course or training by a recognized institution (Section 15)

(a) Where any recognised institution intends to start any new course or training in teacher education, it may make an application to seek permission to the Regional Committee concerned in such form and in such manner as may be determined by regulations.

(b) The fees to be paid along with the application under sub-section (a) shall be such as may prescribed.

(c) On receipt of an application from an institution under sub-section (a), and after obtaining from the recognised institution such other particulars as may be considered necessary, the Regional Committee shall,—

(1) if it is satisfied that such recognised institution has adequate financial resources, accommodation, library, qualified staff, laboratory, and that it fulfils such other conditions required for proper conduct of the new course or training in teacher education, as may be determined by regulations, pass an order granting permission, subject to such conditions as may be determined by regulations; or

(2) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (1), pass an order refusing permission to such institution for reasons to be recorded in writing:

Provided that before passing an order refusing permission under sub-class (2), the Regional Committee shall provide a reasonable opportunity to the institution concerned for making a written representation.

(d) Every order granting or refusing permission to a recognised institution for a new course or training in teacher education under sub-section (c), shall be published in the Official Gazette and communicated in writing for appropriate action to such recognised institution and to the concerned examining body, the local authority, the State Government and the Central Government.

(xviii) Affiliating body to grant affiliation after recognition or permission by the council: Notwithstanding anything contained in any other law for the time being in force, no examining body shall, on or after the appointed day,—

(a) grant affiliation, whether provisional or otherwise, to any institution ; or

(b) hold examination, whether provisional or otherwise, for a course or training conducted by a recognised institution, Unless the institution concerned has obtained recognition from the Regional Committee concerned, under section 14 or permission for a course or training under section 15.

(xix) Contravention of provisions of the Act and consequences thereof (Section 17)

(a) Where the Regional Committee is, on its own motion or on any representation received from any person, satisfied that a recognised institution has contravened any of the provisions of this Act, or the rules, regulations, orders made or issued thereunder, or any condition subject to which recognition under sub-section (c) of section 14 or permission under sub-section (c) of section 15 was granted, it may withdraw recognition of such recognised institution, for reasons to be recorded in writing:

Provided that no such order against the recognised institution shall be passed unless a reasonable opportunity of making representation against the proposed order has been given to such recognised institution:

Provided further that the order withdrawing or refusing recognition passed by the Regional Committee shall come into force only with effect from the end of the academic session next following the date of communication of such order.

(b) A copy of every order passed by the Regional Committee under sub-section (a)—

(1) shall be communicated to the recognised institution concerned and a copy thereof shall also be forwarded simultaneously to the University or the examining body to which such institution was affiliated for cancelling affiliation; and

(2) shall be published in the Official Gazette for general information.

(c) Once the recognition of a recognised institution is withdrawn under sub-section (a), such institution shall discontinue the course or training in teacher education, and the concerned University or the examining body shall cancel affiliation of the institution in accordance with the order passed under sub-section (a), with effect from the end of the academic session next following the date of communication of the said order.

(d) If an institution offers any course or training in teacher education after the coming into force of the order withdrawing recognition under sub-section (a) or where an institution offering a course or training in teacher education immediately before the appointed day fails or neglects to obtain recognition or permission under this Act, the qualification in teacher education obtained pursuant to such course or training or after undertaking a course or training in such institution, shall not be treated as a valid qualification for purposes of employment under the Central Government, any State Government or University, or in any school, college or other educational body aided by the Central Government or any State Government.

(xx) Appeal

(a) Any person aggrieved by an order made under section 14 or section 15 or section 17 of the Act may prefer an appeal to the Council within such period as may be prescribed.

(b) No appeal shall be admitted if it is preferred after the expiry of the period prescribed therefor :

Provided that an appeal may be admitted after the expiry of the period prescribed therefor, if the appellant satisfies the Council that he had sufficient cause for not preferring the appeal within the prescribed period.

(c) Every appeal made under this section shall be made in such form and shall be accompanied by a copy of the order appealed against and by such fees as may be prescribed.

(d) The procedure for disposing of an appeal shall be such as may be prescribed :

Provided that before disallowing an appeal, the appellant shall be given a reasonable opportunity to represent its case.

(e) The Council may confirm or reverse the order appealed against.

Power to the Council

(i) Power to terminate the Regional Committee

(a) If the Council is of the opinion that a Regional Committee is unable to perform, or has persistently made default in the performance of the duties imposed on it by or under this Act or has exceeded or abused its powers; or has wilfully or without sufficient cause, failed to comply with any direction issued by the Council for carrying out the provisions of this Act, the Council may, by notification in the Official Gazette, terminate forthwith the Regional Committee.

(b) Upon the publication of a notification under sub-section (a),—

(1) all members of the Regional Committee shall, notwithstanding that their term of office had not expired, as from the date of the termination, vacate their office as such members; and

(2) all the powers and duties which may, by or under the provisions of this Act be exercised or performed by or on behalf of the Regional Committee shall, during the period when the term of office of its members stand terminated, be exercised and performed by such person or persons as the Council may direct.

(c) The Council may at any time after publication of a notification under sub-section (b), re-constitute the Regional Committee in the manner provided in sub-section (3) of section 20:

Provided that it shall be competent for the Council to appoint any person, who was a member of a Regional Committee which was terminated as a member of the re-constituted Regional Committee.

(ii) Delegation of powers and functions

The Council may, by general or special order in writing, delegate to the chairperson or to any other member or to any officer of the Regional Committee, subject to such conditions and limitations, if any, as may be specified in the order, such of its powers and functions under this Act (except the power to make regulations under section 32), as it may deem necessary.

(iii) Protection of action taken in good faith

No prosecution or other legal proceedings shall lie against the Central Government, the Council or any committees appointed by

it, or any Member of the Council or member of such committees, or any officer or employee of the Central Government or the Council or any other person authorised by that Government or the Council, for anything which is in good faith done or intended to be done under this Act or the rules or regulations made thereunder.

(iv) Direction by Central Government

(a) The Council shall in the discharge of its functions and duties under this Act be bound by such directions on questions of policy as the Central Government may give in writing to it from time to time.

(b) The decision of the Central Government as to whether a question is one of policy or not shall be final.

(v) Power to supersede the council

(a) If the Central Government is of the opinion that the Council is unable to perform, or has persistently made default in the performance of the duties imposed on it by or under this Act or has exceeded or abused its power, or has willfully or without sufficient cause failed to comply with any direction issued by the Central Government under section 29, the Central Government may, by notification in the Official Gazette, supersede the Council for such period as may be specified in the notification :

Provided that before issuing a notification under this sub-section, the Central Government shall give reasonable opportunity to the Council to show cause why it should not be superseded and shall consider the explanation and objections, if any, of the Council.

(b) Upon the publication of a notification under sub-section (a) superseding the Council—

(1) all the Members of the Council shall notwithstanding that their term of office had not expired, as from the date of supersession, vacate their offices as such Members.

(2) all the powers and duties which may, by or under the provisions of this Act be exercised or performed by or on behalf of the Council shall, during the period of supersession, be exercised and performed by such person or persons as the Central Government may direct;

(3) all property vested in the Council shall, during the period of supersession, vest in the Central Government.

(c) On the expiry of the period of supersession specified in the notification issued under sub-section (a), the Central Government, may—

(1) extend the period of supersession for such further period as it may consider necessary ; or

(2) re-constitute the Council in the manner provided in section c.

(vi) Power to make rules

(a) The Central Government may, by notification in the Official Gazette, make rules to carry out the provisions of this Act.

(b) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely—

(1) the manner in which Central Government is to appoint experts to the Council under sub-clause (e) of clause (m) of sub-section (d) of section c ;

(2) the manner in which the Central Government is to appoint Members to the Council from amongst the States and the Union territory Administrations under clause (n) of sub-section (4) of section 3 ;

(3) the conditions of service of the Chairperson, the Vice-Chairperson and the Member-Secretary under sub-section (c) and of Members under sub-section (d) of section d ;

(4) the powers and duties of the Chairperson under sub-section (g) of section d ;

(5) the manner in which and the persons by whom the inspection of an institution is to be made and the manner in which the institution is to be associated in such inspection under sub-section (a) and (b) of section 13 ;

(6) the fees payable on application for obtaining recognition under sub-section (b) of section 14 and for obtaining permission under sub-section (b) of section 15 ;

(7) the period of limitation for an appeal under sub-section (a) of section 18, the form in which such appeal is to be made and the fees payable therefor under sub-section (c) of that section and the procedure for disposal of an appeal under sub-section (d) of that section ;

(8) the manner in which the Central Government is to nominate the State representatives in the Executive Committee under clause (i) of sub-section (b) of section 19;

(9) the form in which and the time within which the budget under section 24 and the annual report under section 25 of the Council is to be prepared ;

(10) the manner and the form in which the accounts of the Council are to be maintained under sub-section (a) of section 26 ;

(11) any other matter which has to be, or may be, prescribed.

(vii) Power to make regulations

(a) The Council may, by notification in the Official Gazette, make regulations not inconsistent with the provisions of this Act and the rules made thereunder, generally to carry out the provisions of this Act.

(b) In particular, and without prejudice to the generality of the foregoing power, such regulations may provide for all or any of the following matters, namely—

(1) the time and the place of the meetings of the Council and the procedure for conducting business thereat under sub-section (a) of section 7 ;

(2) the manner in which and the purposes for which persons may be co-opted by the Council under sub-section (a) of section 9;

(3) the appointment and terms and conditions of service of officers and other employees of the Council under sub-section (a) and (b) respectively of section 19;

(4) the norms, guidelines and standards in respect of—

(a) the minimum qualifications for a person to be employed as a teacher under clause (d) of section 12 ;

(b) the specified category of courses or training in teacher education under clause (e) of section 12 ;

(c) starting of new courses or training in recognised institutions under clause (f) of section 12 ;

(d) standards in respect of examinations leading to teacher education qualifications referred to in clause (g) of section 12;

(5) the tuition fees and other fees chargeable by institutions under clause (h) of section 12 ;

(6) the schemes for various levels of teacher education, and identification of institutions for offering teacher development programmes under clause (l) of section 12 ;

(7) the form and the manner in which an application for recognition is to be submitted under sub-section (1) of section 14 ;

(f) conditions required for the proper functioning of the institution and conditions for granting recognition under clause (a) of sub-section (3) of section 14 ;

(8) the form and the manner in which an application for permission is to be made under sub-section (1) of section 15;

(9) conditions required for the proper conduct of a new course or training and conditions for granting permission under clause (a) of sub-section (3) of section 15 ;

(10) the functions which may be assigned by the Council to the Executive Committee under sub-section (1) of section 19 ;

(11) the procedure and the quorum necessary for transaction of business at the meetings of the Executive Committee under sub-section (5) of section 19 ;

(12) the manner in which and the purposes for which the Executive Committee may co-opt persons under sub-section (f) of section 19 ;

(13) the number of persons under clause (c) of sub-section (3) of section 20 ;

(14) the term of office and allowances payable to members under sub-section (5) of section 20 ;

(15) additional functions to be performed by the Regional Committee under sub-section (6) of section 20 ;

(16) the functions and the procedure to be followed by the territorial jurisdiction of, and the manner of filling casual vacancies among members of a Regional Committee under sub-section (7) of section 20.

(17) any other matter in respect of which provision is to be, or may be, made by regulations.

Bodies of the Council

(i) Executive Committee

(1) The Council shall constitute a Committee, called Executive Committee for discharging such functions as may be assigned to it by the Council or as may be determined by regulations.

(2) The Executive Committee shall consist of the following members, namely—

(a) the Chairperson ;

(b) the Vice-Chairperson ;

(c) the Member-Secretary ;

(d) the Secretary to the Government of India in the Department dealing with Education, ex-officio ;

(e) the Secretary, University Grants Commission, ex-officio ;

(f) the Director, National Council of Educational Research and Training, ex-officio ;

(g) the Financial Adviser to the Government of India in the Department dealing with Education, ex-officio ;

(h) four experts in teacher education to be nominated by the Central Government ;

(i) four State representatives to be nominated by the Central Government in such manner as may be prescribed ;

(j) the Chairpersons of the Regional Committees.

(3) The Chairperson and the Member-Secretary of the Council shall respectively function as the Chairperson and the Member-Secretary of the Executive Committee.

(4) The Chairperson or in his absence, the Vice-Chairperson of the Council shall preside at the meetings of the Executive Committee and in the absence of both the Chairperson and the Vice-Chairperson, any other member chosen by the members present at the meeting shall preside at the meeting.

(5) The quorum necessary for the transaction of business at the meetings of the Executive Committee shall be as laid down by regulations.

(6) The Executive Committee may co-opt, in such manner and for such purposes, as may be determined by regulations, not more than two persons whose assistance and advice, it may desire in carrying out any of the functions assigned to the Executive Committee :

Provided that the persons co-opted by the Executive Committee for any purpose shall have a right to take part in the discussions relevant to that purpose, but shall not have a right to vote at a meeting of the Executive Committee, and shall not be a member for any other purpose.

(7) The Council may, if it considers necessary, establish such other committees, for such specific purpose, as it may deem fit.

(ii) Regional Committees

As envisaged in section 20 of the NCTE Act, there are four regional committees of the NCTE, looking after its statutory responsibilities in respect of teacher education institutions in the eastern, western, northern and southern regions. These are located at Bhubaneswar, Bhopal, Jaipur and Bangalore respectively, headed by a Regional Director.

(a) Territorial Jurisdiction of Regional Committees

Sl. No.	Name of the Regional Committee	Location	Territorial Jurisdiction
1.	Eastern Regional Committee	Bhubane-shwar	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya ,Mizoram, Nagaland, Orissa, Sikkim, Tripura and West Bengal.
2.	Western Regional Committee	Bhopal	Chattisgarh, Goa, Gujarat, MadhyaPradesh, Maharashtra, Dadra and N. Haveli and Daman and Diu.
3.	Northern Regional Committee	Jaipur	Haryana, Himachal Pradesh, Punjab, Rajashan, Uttar Pradesh, Uttaranchal, Chandigarh and Delhi
4.	Southern Regional Committee	Bangalore	Andhra Pradesh, Karnataka, Tamil Nadu, A&N Islands, Lakshadweep and Pondicherry, Kerala

(b) Procedure to be followed by the Regional Committees

Regional Director is the convener for the meetings of the Regional Committee.(ref. NCTE office orders of February 6, 1996). The convener shall function under the overall supervision and guidance of the Chairman of the Regional Committee in so far as matters relating to convening, preparation of the agenda and minutes of meetings of the Regional Committees are concerned. Chairman, Regional Committee, shall fix the time, date and venue of the meetings of the Regional Committee. Notice convening the meetings of the Regional Committee shall be issued to all members 15 days

prior to the date of the meeting. [ref. NCTE (procedure to be followed by the Regional Committees) Regulations notified on 24.2.1996].

All matters in the Regional Committee meetings shall be decided by consensus. In the event of difference of opinion, either on question of policy or interpretation or application of the eligibility conditions, norms, guidelines, orders of the Council, the matter shall be referred to the Council for consideration of the issues involved. [ref. NCTE(application for recognition, the manner for submission, determination of conditions for recognition of institutions and permission to start new course or training) Regulations notified on 24.2.1996.]

(c) Functions of Regional Committees

Main functions of the regional committees are consideration of applications of teacher education institutions for recognition, permission for starting a new course or training in teacher education, increase in annual intake of an institution, withdrawal of recognition of an institution for contravention of provisions of the NCTE Act and other matters connected therewith, as envisaged in Sections 14, 15,17 mentioned earlier and 20(6) of the Act which is reproduced below :

Section 20(6): The Regional Committee shall, in addition to its functions under section 14, 15 and 17, perform such other function, as may be assigned to it by the Council or as may be determined by regulations.

Norms and Standards for Secondary Teacher Education Programmes/ Bachelor of Education Programme leading to Bachelor of Education (B.Ed) degree Prescribed by the NCTE

NCTE has prescribed the following norms and standards for any institution offering B.Ed. course.

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII) levels.

2. Duration and working days

(i) Duration: B.Ed. programme shall be of duration of at least one academic year or two semesters.

(ii) Working Days:

  (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development in nearby schools.

  (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed.

3. Intake, Eligibility and Admission Procedure

(i) Intake: There shall be a basic unit of one hundred students divided into two sections of fifty each for general sessions and not more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

(ii) Eligibility:

  (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme.

  (b) The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned Government.

(iii) Admission Procedure: Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

(iv) Fees: The institution shall charge only such fee as prescribed by the affiliating body / State Govt. concerned in accordance with provisions of National Council for Teacher Education (Guidelines for Regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Staff

(A) Academic Staff

  (i) Number (For a basic unit of one hundred students)

    (a) Principal/Head—One

    (b) Lecturers—Seven

  (ii) For additional intake will be in the multiple of one hundred and the number of full time teacher educators shall be increased by seven for each increase in the basic unit. However on each occasion additional intake of one basic unit shall be considered. Also, maximum intake capacity of a teacher training institution taking all teacher education courses together shall not exceed three hundred.

  (iii) Appointment of teachers shall be such as to ensure the availability of expertise for teaching all foundation and methodology courses

  (iv) *Qualifications of Principle/Head*

  (a) PRINCIPAL/HEAD (in multi-faculty institution)

    • Academic and professional qualification will be as prescribed for the post of lecturer; and

    • Ph.D in Education

    • Ten years teaching experience out of which at least five years teaching experience in a Secondary Teacher Education Institution.

Note : In the event of non-availability of eligible and suitable candidates for appointment as Principal/Head as per above eligibility criteria, it would be permissible to appoint retired Professor/Head in Education on contract basis for a period not exceeding one year at a time till such time the candidates complete 65 years of age.

  (b) LECTURER

(i) Foundation Courses-One

Qualification of Lecturer

    • Master's Degree in science/humanities/arts with fifty percent marks

    • MEd with at least fifty five percent marks or its equivalent grade and

    • Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal and lecturers shall be mandatory OR

    • M.A. in Education with fifty five percent marks or its equivalent grade

- B.Ed. with at least fifty five percent marks and
- Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal and lecturers shall be mandatory

(ii) Methodology Courses-Six
Qualification of Lecturer
- Master's degree in a school subject with fifty percent marks
- M.Ed. degree with at least fifty five percent marks or its equivalent grade and
- Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal and lecturers shall be mandatory

Lecturers in Art Education—One (Part Time) (Fine Arts/Performing Art) Master's degree in Fine Arts/Music fifty five percent marks.

Director of Physical Education (D.P.E)—One (Part Time) Master's Degree in Physical Education with fifty five percent marks

Note: (1) At least one lecturer should have specialization in ICT and another in the special education.

(B) Technical Support Staff
Librarian One

Qualification: Bachelor's Degree in Library and Information Science (with fifty five percent marks).

(C) Supporting Staff
- Office-cum-Account Assistant—One
- Office Assistant-cum—One computer operator
- Store-Keeper—One
- Technical Assistant—One computer assistant
- Lab Attendants/Helpers/Support—Two staff

Qualifications: As prescribed by State Government/UT Administration concerned.

(D) Terms and conditions of service
(a) The appointment to these positions shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the UGC/the Affiliating University/Affiliating Body.

(b) All appointments are to be made on full-time and regular basis excepting those specified as part-time.

(c) Appointment of part-time instructors and other supporting staff shall be made as per norms of the concerned University/UGC.

(d) The academic staff of the institution (including part-time staff) shall be paid such salary in such scale of pay as may be prescribed by the UGC/University from time to time, through account payee cheque or as per advice into the bank account of employee specially opened for the purpose. The supporting staff shall be paid as per the UGC/State Government/Central Government pay scale structure.

(e) The management of the institution shall discharge the statutory duties relating to pension, gratuity, provident fund, etc. for its employees.

(f) The age of superannuation of staff shall be determined by the policy of concerned Government.

(g) The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government.

5. Facilities

(1) Infrastructure
(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of one hundred students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one hundred students or part there of it shall possess additional land of 500 sqm. (five hundred square meters). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square meters). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square meters) and the requirement of additional land may not apply to them. Total intake capacity of an institution taking into account all the teacher education courses together must not exceed three hundred students. Separate land and built up area is required for physical teacher education courses.

(ii) Built up Area for running other courses in combination with B.Ed programme shall be as under—

Course	Built Up Area (in sqm)	Land Area (in sqm)
BEd	1500 Sq.mts.	2500
DECEd plus BEd	2500 sq. mts	3000
DElEd plus BEd	3000 sq. mts	3000
BEd plus MEd	2000 sq. mts	3000
DECEd plus BEd plus MEd	3000 sq. mts	3500
DElEd plus BEd plus MEd	3500 sq. mts	3500
DElEd plus DECEd	4000 sq. mts	4000
Plus BEd plus MEd		

Additional intake of one unit of B.Ed will require additional built up area of 500 sqm. (five hundred square meters)

(iii) Facilities: The institution must have the following infrastructure:
- (a) Two classrooms
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Psychology Resource Centre
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre
- (h) Science and Mathematics Resource Centre
- (i) Principal's Office
- (j) Staff Room
- (k) Administrative Office
- (l) Visitors Room
- (m) Girl's Common Room
- (n) Seminar Room
- (o) Canteen
- (p) Separate Toilet facility for Boys and Girls
- (q) Parking Space
- (r) Store Rooms (Two)
- (s) Multipurpose Playfield
- (t) Open space for Additional Accommodation

(iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, facilities for yoga, small court and indoor games may be provided.

(v) Safeguard against fire hazard be provided in all parts of the building.

(vi) The institution campus, buildings, furniture etc. should be barrier free.

(vii) Hostel for boys and girls separately and some residential quarters are desirable.

(2) Instructional

(a) The institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. Not more than ten and twenty students teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.

(b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD- ROMs) and minimum five journals of education and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals published and recommended by NCTE. The library shall have photocopying facility and computer with internet facility for the use of faculty and student- teachers. Except in the case of textbooks and reference books there shall not more than there multiple copies of each titles.

(c) There shall be a Teaching Learning Resource Centre for Science and mathematics. It shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus for secondary/senior secondary classes. Chemicals, etc. should be provided in the required quantity.

(d) There shall be a Psychology Resource Centre with apparatus for simple experiments related to educational psychology.

(e) There shall be ICT facilities with hardware and software including computers, TV, Camera. The ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

(f) There shall be a fully furnished Teaching Learning Resource Centre for Arts and Work Experience.

(g) Games and sports equipments for common indoor and out door games should be available.

NOTE: While developing the resource centres, the institutions are advised to consult the 'Manual for Teacher Education Institutions' brought out by NCTE.

(3) Amenities

(a) functional and appropriate furniture in required number for instructional and other purposes;

(b) the institution shall provide separate common rooms for male and female teacher educators/students-teachers;

(c) sufficient number of toilets, separate for male and female, shall be made available for staff and students;

(d) arrangement may be made for parking of vehicles;

(e) safe drinking water be provided in the institution;

(f) effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.

6. Curriculum Transaction

(i) Practical work to be performed by each student

(a) Lesson planning and teaching in real school situation including internship: Thirty lessons - fifteen lessons in each teaching subject

(b) Lesson planning and teaching in simulated situation: Ten lessons-five lessons in each teaching subject

(c) Observation of lessons taught by fellow students: Ten lessons -five lessons in each teaching subject

(d) Action Research Project: 1(one)

(e) Stand alone experience of school organization: Two days

(f) Field-specific community experience: Five days

(ii) Supervision of Practice lesson: Out of prescribed practice teaching lessons atleast fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students

orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

7. Institution

(a) **General:** If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have only one Principal of the entire institution and Heads for different teacher education programmes offered in the institution.

(b) **Managing Committee:** The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

In September, 1961 the Ministry of Education (at present MHRD), Government of India established the National Council of Educational Research and Training (NCERT) as an autonomous organization to assist and advise the governments at the Centre and in States in the implementation of their policies for education, especially to bring about qualitative changes in school education and teacher preparation. Over the years, he Council has evolved into a unique organization, with its increasing range of activities that has influenced school education in India. As the name implies, its functions include research, training, producing educational source materials, documentation and archival activities, and advising the states in the matter of school education whenever necessary.

The NCERT is headed by the Union Minister of Human Resource Development as ex-officio Chairman. It has a general body with representatives of all State Ministers of education and eminent educationists as members. A Governing Body or Executive Committee is responsible for its management of administrative and financial affairs. There is a programme Advisory Committee constituted by representatives of Faculties of the National, Regional and State Institutes of Education. Besides, there are other advisory committees to look after specific programmes related to publication, science education or the like. The functioning of the NCERT is regulated by the articles of its Memorandum of Association, and the rules and regulations formulated under the articles of the memorandum.

Organisation of NCERT

In the matter of the Societies' Registration Act (Act XXI of 1860) being an Act for the registration of Literary, Scientific and Charitable Societies and In the matter of National Council of Educational Research and Training Society.

Memorandum of Association of NCERT

(i) The name of the Society is the 'National Council of Educational Research and Training' (hereinafter referred to as the 'Council').

(ii) The Registered Office of the Council shall be situated at the Headquarters of the Government of India in such premises as the Governing Body (Executive Committee) may decide from time to time. The permanent address of the NCERT is as follows :

National Council of Educational Research and Training

Sri Aurobindo Marg

New Delhi - 110 016

Website : www.ncert.nic.in

(iii) The objects of the Council shall be to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education.

For the realisation of these objectives, the Council may undertake any or all of the following programmes and activities :

(a) To undertake, aid, promote and coordinate research in all branches of education;

(b) To organise pro-service and in-service training, mainly at an advanced level.

(c) To organise extension services for such institutions as are engaged in educational research, training of teachers or provision of extension services to schools;

(d) To develop and/or to disseminate improved educational techniques and practices in schools ;

(e) To cooperate with, collaborate and assist the State Education Departments, universities and other educational institutions for the furtherance of its objects;

(f) To establish and conduct, in any part of the country, such institutions as may be necessary to realise its objectives;

(g) To act as a clearing-house for ideas and information on all matters relating to school education ;

(h) To advise the State Governments and other educational organisations and institutions on matters relating to school education.

(i) To undertake the preparation and for the publication of such books, materials; periodicals and other literature as may be necessary for the furtherance of its objects.

(j) To acquire by gift, purchase, tease or otherwise any property, movable or immovable, which may be necessary or convenient for the purposes of the Council and to construct, alter and maintain any building or buildings for the purposes of the Council ;

(k) To draw, make, accept, endorse, discount and negotiate the Government of India and other promissory notes, bills of exchange, cheques or other negotiable instruments;

(l) To invest the funds of the Council in such securities or in such manner as may from time to time be determined by the Executive Committee and from time to time, to sell or transfer such investments;

(m) To sell, transfer, lease or otherwise dispose of all or any property of the Council ; and

(n) To do all such things as the Council may consider necessary, incidental or conductive to its primary objects of promoting educational research, advance professional training of educational personnel, and the provision of extension services to educational institutions.

(iv) (a) The institutions and other programmes conducted by the Council shall be open to persons of either sex, and of whatever race, creed, caste or class and no test or condition shall be imposed as to religious belief or profession in admitting or appointing members, students, teachers, workers, or in any other connection whatsoever ; and

(b) No benefaction shall be accepted by the Council which, in its opinion, involves conditions or obligations opposed to the spirit and object of this rule.

(v) The income and property of the Council, however derived, shall be applied towards the promotion of the objects thereof as set forth in this Memorandum of Association, subject nevertheless, in respect of the expenditure of grants made by the Government of India, to such limitations as the Government of India may, from time to time, impose. No portion of the income and property of the Council shall be paid or transferred. Directly or indirectly, by way of dividends, bonus or otherwise, howsoever by way of profit, to the persons who at any time have been members of the Council or to any of them or to any persons claiming through them provided that nothing herein contained shall

prevent the payment in good faith of remuneration to any member thereof or other person in return for any services rendered to the Council or for travelling allowance, halting, or other similar charges.

(vi) The Government of India may appoint one or more persons to review the work and progress of the Council and to hold enquiries into the affairs thereof and to report thereon in such manner as the Government of India may stipulate; and upon receipt of any such report, the Government of India may take such action and issue such directions as it may consider necessary in respect of any of the matters dealt with in the report and the Council shall be bound to comply with such directions.

In addition, the Government of India may at any time issue directives to the Council on important matters of policy and programmes.

(vii) The names and addresses and occupations of the first members of the Governing Body of the Council to whom, by the rules and regulations of the Council, the management of its affairs is entrusted are given in (Appendix I).

(viii) A copy of the Rules of the Council, certified to be a correct copy by the three members of the Governing Body, is filed along with the Memorandum of Association.

We, the several persons whose names and addresses are given in *(Appendix II),* having associated ourselves for the purpose described in this Memorandum of Association, do hereby subscribe our names to this Memorandum of Association and set our several and respective hands hereunto and form ourselves into a Society under Act XXI of 1860, this day of 6th June 1961 at Delhi.

Vision of NCERT

To accomplish its task, the NCERT follows the following self-imposed guidelines:

(i) To undertake, aid, promote and coordinate research in all branches of education.

(ii) To organise pro-service and in-service training, mainly at an advanced level.

(iii) To organise extension services for such institutions as are engaged in educational research, training of teachers or provision of extension services to schools.

(iv) To develop and/or to disseminate improved educational techniques and practices in schools.

(v) To cooperate with, collaborate and assist the State Education Departments, universities and other educational institutions for the furtherance of its objects.

(vi) To establish and conduct, in any part of the country, such institutions as may be necessary to realise its objectives.

(vii) To act as a clearing-house for ideas and information on all matters relating to school education.

(viii) To advise the State Governments and other educational organisations and institutions on matters relating to school education.

(ix) To undertake the preparation and for the publication of such books, materials; periodicals and other literature as may be necessary for the furtherance of its objects.

(x) To acquire by gift, purchase, tease or otherwise any property, movable or immovable, which may be necessary or convenient for the purposes of the Council and to construct, alter and maintain any building or buildings for the purposes of the Council.

(xi) To draw, make, accept, endorse, discount and negotiate the Government of India and other promissory notes, bills of exchange, cheques or other negotiable instruments.

(xii) To invest the funds of the Council in such securities or in such manner as may from time to time be determined by the Executive Committee and from time to time, to sell or transfer such investments.

(xiii) To sell, transfer, lease or otherwise dispose of all or any property of the Council.

(xiv) To do all such things as the Council may consider necessary, incidental or conductive to its primary objects of promoting educational research, advance professional training of educational personnel, and the provision of extension services to educational institutions.

Priorities of NCERT
Among the top priorities of NCERT are:
  (i) Implementation of National Curriculum Framework
  (ii) Universalisation of Elementary Education (UEE)
  (iii) Vocational education

(iv) Education of groups with special needs
(v) Early childhood education
(vi) Evaluation and examination reform information technology (IT) education
(vii) Value education
(viii) Educational technology
(ix) Development of exemplary textbooks/workbooks/teacher's guide/supplementary reading materials
(x) Production of teaching-learning materials
(xi) Education of the girl child
(xii) Identification and nurturing of talent
(xiii) Guidance and counselling
(xiv) Improvement in teacher education
(xv) International relations.

Governance of NCERT
The Council is governed by five statutory committees, viz. Governing Council, Executive Committee (chaired by the Union Minister of Education), Finance Committee, Establishment Committee and Programme Advisory Committee. Several other committees like Academic Committee, Departmental Advisory Boards/Institutional Advisory Committees, Building and Works Committee, Educational Research and Innovations Committee and National Monitoring Committee for Textbook Development advise the Council on specific activities.

Objectives of NCERT
The objective of NCERT is to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education. Thus, in sum, the main objectives which guide the functioning of NCERT are as follows:
  (i) To undertake studies, investigations and surveys about state of the affair in school education.
  (ii) To organise pre-service and in-service training, both short-term and long-term, occasional and regular and at advanced and introductory levels.
  (iii) To organise and help organisation of extension programmes.
  (iv) To disseminate improved educational techniques, technologies and good practices.
  (v) To act as a clearing-house for ideas and information on all matters relating to school education.

The NCERT has a network of Field Advisors, who are the officers appointed from among the senior academics of the NCERT and scattered over all the regions of India. They are responsible to act as the agencies through which all the technical and academic know-how can be transacted to those who need it. Ostensibly, the NCERT also is able to estimate the regional problems, issues and needs through these advisors.

Besides, NCERT has regular interaction with the state and union ministries of education, various boards of school education and other concerned bodies. It maintains regular interaction with the similar international bodies receiving inputs and disseminating its own achievements.

Functions of NCERT

The NCERT undertakes almost anything and everything related to the school education through the departments of NIE listed above and those mentioned earlier. Some specific activities are as follows:

(i) Research and training in teaching, educational psychology, administration, evaluation and such other areas.

(ii) To encourage research and application of innovative methods of teaching and also to provide financial assistance for that purpose.

(iii) Writing and publication of Textbooks for secondary and higher secondary level, particularly for the CBSE.

(iv) Publication of Journals like Indian Educational Review, Teacher Today, Indian Educational Abstract etc.

(v) Designing and preparing curriculum for school education (1975, 1988, 2000) and Teacher Education (1978, 1988, 1998). NCERT prepared the National Curriculum Framework for School Education in 2000.

(vi) Conducting seminars and workshops on as a part of research and training.

(vii) NCERT has a Secondary Integrated Teacher Education Programme of 4 years duration meant for the students who passes H.S. Examination with Science and Mathematics.

(viii) Conducts Secondary Teacher Education programmes for the graduates.

(ix) Conducts an Integrated Elementary Teacher Education Programme of 4 years duration.

(x) Conducts every year a Science Talent Search programme and awards scholarship to the talented science students.

(xi) Contributes significantly to the national policy decisions in school education as it was done in the case of NPE, 1986.

(xii) Conducts courses on Educational and Vocational guidance.

(xiii) Maintains an archive of the Educational and Psychological Tests which is considered to be a resource centre in psychometric testing.

NCERT and the School Curriculum

After the adoption of a common school (10+2) structure in the country, the Council brought out two documents titled 'The Ten Year Curriculum - A Framework' (1975), Higher Secondary Education and its Vocationalisation' (1976).

The Council has developed curriculum frameworks in 1988, 2000 & 2005, based on the recommendations of NPE (1986) regarding revision of school curricula every five years. The National Curriculum Framework (NCF) 2005 proposed a new paradigm for schooling to support child-centric education and an attempt to link it with life outside school. The spirit of the NCF is reflected in the syllabi which have been developed for all classes and for all subjects, with practicing teachers and academic involved in the process.

Information about the journals, textbooks, NCF 2005 and 21 Focus Group Position Papers and activities of the Council are on the website, which is updated regularly for access a wider participation.

National Institute of Education (NIE)

National Institute of Education (NIE), located in Delhi, comprises Departments, Divisions, Groups, Cells and Constituent Units (see appendix). These pursue academic programmes that include educational research, development of textbooks and other material in-service training of teachers and extension and dissemination through various modes. NIE is also the administrative nerve centre of the Council.

Diploma courses in Guidance and Counselling, Early Childhood Care and Educational and a certificate course in Peace Education are among the major training courses offered currently by NIE departments.

The NIE contributes to established areas of school education such as elementary education, science and mathematics, social science and humanities, language and art, education of children with special needs and computer education. In addition, it also

encompasses population education, environmental education, curriculum studies, spreading a culture of 'reading' among children, educational measurement and evaluation, educational research, national talent search, women's studies and educational survey. Thursday Lecture Series and other for a as well as the film club activities involving faculty members and participants from outside the Council promote healthy debate and intellectual discussion. Revival of heritage schools of national importance has been a significant programme adopted in recent times. For publication of textbooks and other print materials, the Council has a well-established Publication Department located on NIE campus.

The Council's five Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong offer various programmes for teachers-in-the- making. At present, the pre-service programmes at RIEs are 4-year integrated B.Sc-B.Ed., 2-year B.Ed., 1-year M.Ed. (elementary education) and 1-year diploma course in guidance and counselling.

The Central Institute of Educational Technology (CIET), located on the NIE campus in Delhi, is the hub of activities in the area of educational technology. Audio, video and multimedia programmes for children are developed at CIET. Much of this software is disseminated in transmission mode as TV and radio programmes, Gyandarshan and Gyanvani, meant especially for children. CIET also has the leadership role in the functioning of State Institutes of Educational Technology (SIETs). In the mid-nineteen seventies in collaboration with Indian Space Research Organziation (ISRO), CIET had launched SITE programme for schools. In recent times, India's educational satellite (EDUSAT) technology has helped reach out to thousands of teachers through teleconferencing.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) which is located in Bhopal organizes research, development, training and training and extension programmes in the area of work education and vocational education.

   (i) **Board of Education Studies and Departments of NIE:** The NCERT conducts and regulates all academic functions through Board of Education Studies and the departments of NIE. The Board of Education Studies has three standing sub-committees.

  (ii) **First Standing Sub-Committee:** Considers and recommends sanction of grants to the applicants with research projects or proposals on school education.

 (iii) **Second Standing Sub-Committee:** Coordinates research and educational programmes of the institutes under NCERT.

 (iv) **Third Standing Sub-Committee:** Controls extension programmes, Field Services and partial management of the affairs of NIE.

  (v) **Departments of the National Institute of Education (NIE)**

    (a) National Institute of Basic Education.
    (b) Department of Psychological Foundation of Education.
    (c) National Institute of Audiovisual Aids.
    (d) Department of Science Education.
    (e) Educational Administration, Curriculum, Methods and Text books.
    (f) Divisional Extension and Field Services.
    (g) Department of Basic and Elementary Education.
    (h) Department of Instruction.
    (i) National Fundamental Education Centre.
    (j) Publication Unit.
    (k) Central Bureau of Educational and Vocational Guidance.

Constituent units of NCERT

   (i) Central Institute of Educational Technology (CIET)
  (ii) Regional Institute of Education (RIE), Ajmer
 (iii) Regional Institute of Education (RIE), Bhopal
 (iv) Regional Institute of Education (RIE), Bhubaneswar
  (v) Regional Institute of Education (RIE), Shillong
 (vi) Regional Institute of Education (RIE), Mysore

Departments of NCERT

   (i) Department of Elementary Education (DEE)
  (ii) Department of Teacher Education and Extension (DTEE)
 (iii) Department of Languages (DoL)
 (iv) Department of Education in Science and Mathematics (DESM)
  (v) Department of Educational Surveys and Data Processing (DES&DP)
 (vi) Department of educational research and Policy Perspectives (DERPP)
 (vii) Department of Education in Social Sciences and Humanities (DESSH)

(viii) Department of Education in Arts and Aesthetics (DEAA)

(ix) Department of Educational Psychology and Foundations of Education (DEPFE)

(x) Department of Education of Groups with Special Needs (DEGSN)

(xi) Department of Computer Education and Technological Aids (DCETA)

(xii) Publication Department (PD)

(xiii) Department of Women's Studies (DWS)

Divisions of NCERT

(i) Planning, Programming, Monitoring and Evaluation Division (PPMED)

(ii) International Relations Division (IRD)

(iii) Division of Library, Documentation and Information (DLDI)

Groups of NCERT

(i) Curriculum Group

Cells & Units of NCERT

(i) Hindi Cell

(ii) Reading Cell

(iii) Mathematics Cell

(iv) Internal Works Study Unit

Publications of NCERT

(i) Educational Journals published in NCERT, namely,

(a) Indian Educational Review,

(b) Journal of Indian Education,

(c) Bhartiya Adhunik Shiksha,

(d) Primary Teacher,

(e) Primary Shikshak,

(f) School Science,

(g) Indian Journal of Vocational Education,

(ii) Educational CDs published in NCERT, namely,

(a) Fractions

(b) Locus

(c) Milestone in genetics

INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE)

This article does not cite any references (sources). Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. (September 2010)

The Institute of Advanced Studies in Education (IASE) is a deemed university in Sardarshahr, Rajasthan, India. The university is accredited as a "B+" institute by the NAAC. It is located in Churu District of Rajasthan. IASE is a deemed university recognized by UGC under section u/s 3 of UGC Act-1956 vide notification by MHRD no f.9-29/2000-u.3.Govt.of India. IASE university has affiliated by govt. of India, MHRD notification on declaring the institute as Deemed to be University under f.9-6/81-u.3 dated 25 October 1983. IASE University's registrar is Dr.R.S Tripathy.

About the Founder

The Gandhi Vidya Mandir was established in 1950 envisioned by Shri Kanhaiyalal Dugar, on the Gandhian ideals, who later embraced sainthood.

Gandhi Vidya Mandir was the vision of Shri Kanhaiyalal Dugar. He was born and brought up in Sardarshahr, in the erstwhile princely state of Bikaner. Although he belonged to a very distinguished and wealthy family, he had a spiritual inclination since his childhood. He idolized Mahatma Gandhi and much of those ideals are embedded in the University. Shri Dugar went to Wardha and consulted Acharya Vinoba Bhave and other Gandhians like Kaka Kalelkar, Kishorlal Mashruwala, Krishnadas Jaju, Shriman Narayan Agarwal and Madalsa Ben. Vinoba Bhave who said 'Spread Light Where It Is The Darkest, Spread Education Were Illiteracy Is The Highest'; the reference was obvious—Kanhaiyalal's home town of Sardarshahr, in the starkest desert region of Rajasthan. The project was conceptualized there and the name of Gandhi Vidya Mandir was decided. Later on, Shri Dugar consulted some other prominent personalities like Dada Ravishankar Maharaj, Swami Sharnanand, Hanuman Prasad Poddar, Sardar Vallabhbhai Patel, Acharya Tulsi and Jayaprakash Narayan. Sardar Patel had promised to lay the foundation stone of Gandhi Vidya Mandir but he died. Devised as India's first Rural University, its foundation stone was laid in 1955, by Dr. Rajendra Prasad, the first President of India.

Courses

• Undergraduate engineering degrees (B.Tech) • Mechanical Engineering • Electronics and Telecommunication Engineering • Civil Engineering • Computer Engineering • Electrical Engineering • Bio-technology • Postgraduate degrees • Management • M.Sc • Diploma courses • Civil Engineering • Mechanical Engineering • Electronics and Telecommunication Engineering • Computer Engineering • Electrical Engineering.

Department of Life Sciences

With fine faculty and infrastructure and the combination of Biological Science and Technology, the Department of Life Sciences was formed.

Campus

Video Lecture Room is to conduct Lectures with internationally acclaimed professors. Library has about 41,604 Books which includes journals, references, cd's. The university comprises 12 hostels-separate for boys and girls, with an intake capacity of more than 2000 students. Library has about 41,604 Books which includes journals, references, cd's. Facility also includes high speed internet, canteen, bank, sports ground, auditorium, well equipped medical facility gymnasium and a meditation temple.

IASE Research Centre

To fulfill the need of carrying out Research, Development and Innovation work, IASE research center is established on campus. Its immediate goal will be to encourage faculty members and students at the Bachelor's and Master's levels to consciously bringing in research and innovation elements in their Project work. IASE does this by organizing various events like national and international conferences, workshops on research methodology, guest lectures delivered by eminent researchers from industry and academia Research and development IASE is doing research in fundamental areas of Education content, Human values, Value based science, Peace and Harmony and technology, consciousness, and human conduct.

Training and placement cell

Training is provided to students to enhance soft-skills, group discussion and aptitude test capabilities as well as interview techniques.

Educational Vision

The Institute of Advanced Studies in Education (IASE) is a constituent of Gandhi Vidya Mandir (GVM) a non-government, non-profit-oriented society, duly registered in 1951.

"Education maketh a man" The education imparted at IASE deemed University covers four critical facets of human personality with the objective to maximize development: Knowledge, Emotion, Conduct and Physical Development.

Apart from the values of equality, liberty, fraternity, secularism and social justice, we also incorporate in our system our traditional spiritual and cultural values, considering that education of Arts / Science and Culture / Spiritualism should co-exist and compliment each other. Our education is thus co-ordination oriented.

At present in India, roughly 80% of entrants to higher studies opt for traditional courses, which is the main cause of the rampant unemployment. In reversal of that trend, 80% students should be able to opt for technical / professional / vocational education. Our bouquet of such courses in Certificate, Diploma, U.G. and P.G. levels is a step in this direction.

Until this stream of development reaches our villages, the speed of national development will never accelerate. GVM has linked education with rural development and has done intensive development works in 53 nearby villages, in tune with Gandhian ideals.

The values of equality and social justice cannot be established without upliftment of the weaker and oppressed sections of society. Special arrangements are available for education and training of destitutes, women and the students belonging to scheduled castes and tribes.

Our education is thus multi-facetted, value-oriented, co-ordination-oriented, profession / vocation-oriented, life-oriented, rural development-oriented and social.

Essence of IASE

The University is nestled like an oasis in Rajasthan's Thar desert. It is about 300 km west of Delhi, 125 km east of Bikaner and 250 km north of Jaipur (connected by rail and road). GVM has its own triad of helipads.

GVM was founded in 1950, on a 1000-acre piece of land, in one of the harshest and most backward terrains. Acutely prone to droughts, hot and cold waves, epidemics and other travesties of nature, GVM has striven to alleviate the deprivations through

various permanent and ad-hoc programmes of education, culture, livelihood, health and hygiene, vocations among others without any discrimination.

The rich cultural and spiritual heritage of India and propagation of Gandhian ideals of Ahimsa, Sarvoday and Universal Brotherhood are given due importance in all regular as well as periodical programmes.

GVM is a manifestation of the vision of Shri Kanhaiyalal Dugar, an embodiment of universal humanism. He, with the help of many devoted social workers, philanthropists, staff and students created this epitome of emulative excellence in human endeavour. Shri Dugar dedicated his entire life and all his personal wealth for the cause of education and upliftment of the down-trodden.

GVM has resident / non-resident students, from pre-primary to Ph.D. level. GVM was conceptualized and nurtured as a University. The studies in Education started in 1953, with Basic Teachers' Training College offering TTC course, as it existed then. In 1954, the course was replaced by Basic STC. The degree courses started in 1956, postgraduate in 1958 and the facility for Ph.D was added in 1968. The Institute of Advanced Studies in Education came into being under the Centrally Sponsored Scheme of Education in 1993.

The new millennium heralded the dawn of a dream-come true. After an arduous toil of over fifty years, Institute of Advanced Studies in Education (IASE) of GVM was formally recognized as Deemed to be University by Govt. of India under Section 3 of the UGC Act-1956 vide notification F.9-29/2000-U.3 of 25th June 2002, and by UGC vide notification F.6-25/2001 (cpp-i) of 27th DECEMBER 2002.

IASE has had a glorious past. It has grown from strength-to-strength and its 60 years history is a saga of strides, struggles and successes. "Service with Sincerity" is our watchword and the motto is: "Gyan-bhanur-bhasatam" - "May the Sun of Knowledge Shine".

Spectrum of Activities on Campus

Education, research and extension activities of IASE
- Basic Teacher Training College, conducting STC, NTT, B Ed, M Ed, M Phil and Ph D programmes
- Directorate of Distance Education
- Faculty of Engineering, Life Science and Management

- Women's College of Arts, Science and Home Science
- Faculty of Physiotherapy and Allied Medical Sciences
- Central Library
- Hostel facilities for 2,000 students, separate for boys and girls (AC and air cooled rooms on demand)
- Guest House—Pranav Kutir, with AC and air cooled rooms
- Ram Manch and Sohan Sabhagar - an indoor auditorium with a seating capacity for over 5,000 people, training facilities, gymnasium, stadium and a number of large playgrounds
- 31 Educational Research Projects - financed by the MHRD and Government of India, have been accomplished and few others are in progress
- 31 doctoral degrees have been awarded and 41 research scholars are currently registered
- Propagation of spiritualism and secularism through weekly and other all-faith prayers
- Relief operations in the earthquake-affected areas of Bhuj (Gujarat), tsunami-affected areas in South India and flood-affected villages near Barmer, Rajasthan
- Free medical and health check up camps in surrounding villages
- Welfare activities during natural calamities like flood, famines and droughts

Education, research and extension activities of GVM
- Shri BLD Ayurved Vishva Bharti (Ayurvedic Medical College and Hospital)
- Krishi Vigyan Kendra (KVK) for training farmers
- Three senior Higher Secondary schools—Meera Niketan Senior Secondary School for Girls, Basic Senior Secondary School for Boys, Seth Sampatram Dugar Senior Secondary School for Boys
- Balbari—Montessori school
- Primary schools established in 12 villages
- Non-formal education centres—for children between the age group of 6-14 years in 37 villages
- Total literacy programme—successful implementation in about 45 villages
- Post-literacy programme—libraries set up in 12 villages
- 45 adult education centres in several villages for females
- Mobile libraries for new literates.

Health

- Free outdoor health and medical centres in Sardarshahr, serving the needs of the socially and economically backward sections.
- Medical camps in nearby villages.
- Indoor hospital with 100 beds.
- Mobile dispensary and ambulance service.
- Ayurvedic Panchkarma Centre.

Rural welfare

- Wells with motorised pumps provided in 10 villages
- Construction of rainwater harvesting structures and promotion of water conservation activities in rural areas
- Dwelling houses provided to a number of scheduled caste families in different villages
- Participated in Panchayati Raj institution by conducting, planning and training Panchas and Sarpanchas
- Successful implementation of complimentary measures of integrated drinking water, sanitation and health education in more than 500 villages of Churu district and two adjoining districts, as a constituent in the Community Participation Unit of Aapni Yojna
- 20 deep tubewells within the GVM campus run by PHED, supplying drinking water to Sardarshahr town and nearby villages.

Economic development

- Establishment of cottage industries in Bardasar village
- Improvement of cattle breed
- Production and distribution of improved variety of seeds to farmers
- Agricultural development through Krishi Vigyan Kendra (Farm Science Centre) with large demonstration farms and various training programmes for farmers
- Various professional and vocational training programmes
- Formation of 275 self-help groups and linking them with income generation activities in the villages under Aapni Yojna.

Social welfare

- Eradication of untouchability, addictions and other social evils
- Upliftment of the downtrodden
- Destitute homes—Nirashrit Bal Griha (orphanage for boys), Janhit Seva Ashram (home for the physically challenged) and Shubh Seva Ashram (home for the aged)

- Promotion of non-violence and vegetarianism
- Social fostering.

Realization and Vision

A Persian proverb says: Wise men in the east preach to 'see today with the eyes of tomorrow'. It is our conviction that men without vision are like a ship without a rudder. This is especially true in the field of higher education at a time of unprecedented competition and globalization, where students need to succeed based on their own merit and competence.

There is a need to build citizens who can, not only subsist, but become valuable human beings, for themselves, their families and the society. Higher education needs to come to terms with this over arching national and global reality. It is only through caution and vision that such a path can be chalked out. No institution can define progress in the absence of a roadmap. It should be able to define its content, extent and methodologies from time to time, which are the basic ingredients for the future growth of higher education. The educational system should not be divorced from the socio-economic and cultural fabric of the country. The structuring, restructuring and constant vigil over the curriculum and its effective implementation is undertaken at IASE deemed University, making higher education meaningful, socially relevant and career oriented.

The importance of ethics and values in a student cannot be disregarded. In order to meet the manifold changes and challenges in the emotional maladies confronting society at large, the institutions of higher education must consciously ingrain humanistic values into students at every step. IASE deemed University, in its own humble way, would like to make itself a paradigm of sorts.

IASE deemed University knows the importance of foresight. In fact, its conceptualization and realization is manifested by a vision and missionary zeal to accomplish it. The University is quite conscious of this legacy and will pursue it steadfastly. GVM is the bedrock, the substratum upon which the edifice of IASE deemed University has burgeoned. GVM's varied services include social and rural welfare, disaster relief, non - formal education, vocational training in villages, among others, which need to be strengthened further. In fact, such activities inculcate a sense of social responsibility and altruism into the minds of students - the nation's future. Therefore, it is imperative that IASE deemed University surge ahead hand-in-hand with GVM in furthering its societal role.

The existing outreach activities are set to double itself in the next decade for the benefit of disadvantaged and rural masses. The existing syllabi and curriculum are carefully crafted in consonance with the guidelines of UGC and other statutory bodies like NCTE, AICTE, CCIM, DEC, among others. However, a constant watch over the course content and delivery systems will be maintained. The revision and restructuring of the curriculum is an arduous but important exercise, and it will be vigorously and systematically pursued in time to come.

There is a national and international need for educators at public schools. IASE deemed University is working on an innovative scheme to introduce short-term and degree programmes for such teachers, managers and administrators, as the need arises.

A revolutionary idea is being conceived by our faculty, which relates to highly specialized training for preparing talented young students suited for direct recruitment at high-salaried senior academic/administrative positions like professors and principals among others. The paucity for senior faculty is woefully rampant everywhere, and attraction for the promising pass outs to take up teaching jobs has also fallen. This plan is proving to be a step in the direction of mitigating both problems.

Future Plan

Wisdom Based Sustainable Habitat

It has been realized for many years that there is something missing from the canvas of human lifestyle, which is the root of all human problems and evils in the society. Unconscious use of energy, the disharmony amongst development and peaceful living, the ill recognition of human needs and uncontrolled practices of science and technology have been posing problems in day to day life for many years. Apart from these maniacal tendencies of profit, consumption and sex have ruined human relations and values.

Gandhi Vidya Mandir intends to establish a 'Wisdom Based Sustainable Habitat' where a group of human beings live like one family till they achieve right understanding. They would be able to live in harmony with nature and other human beings with the understanding of natural laws in a self reliant way. This habitat would be designed as a center of study, research and living practice for achieving the goal of integrated world.

Existential Harmony/Existential order for Peace & Harmony

The studies and Research trends globally indicates that there is orderliness in the universe. All existing nonliving and living units are self-controlled and balanced by natural laws and are in a certain inherent order. A segment of researchers and scholars are striving to recognize this inherent synergy in universal phenomenon in areas like order of atoms, cells, organ system, chemical & physical activities and human activities. Having understood the importance of the inherent orderliness in existence, and practicing this, struggle of human being with environment, ecosystem and internal conflicts could be subsided and an ever lasting peace and harmony could prevail on this planet. IASE deemed University, GVM is launching a major research project to encourage study in such areas (Philosophical, scientific and humanistic levels) in coming years. The project aims to identify talents and foster research under guidance of experts. The outstanding research work will be published.

Institute of Global Harmony

IASE deemed University held an International Seminar on Teacher Education for Peace and Harmony, Delhi on Feb 11-13, 2012. A Post Seminar Workshop was also organized at Sardarshahar on Feb 14-15, 2012. 30 experts from 12 countries along with 100 scholars and experts from India presented their papers and more than 600 people participated in the seminar. One of the most important recommendations of the seminar was to establish an Institute of Global Harmony. During the seminar experts expressed the need for establishment of an 'Institution for Global Harmony'. The scholars asked Gandhi Vidya Mandir to consider taking this work as it was most suitable for the same due to its background. Humbly the Institute accepted this responsibility and plans are afoot to start this work immediately.

World Resource Centre for Peace and Harmony Education

Everyone acknowledges that values cannot be taught by people who do not live them. Thus a need for a World Resource Centre for Peace and Harmony which prepares people who are living models of human values. These resource people would fulfill the need of different institutions across the world. Gandhi Vidya Mandir intends to establish such a center at the appropriate location in the country where training, teaching, study, research and realization of right understanding would be given to learners. The institution is also looking at collaborating with other institutes for this work.

THE STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

The State Council of Educational Research and Training was established by the Government of West Bengal vide G.O.No.712-Edn (CS) dated 21.5.1980 for the purpose of organisation of educational research, training, extension and cooperation for the qualitative improvement of school education. The G.O. specified the powers and functions of the SCERT.

The GO also enumerated the names of the institutions and units working independently prior to the formation of SCERT (W.B) which should be merged and brought under the umbrella of SCERT. These were as follows:

   (i) The State Institute of Education, Banipur, West Bengal.
   (ii) The Bureau of Educational and Psychological Research, Kolkata.
   (iii) The Evaluation Unit of the Bureau of Educational and Psychological Research, Kolkata.
   (iv) The Evening B.Ed. Cell of the Education Directorate.
   (v) The UNICEF-assisted Science Education Programme section of the EducationDirectorate.
   (vi) The Extension Services Department attached to David Hare Training College,Kolkata; GovernmentTraining College, Hooghly and Institute of Education for Women, Alipur.
   (vii) The Educational Technology Cell.

It was then decided with concurrence of the Finance Department that the SCERT (WB) should be treated as Post Graduate Research-cum-Training Institute, a non-vacation Institute headed by a Director under the Education Department. It would not be a Directorate. The SCERT (WB) would be a state level organisation with powers and functions similar to those of NCERT, New Delhi but without its autonomous status [Vide G.O.No.556-Edn.(P), dated 28th.7.1983].

The State Council of Educational Research and Training (SCERT) in one sense, is a state level replica of NCERT, but not exactly a prototype. In West Bengal, two separate organizations, the State Institute of Education and the Bureau of Educational and Psychological Research were merged into an upgraded, more functionally significant body named, the State Council of Educational Research and Training. The SCERT is headed by a Director and comprises many ex-officio and nominated members.

Mission of SCERT

Our mission is to deliver dynamic, interactive and participatory activism on the broad fresco of School Education ranging from planning, research, and action programmes to extension and evaluation. Thus we believe in constant innovation, improvement and change, and we also value teamwork of empowered individuals.

Objectives of SCERT

The primary objective of SCERT is to ascertain qualitative improvement of secondary education in the state through research and training. The principal functions of SCERT involve the following:

   (i) To identify the weaknesses of and key issues in secondary education, and to undertake research programmes on thesis issues.
   (ii) To design and implement short-term training for the inservice teachers, teacher educator and inspector with a view to develop professional competencies and help them meet contemporary problems.
   (iii) To review school curriculum, prepare model text-books and suggest modifications, innovations or upgradation wherever and whenever necessary.
   (iv) To organise educational projects in collaboration with the Central or international agencies like NCERT, UNICEF or the like in such areas as population education, environmental education, adolescence education, inclusive education etc.
   (v) To act as a resource centre in the matters of innovative teaching methods, development and improvisation of teaching aids and arrange dissemination of the information related to these.
   (vi) To review and recommend improvement in the methods of evaluation, provide training to the teachers, and devise sound, reliable and valid tools of evaluation, for use.
   (vii) To keep regular contact with the training colleges and examination bodies like the University, maintain data base concerning various resource person and utilise their expertise whenever necessary.
   (viii) To maintain high standard of research so that it is recognised by the State Universities as a centre for higher studies and admit the researches done in SCERT for research degrees like Ph.D.

Administrative Structure of the SCERT

Director, SCERT is the administrative head who is appointed by the Govt. of West Bengal from among the officials to the rank of Director of School Education. The general body council has the Minister of School Education at the apex as its chairman, in which the Director is the ex-officio Secretary. Other members are nominated from academics and as representatives of bodies linked directly or indirectly with the school education.

The council has its own academic and administrative staff, who are appointed through the W.B. Public Service Commission. They are responsible for conducting all academic and administrative functions. But at the same time SCERT can appoint Research Fellows, Field Assistants, Field workers etc. in its projects temporarily, for the funds provided on account of its various projects. Salaries of the Director and other regular staff and other expenses are provided by the Govt. of West Bengal as it is usual for Govt. departments or institutions.

The SCERT of West Bengal has played key role in the area of population education and preparing source book for teachers with basic knowledge about population education, its needs and mode of implementation. It has also worked out manuals for competency based teaching, adolescence education and life style education. SCERT has done significant work in the area of science education also.

(i) The early years: The working of the SCERT (WB) can be traced as far back as in constituted the SCERT as a State level Committee and appointed the then Director of Secondary Education to act as its member-Secretary. A whole time Director for the SCERT was appointed in August 1983 and the complete merger of the constituent unites took place in December 1983/ january 1984.

(ii) The Director, SCERT (WB) will be the Drawing and Disbursing Officer in respect of all expenditure including pay and allowances of the Staff of the SCERT (WB). He will also be the ex-officio Member-Secretary of SCERT Governing Body.

(iii) There will be 4 divisions—(a) Division of Curriculum Development. (b) Division of Educational Research, Evaluation and Examination Reforms. (c) Division of Training & Extension. (d) Division of Educational Technology.

Each of the divisions will be headed by officers of the WBSES in the Professors' or Principal' scale of pay, as the case may be, but not more than two heads of Division shall at any point of time be on the Principal's scale of pay.

In addition, each division will have as academic staff Assistant Professors, Lecturers, Statisticians, Senior Research Assistants and Research Assistants. Each of the divisions will also have non-academic staff like UDC, LDC, Accounts Clerk, Clerk-cum-Typist, Cashier, Laboratory Assistant, Senior Technical Assistant Driver, Cleaner, Duftry, Mali, Cleaner, Peon, Night Watchman and Sweeper.

The academic staff of the SCERT (WB) including its Director will have the status of teachers of Govt. Colleges in respect of their scales of pay, age of super-annotation and other conditions of service appropriate for the staff of non-vacation G.O. No. 712-Edn (CS), dt. 21 May 1980; No. 556-Edn (P), dt. 28 July 1983; 7-Edn(PS), dt. 25 Feb 1993 and Gazette Notification dt. 21 December 1999 of No. 2133-SE (Pry)/4P-37/97 Pt. dated 13.10.1999 and Gazette Notification dated 3 September 2002 or No. 916-SE (Pry) ES/)/SCERT/4P-35/86 Pt-I dated 02.08.2002 respectively.

The present situation and recruitment policy - SCERT (WB) is now a part of School Education Department. The Director and Research Fellows (Grade-II), are selected (direct recruitment) through the Public Service Commission, West Bengal by the School Education Department (Primary Branch), Government of West Bengal.

The details of policy, qualifications and process of recruitment of the Director and other faculty are provided in Gazette Notification dated 21 December 1999 of No. 2133-SE (Pry)/4P-37 Pt. dt. 13.10.1999 and also Gazette Notification dated 3 September 2002 of No. 916-SE (Pry) ES/0/SCERT/4P-35/86 Pt-I dated 02.08.2002.

At present the post of Research Fellows Grade-II are being filled up. Out of the 11 posts sanctioned and advertised vide Advt. No. 14/2003 dated 22.11.2003, selection and recruitment for 8 posts is complete. The remaining 3 posts will be filled up after de-reservation, for which action has been initiated.

Governing Body of SCERT

To guide the SCERT and to formulate its policies, a Governing Body was formed which has been reconstituted from time to time. It consists of the Minister-in-charge of School Education &

Madrasahs, senior officials of the Department of School Education, heads of Education Department of different universities, Presidents of different Boards, heads of various National level educational organizations and distinguished educationists. The Governing Body makes periodic review of the activities of SCERT (WB). The Governing Body has been reconstituted by the State Government in 2002.

Five meetings of the reconstituted Governing Body were held on 19th September 2002, 19th February 2003, 17th March 2004, 9th November 2004 and 5th October 2005.

Functions of SCERT

(i) Section-I: Curriculum and Materials Development

(a) To assist West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and West Bengal Board of Primary Education in developing the text books. SCERT will be permanent invitee in the text book committee of these Boards and Council.

(b) SCERT will help the above named Boards and Council in the preparation of instruction material for Language and Subject teachers containing Methodology in classes of Lecture type, interactive, Outdoor (Environment) and Organizational (Eco-Club) for building of awareness.

(c) Study and Identify, problems and suggest measures to improve inclusive Education and the class-room and taken up sensitization / counseling of teachers and Inspectorate official as well as families towards inclusive education specially in the context of disabled children, over aged children and children who had dropped out but who are being re-admitted to formal schools.

(d) Development of material for joyful learning through identification of problem areas specially for the beginners and development of materials for e-learning.

(e) To prepare periodical work-plan and review of performance.

(ii) Section-II: Orientation and Training

(a) To develop modules of Orientation Training of In-Services Primary Teachers / Secondary Teachers in consultation with Primary / Secondary Board and Council.

(b) To develop and introduce a Course in Guidance and Counseling for teachers of Secondary schools (one teacher from one school in block/ municipality around 600 no. of teacher in a span of 2 years) in the SCERT premises with assistance from NCERT, New Delhi.

(c) Training of Supervisory staff (SI and AI) and Teacher Educators in PTTIs & DIETs.

(iii) Section-III: Research and Evaluation

(a) Actions research studies on impact of mid-Day Meal, Distribution of free textbooks, free school dress of girls.

(b) Actions research studies on enrolment, drop outs in Primary/ Upper Primary Level on enrolment/attendance/drop-outs according to Cast/gender/Community.

(c) Action research studies on functioning of schools under State Board vis-à-vis ICSE/CBSE Boards.

(d) Study on the functioning and sector level functionaries.

(iv) Section-IV: Extension and Dissemination of Information:

(a) To assist DIETs in extension work of developing at least one Module Primary School and one Upper Primary School in the district.

(b) To set up one Branch Office (in the premises of DIET Sovanagar, Malda) to cater the needs of PTTIs / DIETs of north Bengal areas.

(c) To collect information on such ongoing development programmes of school Education Department as required by the department.

(d) To set up a Statistical Wing to store the collected data/ information on all ongoing programmes of School Education Department with electronic records.

(e) Analysis of these data, publication of reports and submission to school Education Department for policy level decisions.

(f) To set up a Library equipped with the books publication, journals etc containing recent thoughts on education in school, Teachers Education Training etc.

Academic Activities of SCERT

Apart from the abovementioned activities, the major projects/ programs in which SCERT was involved are mentioned below in brief:

(i) Population & Development Education Project

Population Education Project being funded by the Uni8ted Nations Fund for Population Activities (UNFPA) began in West Bengal in early 1984 through the NCERT. The Project was being implemented as an educational Project for Human Resource Development from 1984 to 2002 in West Bengal at the Secondary and Higher Secondary stages. This Program acquired significance for attainment of better quality of life through School education. The major thrust areas of the project were:

(a) Family life
(b) Gender equality and equity
(c) Adolescence and Reproductive Health
(d) Health and Education
(e) Sustainable Development
(f) Urbanization and Migration.

During this long period several workshops and Programs were organized by the Population Education cell of the SCERT (WB) to carry out the following activities:

(a) Status study of existing syllabus for Secondary and H.S. Education.
(b) Development of curriculum for Secondary and H.S stages, for non-formal Education centers and B.Ed courses.
(c) Preparation of Supplementary Instructional materials for students.
(d) Preparation of Teachers' Guide Books.
(e) Training of Key persons, Resource persons, Educational Administrators, Head Masters and Teachers of Secondary and H.S. Schools.
(f) Organization of Co-curricular activities for the students. The activities included debates, symposia, recitation, poster displays, walks, rallies, role-plays, observation of special days etc.
(g) Translation and development of publicity materials.

At present, the UNFPA funding has been stopped since 31.12.2002 vide letter F.No. 5-3/02/DESSH/PEP 1230 dt. 07.10.2002, but the project has been taken up as "Quality Improvement in School Education" by MHRD, Govt. of India to be implemented through NCERT.

SCERT (WB) has taken up the following activities under NPEP during the years 2002-2005.

Adolescence Education: With the objective of creating awareness among the public in general and the teachers and the students in particular, adolescence education activities in the form of debates, poster displays, walks/rally, extempore lectures, recitations, role-plays etc. were organized in different schools of selected districts.

A workshop was organized by SCERT (W.B) ON 18th May 2002 at SCERT, Kolkata on "Integration of Population Education Activities in State Literacy, Health, Environment and Science Fair" with the representatives from different Departments of W.B. Govt. and different NGOs.

A seminar on "Population. Poverty and Development-Humanitarian Approach" was organized at SCERT, Kolkata on 11th July 2002 with the teachers of different Schools and experts in this area.

On 11th July 2002, observation of World Population Day was organized in three districts, namely Kolkata, Midnapore and South 24 Parganas simultaneously. In this program many teachers and nearly 5,000 students and district education officers of the respective districts participated.

The state chapters of International Poster Contest Program were organized by SCERT (W.B) with close collaboration with NCERT within the period July-October 2002. This contest was open students and people in general.

A week long program was organized at 'Akra High Madrasah involving local Madrasahs during the third week of February 2002. Smt. Eva Dey, Hon'ble Minister of State, Primary and Secondary Education, Govt. of West Bengal inaugurated this program Science exhibition, debates, symposia, panel discussions, road race/walk with poster display, recitation competitions, sports, go-as-you-like etc. all relating to the basic tenets of population and development education marked the week long program. The best participating institution in the exhibition and the best individual performers in other events were rewarded. As per work-plan 2002 all the programs held under the banner of the population education program were meticulously documented.

A Newsletter-2002 reporting the activities of Population education program was prepared, published and circulated to different authorities and functionaries.

SCERT (WB) organized a workshop on "Modification, adaptation and translation of NCERT document on Adolescence Education" from 29th to 31st March 2004 at its office premises. The workshop involved teachers, teacher-educators, language experts, psychiatrists, representatives from different NGOs, etc. A training manual in Bengali will be prepared for implementing Adolescence Education in the light of Life-style Education proposed by the School Education Committee, West Bengal.

An International Poster Competition was recently organized jointly by NCERT and UNFPA. The topics of the competition were 'Girl child and her future', 'Mother's promise to her child' and 'Equal rights and empowerment of women'. SCERT (WB) arranged for its advertisement in a leading daily and circulation in a number of schools in order to ensure widespread participation.

One Research Fellow of SCERT attended the regional workshop to 'analyze teacher training courses (elementary and secondary) syllabi of the States of Eastern and North-eastern region with respect to components of reconceptualised population education' organized by Regional Institute of Education, Bhubaneswar.

A twelve-member state level Advisory Board with Professor Ranju Gopal Mukherjee as chairman has been formed to monitor the implementation of the Project in the state. The Board meets every month and determines the Plan of Action to be undertaken by SCERT with regards to NPEP.

The National Project Progress Review meeting was held at Pune on 3-7 February 2005. Director, SCERT (WB) and one Research Fellow attended the meeting and submitted the Plan of Action & Budget for 2005-06.

A three-day workshop was organized by SCERT (WB) on 28-30 March 2005 for training District Resource Persons on Life-style Education. The participants presented many examples of co-curricular activities to be carried out in schools.

(ii) Special orientation program for primary school teachers (SOPT)

The SOPT program was started in West Bengal during 1993-1994 with financial support from NCERT, SCERT (WB) being the nodal agency. The purpose of the program was training at different levels i.e. training of key persons, resource persons and primary school teachers to improve quality of primary education. The major thrust areas were Language Teaching, Mathematics, Environmental studies I & II besides general program of Multigrade Teaching, Health & Physical Education, Art Education and Work Experience.

The training methodology was to be competency based demonstrative type along with visual and to a large extent under simulated situations. The focus was on the use of Operation Blackboard and Minimum Learning Level Approach. Mass media support would be provided in collaboration with Doordarshan and AIR.

Later on the scope of SOPT programme was extended up to Higher Secondary level and there were persistent demands from the various Boards / Council for orientation of teachers since 2001. Altogether the following numbers of teachers were oriented. (i) Primary level - 94000 ii) Secondary level—550, iii) Madrasah (New scheme) - about 500. 1561 camps were organized during 1995-2000 Nearly 10000 teachers including KRPs and RPs have been brought under in-service orientation program from all stages i.e. primary to higher secondary during 2002-2003. The SOPT has been suspended since 27.01.2004.

(iii) DPEP & SSA Activities

The District Primary Education Program was launched in 1997 in five districts of West Bengal. In 2000, the program was extended to 5 more districts.

The necessitated a Baseline Survey for Non - DPEP districts and SCERT (WB) was entrusted with the task. After a careful scrutiny of the questionnaire for the survey as developed by the DPEP, the test administrators were trained and the work of survey covered the districts of Howrah, Hooghly, Midnapore Nadia and Darjeeling. The data collected were tabulated, processed and finally handed over to the WBDPEP State Project Office.

SCERT (WB) took up the task of translation of training modules as developed by WBDPEP. The modules were translated from Bengali into : (I) Hindi (II) Urdu and (III) Nepali.

SCERT staff members actively participated in the workshops organized by WBDPEP on Pedagogy Renewal and made field visits to assess the progress achieved in respect of programs on Gender Equity and also in connection with the development of work plan for Sarva Shikha Abhiyan.

Sarva Shiksha Abhiyan (SSA) Started since 2001 in West Bengal with the view to provide universal elementary education to all children of the age group 6-14 years. SCERT (WB) has been actively taking part in various activities of the Project, like—

Meetings and Study Tour: The Director, SCERT being a member of the Core Committee of PBRPSUS, there is a constant liaison between the two organizations. Meetings were held on Computer Assisted Learning and Teacher Orientation under SSA. The Director was a member of the study team that visited Tamil Nadu in October 2004. A meeting of State Resource Group on NPEGEL issues took place on 28 February 2005. One of the Research Fellows attended the meeting.

In the General Council meeting of SSA, held at Rotunda, Writers' Building on 20th January 2004, it was decided that—

(a) SCERT will monitor teacher training at the Upper Primary level.

(b) SCERT will select resource persons and deploy them to various places inside and outside the state, as is deemed necessary.

Publication: A book entitled 'Shiksha Prasare Betar' was published. It contains the recommendations of the three workshops held by SCERT (WB) last year on "Formulation of guidelines and development of model scripts educational broadcasts" with financial support from SSA.

Workshops: During 2002-2003, the SCERT faculty participated in the workshops held on the various issues of SSA like norms and framework, micro planning, pedagogy, use of database, use of CAL, Inclusive Education, etc.

Two SSA project proposals were implemented during 2004-2005. The first one was a workshop titled ' Capacity Building of School Inspectors for Academic Supervision and monitoring' held on 21-23 December 2004 at SCERT (WB). Inspectors from various districts, officials of different School Education Boards, teachers, teacher-educators, eminent educationists etc. attended the Workshop and an endeavor was made to evolve a common format for Inspection of schools throughout the state.

The second workshop was titled 'Teaching-learning & Technology- a broad overview' and it was held at SCERT (WB) on 11-12 January 2005. A large number of school teachers, teacher-

educators, educationists and multimedia firms involved in the production and marketing of educational software, participated in the workshop. The products were viewed and assessed. The workshop discussed on the method of procuring the appropriate software and its distribution in different schools. The house also deliberated on the application of other educational technology in the process of teaching-learning.

Workshops in three phases entitled 'Total Quality Monitoring of SSA activities' were organized by SSA at Kolkata in February and March 2005. Research fellows of SCERT attended the workshops.

Radio Programs: SCERT (WB) has been involved in this program since 1983-1984 and continues to do so till date. The main features of this program are planning, organization and preparation of monthly schedule for Educational Broadcasts to make it more fruitful for the students of Upper Primary, Secondary and H.S. levels. The basic objective of educational broadcasts is to supplement the classroom lessons. Topics for Teachers' program, discussion by experts, presentation of original compositions by the students, observation of special occasions are some of the specialties of the program. Special programs for the Madhyamik and Uchhamadhyamik Examinees are also broadcast on the eve of said examinations. SCERT provides AIR with schedule of radio lessons to be broadcast for classes VI to XII. The schedule is sent every three months on a regular basis.

In 2003, SCERT (WB) organized three workshops in collaboration with All India Radio, Kolkata to formulate the guidelines for educational broadcasts suitable for upper primary classes with the financial assistance of SSA. Model scripts in different subjects of upper primary classes were prepared during those workshops.

A separate workshop was organized by SCERT (WB) to find the scope of educational broadcast at the primary level of education in West Bengal. During this workshop guidelines were formulated for such type of broadcast and list of programs were prepared for teacher-educators, teachers and students and local bodies like Village Education Committee, Gram panchayats and Municipal Corporations.

Various project proposals were taken up by SCERT under SSA funding on Educational Administration, Need Assessment of socially disadvantaged children, Integration of ICT and education etc.

(Iv) School Education Committee

The School Education Committee was set up by the Govt. of West Bengal through Notification No. 1693-S.E (S), School Education, and Secondary Branch dt. 20.9.2001). It was a 14-member committee, the chairman. being Prof. Ranju Gopal Mukherjee, Chairman, and Rabindra Mukta Vidyalaya. The Director of SCERT (WB) acted as the committee's Member-Secretary. The premises of SCERT served as the office of the committee.

The School Education Committee has highlighted the importance of SCERT (WB). In both its main report, submitted to the Government of West Bengal in December, 2002 and the supplementary report submitted in December 2003, the committee has made the following observations in the context of SCERT (WB):

The committee believes "success in teaching English ---- scientific method of teaching. The SCERT may take up a time-bound program in collaboration with the WBBSE and the Institute of English, Calcutta to accomplish this urgent task" (Language Policy, Para 3.14 page 32).

"Production of educational software particularly in Bengali and regional Languages is a major challenge for meaningful IT enabled education which the academic community of West Bengal would be able to accept and with proper support provide solutions. State Level research institutions like the SCERT may be entrusted with the responsibilities of production of educational soft wares in Bengali and other regional languages relevant for the state" (Computer Education, Para 4.8 (V), page 44).

"Effective Value education therefore requires revamping the total system of school education, which in turn calls for a continuous research support in all areas from curriculum planning, implementation strategies and evaluation. Institutions like SCERT should be geared up in a mission mode to support the Boards and Councils in the State to provide such support and constantly update the capacities of teachers through in-service training on the important research findings [Value Education & Health Education, Para 5(A) 7, page - 52].

"Even after developing need based courses through such surveys, it will be necessary to conduct regular field research to keep track of their relevance, and also update them as and when necessary. The Committee strongly feels that in performing both the task of original surveys (district level survey) and subsequent research.

The SCERT can play a very big role provided this body is strengthened, following the committee's recommendations contained in chapter 8 (Para 6.12 page 71).

"All this information should be deposited in a database and that should from the input for any subsequent committee that may be constituted later. Any commission should have data on the present situation in the schools. Quantitative Evaluation of the data is very important. The SCERT should have a cell for continuous assessment of the schools and storage of the data in computer. Is difficult and practically impossible to do this job manually. This will also help formulation of objective criteria for any subsequent committee". [Para 8(D). 1. page-97].

"If we want to give proper science education we must emphasize on the use of the mother tongue. We need good books and reading materials in Bengali and the other regional languages, which are used as media of instruction. SCERT should get seriously involved in the preparation of these books, which should be both informative and attractive -----this is true even for computer education ---- All the instructions should be in the mother tongue ---- SCERT can set up a team of experts for production of this software" [Para 8(G). 2. Page 100].

"Coping with these tasks, essential for quality education, requires regular survey, research, training and orientation not only of teachers but of other functionaries as well. It is precisely to meet this challenge that the State Council of Educational Research & Training (SCEWRT) was set up more than two decades ago as a wing of the State Government and is still working with that status". [Para 8(H) 1., page 101].

"The committee is convinced that for enhancing and maintaining quality of school education in its entirety, it is imperative to strengthen the SCERT". [Para 8 (H). 5, Page - 102].

(a) Granting of academic control of the emerging DIETs to the SCERT". (Para 8 (H). 5a, page - 103)

(b) "Specifying the status of the SCERT and defining its role in relation to the implementation of major educational programs adopted from time to time at the National and State levels". [Para 8(H) 5.b, page - 103]

'The committee asserts the establishment of a strong network for planning organizing and evaluating TE programs as well as for sharing of resources is essential among the SCERT and PTTIs,

DIETs, B.Ed. colleges, CTEs, IASE, University Departments of Education and autonomous Boards/Council in the State as well as with the National and International organizations.

The Committee believes that a network of all such professional organizations in the state will facilitate formulation of policy in regard to design of Teacher education curriculum with need-based 'academic' and 'professional' components. This will also be useful in creating and maintaining a much needed data-base for preparing annual plan or perspective plan in Teacher Education in the State while determining priority areas for allocation of funds." [Para-8 (!) 3 page - 103].

"The committee feels that effective management of Teachers Education in all its aspects like planning, organizing and evaluating also requires strengthening the SCERT by setting up an Educational Management unit with adequate resources". [Para - 8(1). 4 page - 104].

Observations in the Supplementary Report - Part A are as follows:

Life-style Education: "The SCERT (WB) may prepare guidebooks and conduct suitable orientation programs for the teachers" (page 27).

"The M.R.P.s will identify 15-20 key Resource persons (K.R.P.s) for each district from similar group of persons as mentioned above. They will be well-versed in the art of conducting the experiments/ activities enlisted by the M.R.P.s. WBBSE and SCERT may undertake training programs of all teachers in the district in phases manner with the help of the K.R.P.s" (Para - 2, page - 42).

The tenure of the Committee was extended for one more year after its initial term expired on 31.12.2002. The Director and the research fellows conducted an achievement survey in several schools on behalf of the committee along with some of its members. The purpose of the Survey was to gauge the level of competency attained in Bengali and English by students at the end of class IV.

Question papers were set into two languages. The survey covered 36 schools of 8 districts of West Bengal and about 1900 students. A questionnaire was also designed to ascertain the various curricular and co-curricular inclinations of the students. The findings of the tests on the two languages and the responses to the questionnaire were tabulated the results were analyzed statistically and presented in the Supplementary Report of the Committee.

A workshop was organized on behalf of the committee during 9th to 11th June 2003 at Ballygunge Govt. High School to deliberate further on the recommendations of the Committee on various issues like Science Teaching, Life-style Education, Vocational Education, School Complex and School Session. Teachers from different recognized teachers' associations, teacher-educators and experts participated in the workshop.

The Supplementary Report containing the recommendations of the workshop and result of the survey was submitted to the State Govt. on 17th March 2004.

(v) Environmental Education In School System

A nationwide program named "Environmental Education in School System" was launched by Ministry of Environment and Forests, Govt. of India, for the Upper Primary level of Education. A MOUE was signed between the Govt. of West Bengal and MOEF, Govt. of India in 2004. SCERT (WB) was chosen as the State level nodal agency to implement this program throughout the state. The program included 'Activity based training program for the learning of environmental concepts' (GLOBE Protocol). In the pilot phase, about 70 school teachers of West Bengal were trained for the purpose at SCERT in two workshops held during march and April 2004. This program was carried out in collaboration with Indian Environmental society (IES), New Delhi, Paschim Bangla Bigyan Mancha, West Bengal Board of Secondary Education and West Bengal Board of Madrasah Education.

SCERT is taking an active part in the formulation of strategy for the introduction of Environmental Education in school curriculam at all stages as per the directive of the Supreme Court of India. Regular meetings are being held with the officials of West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and Association of Boards of School Education for the purpose.

(vi) Vocational Education

SCERT (W.B) organized a program in the area of Vocational Education. It was a collaborative effort with Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal under NCERT. The program was held during 4-7th October 2002. Eminent experts in the field of Vocational Education in W.B. and national experts from PSSCIVE, Bhopal acted as resource

persons in this program. Sri Kanti Biswas, Hon'ble MIC, Department of School Education, Govt. of W.B., inaugurated this program. Md. Salim, Hon'ble MIC, Department of Youth Welfare and Technical Education were the Guest-in-Chief in the inaugural session. Dr. Sparshamani Chattopadhyay, former V.C., B.E. College (D.U) and Dr. M. Sengupta of PSSCIVE, Bhopal also graced the occasion as Special Guests. A report of the proceedings of the workshop and its major recommendations has been prepared and circulated. This four-day orientation program focused on the following themes:

(a) Concept, Philosophy and Objectives of V.E.,
(b) Present status of V.E. at the national level,
(c) Needs and priorities of V.E in the major sectors with particular reference to West Bengal,
(d) Management Structure: Central to institutional level and their Role,
(e) Popularization of V.E and Guidance and Counseling,
(f) District Vocational survey,
(g) Entrepreneurship development.

Director, SCERT (WB) attended as an expert in the program "National Consultation on Vocational Education" conducted by PSSCIVE, Bhopal during 28th February 28th to 2nd March 2003. The proceedings of hits meeting will be placed to MHRD on behalf of NCERT as a Policy document. Director, SCERT (WB) and President of WBCHSE were invited to contribute to the process of redesigning of VE Program at the School level in the country.

(vii) National Level Achievement Survey at the End of Upper Primary Stage

SCERT (WB) in collaboration with Department of Educational Measurement & Evaluation, NCERT and WBBSE conducted a National Level Achievement Survey for students at the end of class VIII on 17th and 18th May 2003. 50 schools were selected from each of four districts of West Bengal - Kolkata, Hooghly, Bardhaman and Darjeeling) Siliguri Education District). 30 students were selected from each school. Four subject areas viz. Language, Mathematics, Science and Social Science were chosen. The question papers, questionnaires and various response sheets set at the NCERT were translate into Bengali for West Bengal and Tripura and were checked by the academic staff of SCERT. The District Inspectors of Schools of the 4 selected districts conducted the test

on behalf of SCERT (WB). The response sheets and the various questionnaires were collected, computerized and the results recorded on a CD. The printed data were meticulously checked by the staff of SCERT and the results were sent to NCERT. The results are now being processed at NCERT.

(viii) SCERT and DIETS

A Committee has been formed under the Chairmanship of the Director, SCERT (WB) for formulation of basic guidelines for smooth operation of the emerging DIETs in (W.B). In the meetings of this Committee, the guidelines to be framed, respective roles to be played by the WBBPE, WBBSE and SCERT (W.B) in supervision and controlling the emerging DIETs were discussed.

Several meetings of the Purchase and Operationalisation Committees of DIETs were held to decide the equipment to be bought, the faculty to be recruited-their qualification and other criteria and various related issues in order to make the DIETs fully functional. It has been decided the SCERT will coordinate the academic activities in the DIETs and provide essential support as and when necessary.

Academic Coordination and Support to DIETs : SCERT being a nodal organization of the state will coordinate and support various Teacher Education Institutions including 19 DIETs of the state. SCERT frequently undertakes extensive tours to the different corners of the districts to assess the strength of these Institutes and also to organize academic activities. These visits, apart from developing a status report of the Institutes, also help in establishing coordination among the various TEIs and SCERT.

(ix) Preparation of Prespective Plan on Teacher Education In West Bengal

SCERT (WB) was entrusted with the responsibility of preparing the Perspective Plan on Teacher Education in West Bengal for Xth Five Year Plan in January 2004. The Plan prepared on behalf on the state was to be submitted to the Ministry of Human Resources Development, Government of India. A core committee was formed with a number of noted educationists in the field of Teacher Education to elaborate on the various aspects of the Plan. Two consultants were appointed to help the Director in preparing the Plan. SCERT (WB) initiated discussions with (a) different stakeholders of teacher education in the state, e.g.,

(a) Presidents and Secretaries of West Bengal Boards of Primary Secondary and Madrasah Education, West Bengal Council of Higher Secondary Education.

(b) Chairman and Director of Rabindra Mukta Vidyalaya.

(c) Heads of the Departments of Education of different Universities.

(d) Principals of IASEs, CTEs, DIETs, a few B.Ed. Colleges and PTTIs.

(e) Heads of a number of Primary, Secondary and Higher Secondary Schools and Madrasahs.

(f) A number of distinguished national experts,

(g) Renowned educationists of the state.

SCERT (WB) organized a two-day workshop on 28th and 29th June 2004 to consider the views and opinions of different stakeholders of the state as well as the scheme and data placed by them in the context of needs of teacher education as envisaged by them. The data were collected and incorporated in the draft Perspective Plan. The Plan after being examined thoroughly was submitted to the MHRD in September 2004. A team of MHRD representatives visited SCERT to gather some additional information regarding Teacher Education Institutions in the state on 5-7 January 2005. The Plan is now being appraised by MHRD.

SCERT (WB) undertook to prepare a documentary film on the Teacher Education Institutions of West Bengal. Besides, the work of writing a Status Report on the Institutions was started. Two consultants were appointed for two months. The academic consultant monitored the initial planning, design, layout etc. of the Status Report. The technical consultant helped in shooting the documentary. Visits were made to different such Institutions of the state by academic and supporting staff of SCERT (WB) over the months of February and March.

(x) Networking With National and International Level Orgnisations

The SCERT (WB) has always been enthusiastic in keeping close liaison with the national level institutions like National Council of Educational research & Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE and international level institution like British Council, UNICEF etc. During the year under consideration the relationship became quite

reciprocal in nature. Assistant Prof. S. K. Mukherji attended the second meeting of National Working Group on migration Education held on the 30th May 2002 in NCERT. The theme of this meeting was formation of the scheme for Migration Education. The Director, SCERT (W.B) attended the meeting on "Capacity Building for Heads of teacher's Education Institutes on 12-13th June 2002 at NIEPA, New Delhi.

The Director attended the "National Consultation on Formulation of Legislation after the 93rd Constitution Amendment Bill." It was held at NIEPA, New Delhi on 15th June 2002.

Director also attended the "National Consultation on Value Education in Indian Schools - Experiences and strategies of Implementation". It was held at Jamia Hamdard University, New Delhi during 19-21st August 2002.

Director, SCERT (WB) has been selected as a member of Program Advisory Committee (PAC) of NCERT.

The Kendriya Vidyalaya Sangathan organized an orientation course (national level) on 9th April 2003, one 21-day in-service teachers' training from 7th May 2003 and one workshop on 'high achievers' on 26th May 2003. The Director delivered lectures on all the occasions. A National seminar on 'Education for All' was organized by the National Institute for Educational Planning and Administration (NIEPA) in collaboration with UNESCO, New Delhi on 6th and 7th September 2003. The main objective of the Seminar was to share 'State level perspectives on EFA goals and strategies'. It also provided an opportunity to exchange ideas on innovative approaches being adopted in deferent states on moving towards the goals of EFA. With this in view, special papers were prepared and presented by eight states including West Bengal. The Director prepared a document for the state and presented a paper entitled 'Decentralization, Empowerment and Education for All- a journey towards human development in West Bengal'. The paper highlighted the measures taken up by the State Government in various areas of school education. Director, SCERT attended the following national level meetings/workshops:

(i) Departmental Advisory meeting of Department of Education for Groups with Special Needs (NCERT) on 5th and 6th January 2004 at New Delhi.

(ii) A two-day workshop on initiatives taken, problems faced and other related masters of 'multigrade teaching' at Guwahati on 27th and 28th January 2004.

(iii) A meeting on Continuous Comprehensive Evaluation organized by NCERT on 26th March 2004 at New Delhi.The Director was selected member of the Eastern Region Committee (Council for India School Certificate Examinations) for selection of candidates for the Government of India National Award for Teachers.

SCERT (WB) provided support in holding the interviews for National Talent Search Examination from 25th to 28th July.

SCERT (WB) provided support in holding the interviews for National Talent Search Examination from 25th to 28th July.

SCERT (WB) provided support in holding the interviews for National The Eastern Region Consultation on EDUSAT was organized by Institute of Technical Education and Research, Bhubaneswar on 25-26 May 2004. Director participated and a blue print was designed for effective utilization of EDUSAT.

National Council for Teacher Education held a national meeting on the Teacher Education Curriculum prepared by it from 30 June to 2 July 2004 in New Delhi, in which Director, SCERT participated and a National Curriculum Framework on Teacher Education was examined and scrutinized.

Regional Institute of Education, Bhubaneswar held a regional seminar (Eastern region) on 'Innovative practices in DIETs' on 27-28 August 2004. Director, SCERT presented a paper on innovative practices in WB.

A meeting of the Directors of SCERTs was organized by NCERT on 22-23 November 2004 in New Delhi to discuss the various issues of collaboration with NCERT.A seminar was held by NCTE at Kolkata on 16-17 November 2004 on draft curriculum document entitled 'Some specific issues and concerns of teacher education'. Director participated and chaired a group on formulation of group report.A seminar was organized by National Core Group (EDUSAT), Distance Education Council and NCTE on 'ICT -enabled and IT -supported capabilities of Educate for Education and Training'. It was held at IGNOU campus, New Delhi on 18-19 December 2004. Director was invited and received Hands-on-training in Direct Television Broadcasting in the form of teleconferencing.A meeting was organized by NCERT for review exercise of National Curriculum Framework at New Delhi on 11 February 2005. Director was invited and was asked to opine on the subject.A review meeting on Action Plan to be taken by SCERTs on Women's Education organized by NCERT on 10-11 March 2005 in New Delhi. Major issues were

discussed. Director and one Research Fellow participated and presented a Status Report on Girls' Education in West Bengal.SCERT provided support in holding the interviews for National Talent Search Examination from 23-26 July 2004. Director was Govt. nominee and program coordinator of the event.SCERT (WB) organized a two-day state level Consultation on 'Emerging Perspectives in Teacher Education' with financial and technical support from NCERT on 22-23 June 2004 at Vidyasagar Bhavan (WBCHSE). It was attended by experts from NCERT including the Director, NCERT, teacher educators from IASEs, CTEs, DIETs, PTTIs, officials from School Education Boards and School Education Department and eminent educationists. Report and recommendations were incorporated in the Perspective Plan of Teacher Education for the Tenth Plan in West Bengal.A regional Workshop on ICT -enabled and IT -supported education was held at Bhubaneswar on 21-22 February 2005 by IGNOU, NCTE (Eastern Region) and SCERT, Orissa. The participants were initiated in teleconferencing. Two Research Fellows attended the program.A meeting of Pedagogy Coordinators of SSA was organized by Ed. CIL at Bhubaneswar on 16017 March 2005. It was attended by two Research Fellows.The Director was named as a member of the Regional Advisory Committee of the Kendriya Vidyalaya Sangathan.

(xi) Miscellaneous Activities & Programmes

These programs were attended by the Director and other academic faculty of SCERT. Development of teaching strategies for Mathematics and EVS (Environmental Sciences) at the Primary Education Level: The Regional Institute of Education (RIE). Bhubaneswar, Orissa in collaboration with SCERT (W.B) & WBBPE, organized a five-day workshop at the SCERT (W.B) during 25th - 29th November 2002. The objective of this workshop was to develop teaching strategies for Mathematics and EVS at the Primary Education Level. Principals and teachers of the PTTIs along with the RIE and SCERT faculty participated in the program.

Collaboration with the WBBPE

(a) the development of the training module on health education at the primary level.

(b) the day workshop for revision of curriculum at the primary level (Phase-I) held at Ramakrishna Mission Seva Pratisthan, Kolkata during 27-29th December 2002 organized by the WBBPE, (c) the 3-day workshop for revision of curriculum at the Primary level (Phase - II)

during 25-27th February 2003 organized by the WBBPE at SCERT (WB) and (d) the 3-day workshop for revision of curriculum at the primary level (Phase - III) during 26-28th March 2003 organized by the WBBPE at SCERT (W.B).Several in-service teachers' orientation programs, mainly for Science teachers and English of High Madrasah, were conducted by SCERT, West Bengal in collaboration with the WBBME during the year 2002-2003.

The main objectives of the program were (a) modernization of Madrasah teaching - learning process and (b) qualitative improvement of Science - teaching in High Madrasah.In all these training programs emphasis had been given on activity based joyful approach of teaching-learning, micro-teaching, fundamental concepts of Computer Education, evaluation system and setting of question papers, school complex, competence based teaching-learning etc. Many teacher-educators and experts from all the corners of the state had participated in the orientation program.

The West Bengal Board of Madrasah Education organized a workshop with financial assistance from Sarva Shiksha Abhiyan from 8th to 12th April 2003 at the SCERT premises. The workshop was titled "In-service training of Head Teachers of Junior High and High Madrasahs on educational planning and management."

A seminar was organized on primary education curriculum by an NGO on 26th April 2003 at SCERT (WB).

A one-day workshop was organized by Netaji Subhash Open University in collaboration with SCERT at the latter's premises on 6th May 2003. The aim was to design curriculum framework for capacity building of the Shiksha Sahayikas of Shishu Shiksha Kendras in West Bengal.A workshop held by Paschim Banga Rajya Shishu Shiksha Mission on "Intensive Induction Training of Quality Managers of SSK" on 13th May 2003.

A seminar organized by A.B.T.A. on "Problems of children entering class V" on 24th May 2003 and delivered a lecture on the subject.WBBPE held a workshop on "Health Education in Primary Schools of West Bengal-training of key resource persons" from 19th -23rd January 2004.

One research fellow participated as Evaluator in the National Children's Science Congress (state level) organized by Science Communicators' Forum held at Loreto Day School, Sealdah, Kolkata on 29th - 30th November 2003.

A workshop was organized by WBBSE on "Life-style Education in Schools" during 16th-17th February 2004.

A workshop on "Sex Education: Issues related to Gender and Mental Health" was organized at Centre for Women's Studies, Jadavpur University on 26th and 27th March 2004.

A two-day workshop was organized by SSA on 'Role and function of sub-divisional working group.

The Director, SCERT (WB) being a member of the Syllabus Committee of the West Bengal Council of Higher Secondary Education took active part in several of its meetings for the formulation of new syllabus for 2004-05.

Several meetings were held with Netaji Subhash Open University and Paschim Banga Rajya Shishu Shiksha Mission to design curriculum for the training of the Shiksha Sahayikas.

The Director, SCERT (WB) being a member of the Syllabus Committee of WBCHSE, took active part in several of its meetings for the formulation of new syllabus for 2005-06.

Meetings with DFID and World Bank representatives : Three-day Workshop on Life Style Education organized by WBBSE on 14-16 March 2005 at Yuvabharati Krirangan, Salt Lake.

Director, SCERT has been nominated as a representative of Govt. of West Bengal in the ManagingCommittee of RIE, Bhubaneswar and attended the meeting at RIE, Bhubaneswar on March 2nd 2005.Director, SCERT shouldered a part of the responsibility in preparation of a teachers' manual for orientation of secondary teacher by WBBSE.

Director, SCERT being a member of the Governing Body of Rabindra Mukta Vidyalaya (State Open School) attended its meetings.

A two-day workshop was organized at Belakoba DIET on "Assessment of Educational needs of SC/ST/minorities children and Children with special needs"

A two-day workshop on "Science Education and Awareness" organized by Bangiya Bijnan Parishad on 15-16 January 2005.

The Joint Review Mission visited SCERT on 28 January 2005.

"Orientation-cum-Workshop to develop State Level Key Resource Persons in Science & Mathematics at elementary level" was organized by WBBME in collaboration with NCERT and SSA on 7 February 2005.

The programm "Training of English Language in West Bengal" organized by Institute of English Language on 10 February 2005 at its premises.

The Indian Institute of Cerebral Palsy organized a workshop on "Empowerment, Access and Rights of Persons with Disability" on 26 February 2005 at IICP auditorium.

DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIETs)

Background

The DIETs were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Human Resource Development in the early 1990s to strengthen elementary education and support the decentralization of education to the district level, under the Centrally Sponsored Scheme on Teacher Education, and following the Guidelines suggested in the 'Pink Book' (Government of India, 1989).

The DIET is located at an important level of decentralization—the District. However, they have remained marginal to the key activities of the States in teacher professional development and school improvement; they are inadequately integrated into the State's systems. The multiple tasks linked to departmental programmes with different foci draw the DIET in different directions and produce divergent institutional goals. Furthermore, outdated institutional structures also create expectations regarding work which are not realized or realizable, and contribute to a sense of dysfunctionality. Administrative tasks assigned to the DIET, although they keep the DIET connected to the wider state machinery, take away institutional time and energy in routinised work that lack academic purpose. There is therefore a need to reformulate the vision of this institution so that DIETs can contribute to fulfilling the mandate under the RTE Act in matters relating to continuous teacher professional development, school support and improvement.

Institutional Vision and Identity

The vision for the DIETs that was articulated in the NPE 1986(modified in 1992) was for a strong district institution that would support pre-service and inservice work with teachers (clause 9.6) at the elementary education level. "Within a multi-level framework of educational development, central, state, district and local agencies will participate in planning, co-ordination, monitoring and evaluation" (clause 10.6). To support the universalisation of quality education and achieve quality in adult and life-long education, DIETs were visualized as a way to infuse the system with the following essential inputs:

(i) Provision of Pre-service and In-service teacher Education Programmes.

(ii) Organizing District level and State Level Educational Researches on issues pertaining to enrollment, retention, achievement, gender parity, proficiency and Drop outs.

(iii) Facilitating Collaborative Action Researches to enable practising teachers to address class room issues.

(iv) Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodical District level Seminars and releasing News bulletins which carry information on Innovative class room processes.

(v) Providing Resource Support to Non-Formal Education Sector by extending DIET expertise in developing curriculum and supplementary Learning Materials to adult learners

(vi) Designing and developing trainer Manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

DIETs in conjunction with other institutions at the State, District and Subdistrict levels need to play complementary and coordinated roles so that overall the needs of schools and teachers are met without suboptimal and repetitive, overlapping functions. Distinctiveness, clarity of focus and forms of action are essential for institutional identity internally and to form the basis of coordination with other institutions.

The DIET requires an overall academic focus area which would form its key purpose, based on which its larger role in the landscape of educational practice can take shape. This would also enable the DIET to converge its various activities or plans, design its own Annual Work Plan (AWP), and build collaborative linkages with other organizations. The overall institutional design, expectations and functions should follow from its focus, and become the basis of its relationship to other institutions. The core institutional focus of a DIET is continuous teacher professional development, which would directly/indirectly impact on school improvement programmes. Both are important and linked to each other, and converge as they bring back the focus on teachers as central to school quality.

Key activities and Programmes

The focus areas visualized for the DIETs are based on NCF 2005, NCFTE, 2009, The Reflective Teacher (a manual for in-service training) NCERT, 2007, the operational guidelines for BRC-CRCs (GOI, 2010) and other such recent documents that have been providing ideas regarding the directions for teacher professional development work. These are elaborated as under.

1. *Pre-service teacher education (PSTE)*

The SCERT of all States must initiate a review and reformulation of the elementary teacher education curriculum and urge Universities to review the DEd curriculum in the light of the NCFTE, 2009. DIETs must contribute to the revitalization of PSTE through their own DEd program by applying quality standards in all respects. They must play a leading role in implementing curricula reformed in the light of NCFTE 2009. The inclusion of the following kinds of learning opportunities for student-teachers would be the mark of such a revised curriculum:

(a) Observe and engage with children, communicate with and relate to children.

(b) Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

(c) Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.

(d) Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.

(e) Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

The PSTE programme should empower students to address themselves creatively and sensitively to a range of issues that will arise in classrooms and enable the success of a diverse student population including first generation school goers, in the spirit of the Right to Education.

The experiences of PSTE student-teachers should be enriched with opportunities to participate in action research and

documentation activities of the DIET. Student-teachers can contribute towards documenting local knowledge resources such as local histories, geography, the local flora and fauna, stories and folk lore, and creating a range of digital resources using ICT etc. Appreciating local language forms and making the classroom multilingual would also be a valuable effort. This would contribute to their classroom pedagogy and also enrich the resource centre.

2. *In-service teacher education (ISTE)*

The in-service teacher education programmes would work for the development of Master Resource Persons (especially for training at the block level) as well as direct work with teachers with a view to continuously enhance understanding of and better quality of planning and implementation of all parts of the curriculum. DIETs are also expected to organize specially designed courses for Head Masters, Officers of the Education Department upto Block level, members of VECs, SMCs, Community Leaders, Heads of PRIs, BRC/CRC coordinators.

3. *Direct Field Interventions and School Improvement*

DIET could design and implement direct work in schools serving special groups or schools which are facing difficulties. This would be a field action project and would involve continuous curriculum and pedagogic innovation, work with teachers and school heads, work with community as well as assessing and overseeing children's learning and all round development. These would be intensive and time bound interventions which should be carried out in an action research mode with field presence and mentoring. DIETs could plan to design and undertake such direct interventions in collaboration with university departments or established NGOs on the field.

Monitoring of the quality of schools particularly in the light of the RTE Act would be an important function of DIETs. School visits of faculty should be carried out within some academic framework and the data maintained so that over the year, various visits to schools contribute to the formation of a ground level understanding of schools to complement the statistics. Such information should also be analysed and shared with concerned block and district functionaries.

DIETs in coordination with SSA should participate in the development of the school improvement plans and proposals of

the BRCs and CRCs, and provide inputs especially on matters relating to teacher professional development. A detailed discussion of various possible ways in which BRCs and CRCs can function, and the role that DIETs can play in this process is outlined in the operational guidelines for revitalizing and strengthening the Block and Cluster level Institutions (Revised Implementation Framework of SSA, Ministry of HRD, 2011).

4. Studies on Education

DIET as an institution and DIET faculty as individuals should be encouraged to take up studies of the education of the district. For this, the DIET faculty would need to have capacity for research and documentation, as well as research funds and infrastructure to support this work. Research should be able to contribute to the process of understanding the issues that face the District teachers and children and focus on district specific issues.

A basket of research projects with research design and methodology built in could be developed by the SCERT/University Department, and made available to the DIETs who could choose from this basket. DIETs may also take part in Research that is designed at the State level and contribute the data and analysis of the district. Both quantitative and qualitative research studies need to be encouraged. These would provide some level of quality of the research as well as significance in a larger sense.

5. Annual Academic Planning and Reviews

(i) The DIET could carry out consolidation and analysis of information on status of schools and status of learning to provide feedback to BRCs and CRCs for school visits and institutional support. These could also be the basis for deciding on various training to be offered and specific schools to be supported.

(ii) There needs to be a focus on regular documentation of special academic programmes for special groups, special forms of interventions etc, developed for the district, e.g. for tribal children, for girl children, etc.

(iii) The DIET should become the seat for academic planning of the District. The overall thrust on teacher education (except for large scale training) needs to be made more central in the SSA/RMSA approach and for this DIETs need to be more

systematically integrated into and also made an object and instrument of quality improvement.

(iv) Through the TMS, DIETs could maintain records of teacher education programmes received by teachers. This coordinating role would not only make the current arrangements of teacher education programmes more efficient, but would significantly contribute to a more rational and transparent system of training.

(v) The review and status of teachers in the District and an understanding of requirements and needs from the point of view of their professional development could also be maintained by the DIET.

6. Resource Centre/ Teacher Learning Center and Material Development

Each DIET must develop and run an Educational Resource Center for the District. A Resource Centre is an enhanced library created specifically to make available to teachers, teacher educators and district education planners, the range of materials and resources they require for their professional practice. A resource centre would include:

(a) A functioning library of reference books, children's books teaching learning materials, textbooks, maps and other resource materials, including access to Internet and computer enabled resources.

(b) Local materials of relevance to education (teaching and planning) such as studies of education in the district and education statistics, a collection of local experiments and innovative efforts related to education, etc.

(c) Tools and materials for replication of teaching aids, etc.

(d) Sets of materials that teachers can borrow and take into classroom for direct use (multiple kits for demonstrations and organizing activities for whole class).

(e) Updated database on resource persons/groups, resource organizations/agencies and research institutes working in education and make it available at district level for academic purposes.

(f) In addition to various equipment and kits that teachers can use in their classrooms, the Resource Centre could also include the digital library/lab for access to various digital resources and the internet.

DIET can emerge as a hub of educational value through a vibrant resource centre and a centre for teacher learning at the district level. It could bring to use the local knowledge, build on its competencies and integrate the use of educational technologies to facilitate processes of maintaining and disseminating knowledge and skills. The resource center would work to nurture a professional community of users by:

(a) Promoting an interest in and a culture of using the library as a support for teaching and training, for ideas and for materials.

(b) Developing a culture of sharing ideas and experiences by contributing materials developed by teachers, etc. to the resource center.

(c) Networking the district, block, cluster and school resource centers for effective exchange of ideas, information and resources.

(d) Providing academic help and support to resource groups working at different levels (district, block and cluster levels) in the district.

(e) Facilitating teachers in developing and using low cost, locally available educational resources.

(f) Providing a forum for interactions with educationists, intellectuals, artists, creative teachers, resource persons and resource group to the district functionaries, including CRPs, BRPs, DIET faculty, D.Ed and B.Ed students.

(g) Forging links between pre and in-service teacher education as envisaged in the NCFTE 2009.

Forums are key spaces for the strengthening of reflective practice throughout the education system. Forums should have both physical and virtual components, to ensure continuous interactions, seeking and sharing. Forums also serve as a motivational environment of interaction with people and ideas and provide opportunities for exposure, learning and discussion of different perspectives, experiences, and experiments of teaching-learning processes, material development and of training:

- DIET could support the organization of school quality review meetings.
- Subject forum meetings of teachers and/or teacher educators (from TEIs and MRPs as a group)
- Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.

The core forum at the DIET level could take the form of a weekly academic seminar in which faculty present their academic work along with invited speakers from other groups. Quarterly and yearly reviews of schools, programme evaluations and proposals for new interventions, etc. could also be presented in such forums. These academic seminars could be a fixed feature of the institution and be open to all teacher educators and education NGOs in the district. A culture of faculty and institution head attending these academic meetings is important to create and sustain an academic peer group.

Co-curricular activities

While DIETs will organize a large number of formally structured, curriculum related training and other programmes, they would also be expected to organize a wide range of co-curricular activities in which faculty members and trainees (especially pre-service trainees) would participate on a voluntary basis, depending on their individual interest. Though these activities would be outside regular curricular programmes, they would play an important role in enriching life on the campus.

Pre-service trainees would be the main beneficiaries of these activities, since they are the ones who would be at the Institute for long durations, but participants of in-service programmes would also find many of these activities interesting and useful.

Co-curricular activities will be expected to be organized chiefly through clubs and societies formed for the purpose. Each such club/society would have one or two staff associates/ advisors and trainees would enroll members of such clubs/societies depending on their interest. Office bearers of each club/society would be chosen from amongst such trainee members in accordance with rules which the Institute may frame for the purpose. Some of the areas for which clubs/societies could be constituted include: Debates and elocution, Library activities, Hiking and mountaineering, History and archaeology, Current affairs, Fine arts, Music, dance and drama, Environment, Science, Hobbies, Athletics/Gymnastics/ Aquatics, Various games and other sports, Yoga/Judo/Karate, Social service and Scouting and guiding

Staffing pattern and Organisational Structure

The staff strength of a DIET would be the same as recommended in the DIET Guidelines of 1989, consisting of the following positions

Post	Number
Principal	1
Vice Principal	1
Senior Lecturers	6
Lecturers	17
Work Experience/Work Education Teacher	1
Librarian	1
ICT Support Staff	1
Statistician	1
Office Suprintendent	1
Lab. assistant	1
P.A./Steno (to Principal)	1
Clerk (including one for hostel)	8
Steno Typist/Data Entry Operator	2
Accountant	1
Maintenance Support Staff/Group D	6

Under the DIET Guidelines of 1989, each DIET was recommended to have seven branches, and for each branch a staffing pattern was recommended. However, as the study by NCERT (August 2009) has indicated, several of the branches have either been non-functional or partly functional, while some have outlived their utility. The inflexibility in the organizational structure of the DIET has led to sub-optimal utilization of its human resources and its inability to allow innovation and prioritization of its activities.

In order to allow DIETs to have flexibility in utilizing its human resources in an optimal and efficient manner, it would be desirable to allow each DIET to reorganize its staff around the core functions enumerated above, depending on the importance of one or more programme/activities for each of them. A Committee chaired by the Director, SCERT, Principal and Senior lecturers of the DIET and the District Education Officer (Elementary and Secondary Education) should recommend a re-organized structure of the DIET, to the State Education Secretary. The Teacher Education Approval Board (TEAB) in the Ministry of Human Resource Development will be the final authority to approve changes in the organizational structure and all proposals should be brought before it for approval.

Programme Advisory Committee (PAC)

As provided in the 1989 Guidelines, there shall be a Programme Advisory Committee (PAC) would serve to advise and guide and

review the Institute's plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plans of the DIET and monitor its functioning. Its objectives would be to ensure:

(a) District focus in programmes and activities
(b) Coordination among institutions
(c) Promoting innovation
(d) Ensuring that the States Education Plans are adequately reflected within the district plans
(e) Efficient use of resources and personnel to address education quality and teacher education requirements of the District.

The PAC would have representation of key institutions of the State and the District with whom the DIET is expected to work and coordinate. The suggested composition of the PAC is as under.

(i) District Magistrate/District Collector/CEO, Zilla Parishad —Chairman
(ii) District Education Officer.
(iii) District Project Coordinator of SSA and RMSA.
(iv) Two senior faculty of DIET.
(v) Two School Head masters.
(vi) One Representative, each from Tribal welfare department, social welfare department, minorities department, women and child welfare department.
(vii) One BRC Coordinator.
(viii) One CRC Coordinator.
(ix) One principal from private aided/unaided teacher education college (D. Ed and B.Ed)
(x) Principal, IASE
(xi) Principal, CTE
(xii) Representative of Director SCERT
(xiii) One NGO working in the field of teacher education
(xiv) Two student from PSTE (seniors and junior)
(xv) Principal, DIET: Convener

The PAC may set up sub-Committees to monitor the progress of specific programmes and activities of the DIET.

Personnel and Cadre Management

Effectiveness of the DIETs hinges on the quality of its personnel and the personnel policies being followed. It is imperative for States to evolve ways through which women and men of aptitude, merit, enthusiasm and dedication are inducted into the DIETs, and are

provided opportunities of professional growth, creative work and career advancement in the academic stream. This is one area in which there has been inadequate progress in most States, and in urgent need of action and reform. Some of the current problems that need to be addressed include the following:

(a) DIET faculty tend to have B. Ed degrees and do not have expertise in or experience of elementary education.

(b) DIET faculty may not have higher degrees in education and do not have appropriate qualification to work as teacher educators (MA/MEd Education or in related disciplines such as psychology, philosophy).

(c) Without adequate expertise and experience, DIET faculty often do not feel competent to contribute core academic work and tend to assume administrative roles.

(d) DIET faculty is not stable and frequent transfers out of academic positions to administrative positions create a high level of instability in many institutions.

A strategy to ensure that DIETS have relevant academic expertise and are able to retain them, is required on four fronts:

(i) Appointment of faculty with appropriate qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.

(ii) Capacity building of faculty must be provided so that over time faculty acquires appropriate expertise in subject areas of relevance to teacher professional development/teacher education and to do research in education.

(iii) Opening up a few visiting positions to enable teachers and others to spend short period of time in the DIET and work with student teachers or teachers and teacher educators.

(iv) Creating a cadre of teacher educators in the State to serve the academic resource institutions or direct recruitment could be considered.

States must commit to reviewing and opening up recruitment to bring talent and capacity to DIETs including direct recruitment and visiting positions. Persons coming on a lien from Universities or other higher education institutions could also be encouraged. Developing career progressions for academic streams and encadrement could also be considered to retain talent.

There is pressing need to ensure that all posts in DIETs are filled. Creating a cadre of teacher educators could help to retain and nurture academically qualified people who also understand and develop expertise for various activities in education. This could also enhance a sense of professional identity. The State Government would need to work out and provide career and remuneration progression for the teacher educators. Modelling the cadre on the college system could be considered. The cadre of teacher educators could serve DIETs, CTEs, IASEs, and SCERTs. With equivalence established, there could also be some movement of faculty to Universities for short periods.

DIET Infrastructure and Facilities

The specifications for infrastructure and related facilities of a DIET were specified in the DIET Guidelines (1989). These have been re-produced in Annexure IV. The same specifications would continue to apply for renovation of existing DIETs and establishment of new DIETs, taking into account the following additional factors:

(i) The infrastructural requirements of a D. Ed institution specified in the extant Regulations of the NCTE must be adhered to.

(ii) Library needs to be enhanced in order to function as a Resource Center for the district.

(iii) Full-fledged computer center with internet for faculty and students.

(iv) Individual work spaces with computers for faculty.

(v) Multimedia presentation capabilities- TV, DVD player and projectors.

(vi) State Governments may consider modifications in the specifications based on actual needs and contemporaneous requirements, including of ICT infrastructure.

(vii) In respect of the hilly areas of NER, Uttarkhand, J&K and Himachal Pradesh, State Governments may consider modifications having regard to topographical and related features.

DIET Website and Faculty Forum

Each DIET must have its own website. The SCERT could provide and maintain a platform for this purpose. The Website should include information about education in the District, with special

focus on teachers and teacher education in the district, and the quality of schools and children's learning. The website would provide institutional and organizational information, ongoing work and activities and faculty of the DIET. Each faculty's profile would be posted in the Webpage. It could also include information regarding master resource persons available, and special achievements of the institution. Publications of the DIET, resources, etc. could also be provided. The annual training calendar and other information regarding programmes would be placed on the site. The website could include registration and membership login for all teacher education institutions, schools, teachers and teacher educators of the district and enable them to participate in discussion groups and discussion for a, and to receive relevant information. Such a forum could also link and support student teachers in the PSTE programme.

An academic faculty forum may be instituted on a periodical basis in which DIET faculty or other invited experts could make presentation of ongoing research, discuss academic matters. A functioning faculty forum would establish an academic culture and peer group interaction within the DIET. This forum may also be opened to other teacher educator faculty and NGOs of the District.

ICT support within DIET

ICT infrastructure is complex and fragile and requires regular maintenance support. However, given the potential for benefit to the process of teaching-learning, the processes for creating and maintaining the infrastructure needs to be developed as part of the program. Hence the program needs to ensure infrastructure availability—computer lab, Internet (preferably broadband wireless), with other ICT devices including radio, TV, camera, audio recorder, mikes, speakers handy-cams etc. A Lab attendant is required to secure and manage the infrastructure and maintain uptime. Digital library/repository should be maintained in the lab, variety of resources, classified with annotations/comments. Digital resources in DVDs should also be maintained for lending to faculty members and student-teachers.

Systemic Linkages

DIETs must form active relationships with other district level institutions and fora that are contributing to and shaping elementary education and children's all round development. The DIET must interact with the Zilla Parishad (ZP) on matters of education and

quality. Many issues of elementary education require an inter-departmental approach. The Departments of Social Welfare, Tribal Welfare, Minority Education, Women and Child, Health, Sports and Youth are relevant Government Departments with whom DIET interaction is necessary. DIETs could have members (by rotation) on different advisory committees.

DIET's linkages with the Block Resource Centres and the Cluster Resource Centres are important. As In-service Teacher Education and Professional Support to teachers is the core mandate of the BRCs and CRCs, their work must be coordinated with the DIETs through formal mechanisms, both for the purpose of quality maintenance and also to bring about coordination at the district level to provide overall direction for this work. Core reforms are also required in the inservice teacher education sector, including quality of training and professionalization of the organization of trainings. The DIET, could support BRCs through:

(a) **Overview and Coordination of School Improvement Plan**—The DIET would guide the block and cluster personnel with regard to preparation and conduct of in-service programmes. They would support the BRC to overcome challenges that come in implementing programs for school improvement.

(b) **Design and Delivery of Training**—DIETs would work to ensure quality and relevance of training. In addition to inputs and review of training design, small research studies could be carried out to review training standards and efficacy.

(c) **Training Management**—overall all training being received by teachers in the district would be centrally pooled in a training management system, bringing more coordination in this work. DIETs could also coordinate between BRCs-CRCs and NGOs in the District all of whom may be contributing to teacher training Any agency offering training to teachers in the District could route this activity via the DIET.

(d) **Head Teacher Training**—DIET could provide trainings designed for Head Teachers. These trainings would be different from those given to teachers and focus on themes like school leadership and teacher motivation.

(e) **Development of MRP Pool**—MRP pools need to be nurtured through developing subject expertise, pedagogic ideas and training of trainer related skills. DIETs could lead

this effort at the District level and the bulk of its training work could be directed at nurturing this resource person pool in the district.

(f) *Database of Experts*—The DIET may become the nodal centre that maintains a data base of experts available at the District, Block or Cluster level who can be called on from time to time.

Faculty Development and Capacity building

A strong programme of capacity building will need to be instituted in the State and made available to DIET faculty. A range of professional growth and capacity building opportunities need to be conceptualized and made available to faculty.

Continuing Education

(a) Short courses, diplomas, certificates : A range of such courses need to be developed by various institutions of higher education in the State, including Universities, IASEs, CTEs and some capable NGOs with relevant expertise. These courses need to be conceived of so that absence from the institute is not excessive. Use of blended learning and modular type courses could also be considered. Courses could include a component of independent work as well as evaluation of the participant. Courses lists which are recommended for DIET faculty could be compiled by the SCERT and information provided to DIET faculty so that they can avail of such opportunities. The State Government must evolve a policy of granting leave to faculty to undertake such courses and also to fully support or subsidise the fee for these courses.

(b) Courses need to be held in areas such as pedagogy and curriculum of all subject areas, child development, cognition and learning, aims of education, sociological understanding of 'backwardness', 'failure', 'underachievement', literacy for first generation school goers, evaluation and assessemtn, use of ICT in relation to subjects, ICT for blended learning and collaboration, resource creation, use of wikis, its uses and limitations, etc.

(c) Higher education (MPhil/PhD/Diplomas/Post Doctoral research) in areas of relevance including education, curriculum and pedagogy, teacher education, assessment, special education, ICT in education, and in allied disciplines

such as sociology, psychology, philosophy, etc, with focus on education. Faculty who are registered for such courses may be provided with leave for upto two years, with the requirement that the next five years of service will be in a DIET.

Seminars, Workshops and Study Tours

(a) Attendance at Seminars to present papers should be encouraged and appreciated.

(b) Participating in seminars or in workshops could also be counted towards professional development.

(c) Study Tours may be undertaken by faculty so that at least once in two years, each faculty member goes on an exposure trip of upto 5 days. These trips could be to model and innovative schools or to innovative teacher education institutions or centres with outreach for school students and teachers.

Research and Publication

(a) Every member of faculty must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between DIETs and Universities/NGOs. Action Research Projects in which DIET faculty collaborate with school teachers may also be given preference in funding.

(b) Faculty should be required to present their ongoing research at seminars and other for a. They must make a presentation at least once a year in the DIET faculty forum.

(c) Faculty should be encouraged to publish their work and write in journals, magazines and newspapers.

(d) DIET should also support publication by teachers in the Districts. Small grants and support for publication could be made available.

(e) The DIET could publish once a year, or create on-line a DIET magazine carrying articles by student teachers, teacher educators and teachers of the District. E-newsletters or bulletins could be produced at more frequent intervals, since they are easier to publish.

Study and Research Leave and Fellowships

Faculty of DIETs may be able to avail of study leave and sabbatical for the purposes of higher studies, to take up fellowship

opportunities and to undertake research or publication. Faculty could also be permitted to go on leave or be deputed to work with Universities to gain exposure and experience of different work cultures and issues.

Perspective Plan and Annual Work Plan (AWP) and Annual Report

Each DIET could engage with the development of a Perspective Plan for five years which would guide its activities through the 12th plan period. Further it would prepare an Annual Work Plan (AWP) to guide all its activities in each forthcoming year. The AWP would be reviewed mid-term and at the end of each year while formulating programmes for the next year.

The perspective plan preparation assumes importance in the context of the 12th plan period. It would involve developing a vision and deciding on a direction for the next 5 years. The plan would be developed by a group of faculty within the DIET lead by the Principal, through a process of consultations and discussions involving all faculty, the District education functionaries, institutions and stakeholders, including the SCERT. The Perspective plan would be presented to the PAC and suggestions received from it would be incorporated and finally adopted by the PAC for the DIET.

The Annual Work Plan would be developed within the overall five year perspective plan. The Annual Work Plan (AWP) of the DIET is important as this activity will establish the autonomous character of the Institution and provide it with focus for the year. The AWP could serve to integrate and focus the DIET on District requirements and reflect its own special role and how it visualizes making a difference to schools, teachers and children.

The AWP must reflect how the DIET integrates various activities and programmes required of it by other agencies, or designed by it, and utilize all its available sources of funds to achieve its institutional objectives within the overall context of the Perspective Plan. For this the AWP process needs to:

- Involve all District and sub district institutions concerned with education, in particular the BRCs and CRCs, and within the framework of an educational plan for the district.
- Be participatory in its approach, involving all DIET faculty.
- Be based on review of the previous year AWP and reflection on achievements in relation to that.
- Plan in advance for various State programmes impacting on DIET faculty time and resources.

- Consider the parallel efforts of other agencies at the District level, including Non Government Organisations and other departments.
- Focus on and reflect district needs and district specific concerns, setting realistic goals
- Visualize relationship of DIET activities with schools, BRCs, CRCs and other District institutions.
- Have a mix of both training and capacity building related workshops and activities as well as research, studies and material development.
- Include the faculties' own capacity building and reflective review, planning and meeting requirements.

The year must end with the production and presentation of the Annual Report of the DIET by the Principal, which should constitute a report of achievements of the year, analysis of what has not been achieved and reflections on what is being contemplated for the forthcoming year. This should be presented each year to a general body comprising the faculty of the DIET, students, members of the PAC and a wider group of stakeholders in the District. The Annual Report should be uploaded on the website of the DIET. The report would include an overview of all the academic work being carried out in the district and a review of the academic progress of the district. This report should be able to reflect the work of the DIET, the work of the BRCs and CRCs and additional work carried out by various other groups working in the District for school quality improvement and for teacher education.

Recurring and non-recurring Central assistance for DIETs under the Revised Scheme

1. Condition for Central assistance—Study conducted by the NCERT and reports received from the State Governments indicate that large vacancies of academic and non-academic posts exist in several DIETs. State Governments have been rather slow in filling up the vacancies in the DIETs/DRCs. Further, most State Governments have not created a separate cadre of teacher educators, even though they were required to do so. Both these factors have undermined the capacity of the DIETs to perform their functions efficiently. It is accordingly mandated that release of Central assistance to the State Governments in respect of the existing DIETs/DRCs would be linked to the conditionalties that (a) the State creates a cadre of teacher educators; (b) fills up all the vacancies by 31st March,

2013; and (c) thereafter, the vacancy should not be more than 5% of the sanctioned strength. In respect of new DIET (established in XII Plan), all the sanctioned posts should be filled up within one year of its establishment.

2. At present, the criterion for eligibility of a district for setting up of a fresh DIET/DRC is that the said district should have been in existence as on 1.4.2002. In the revised Scheme, DIETs will be established in all districts created up to March, 2011.

3. Non-recurring Central assistance to be provided for establishment of a DIET (by upgrading an existing elementary teacher education institution or, where no such institution exists, by establishing a new institution) in the newly created districts on the basis of a Plan prepared by the State Government in respect of the proposed DIET in accordance with the infrastructural norms for establishment of a DIET, applying the specifications and State SOR. In respect of a district where a new DIET has to be established, the proposal would be considered only after the State Government has allotted land, along with necessary permissions, for its establishment. In respect of a DIET which is established by upgrading an existing teacher education institution, it will be entitled to non-recurring assistance upto Rs 30 lakh as equipment grant. In respect of a newly established DIET, the equipment grant would be upto Rs 40 lakh per DIET. After the DIET is established, it will be entitled to recurring Central assistance in the same manner as would be available to existing DIETs.

4. With regard to assistance for strengthening of infrastructure of existing DIETs, State Governments have been emphasizing that several of the existing buildings of DIETs/DRCs are in dire need of renovation which would enable them to prolong the life of the buildings. Further, several of the DIETs do not have the full component of the infrastructural facility as provided in the MHRD guidelines. Therefore, the said provision of the guidelines has been modified to include "renovation of buildings, expansion and modernisation". Additional non-recurring assistance to existing DIETs for up-grading their facilities at par with the infrastructural facilities specified above, based on the specifications and State SORs, and an amount of Rs. 20 lakh for equipments.

5. The existing District Resource Centres (DRCs) can be upgraded into full fledged DIETs, on need basis. Recurring assistance for civil work based on the infrastructural specifications and the State SORs will be made available for such up-gradation, and non-recurring assistance upto Rs 10 lakh per DRC for equipments would be available. Till such time the DRC functions as such, it would be eligible to avail annual assistance upto Rs 10 lakh for specific programmes, projects and activities, Rs 25,000 for computer consumables, Rs 60,000 for faculty development and Rs 3 lakh as contingency grant;

6. Salaries for all posts created and filled up after up-gradation (for an upgraded DIET) subject to full State contribution in respect of all posts sanctioned prior to up-gradation, and for all posts in respect of new DIETs.

7. Recurring assistance in respect of programmes and activities, on the basis of the actual needs and capacity of the institution, subject to a maximum of Rs 30 lakh per DIET per year. Proposal for central assistance should be based on an Annual Plan of activities which would be prepared by each DIET on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity, subject to a maximum of Rs 30 lakh. For training programmes, financial estimates should be prepared on the basis of rates specified under the SSA/RMSA for residential and non-residential training programmes. Financial norms for honorarium to resource persons, and other related expenditure for programmes and activities would be projected in accordance with the extant norms of the State Governments, including under SSA/RMSA. These Plans would be collated for the State as a whole in the State Annual Work Plan. In respect of in-service training programmes conducted by DIETs from resources provided under the SSA/RMSA, the Annual Plan should clearly indicate the specific programmes and coverage so funded.

8. Contingency grant of Rs 15 lakh per DIET per year to meet day-to-day expenses, including recurring expenditure upto Rs 3 lakh for vehicle facility if not already provided to the DIET. These would cover all day-today expenses, purchase of library books/periodicals, small office/library equipments, computer consumables, etc;

9. Recurring assistance of Rs 5 lakh per DIET for undertaking programmes for Faculty Development.

COLLEGES OF TEACHER EDUCATION (CTEs)

Background

The Colleges of Teacher Education (CTEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) in which it was proposed that about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good reputation be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education. The CTEs were meant to work in the field of secondary teacher education iV both pre-service and in-service. In addition, they also had the responsibility of carrying out research, innovations, material development and provide extension support to schools and other professional bodies.

The NCERT Report on evaluation of the Scheme has given some significant findings regarding the functioning of CTEs which are summarized as under.

(a) Large variations in infrastructure facility; inadequate infrastructure for staff room, library, laboratories, lecture and seminar halls, hostel facilities in several of the CTEs.

(b) Most CTEs have less than 50% of requisite strength of academic and technical staff.

(c) No provision for direct recruitment of academic posts; Little attention to staff strengthening after upgradation.

(d) Several CTEs have not availed of Central assistance; Delays in utilization of grants.

(e) large inter-state and intra-state variations in conduct of in-service programmes.

(f) Very few CTEs have undertaken research projects.

(g) Only 40% of sampled CTEs have undertaken curriculum material development.

(h) Faculty development limited to some CTEs and restricted to participation of some in-service training programmes.

CTEs: Key Activities

Discussions regarding improvement in teacher quality and teacher education are now widening to include not just elementary but secondary education as well. The recently initiated RMSA stresses the need to improve the access and quality of secondary education

across the country. The efforts towards improving the elementary teachers' capacity building processes have highlighted the fact that similar efforts have not taken place for secondary and senior secondary teacher education and are urgently required. The RMSA proposes an organized attempt towards building capacity of teachers in secondary schools. In this, context the role of Colleges of Teacher Education (CTEs) becomes crucial, especially over the next 5 years. It is envisioned that CTEs play the major role in the field of secondary teacher education and development, also guiding the various secondary teacher education institutions in the districts under them. They have to see themselves as centres for developing excellence in secondary teacher education and in secondary classrooms at school.

The CTEs, in order to improve the quality of secondary education, shall conduct training need analysis and base line surveys for organizing training programmes. They shall prepare context specific teacher handbooks and training modules for quality training. They shall also undertake the impact studies to study the effect of training programmes on classroom processes and learning outcomes. They shall prepare implementation guidelines for conducting plan activities including training and projects for ensuring optimum utilization of funds with financial accountability.

Acknowledging the principle of continuous teacher education and professional development, the following key areas of work are identified for the CTEs:

Action Steps with regard to the CTEs

(a) **Alignment of the structure and functioning of the CTEs with that described under CSS:** Several STEIs were upgraded to CTEs in principle although they did not meet the necessary specification, on the understanding that they would work towards achieving them. Actual up-gradation in terms of formulation of departments, recruitment of staff, infrastructure development, programs offered and activities carried out, needs to take place now.

(b) **Each State Government** needs to evaluate the present institutions to establish where they stand with respect to the norms and resources available to them. Thereafter, their annual plans should reflect the steps they would take and the timeline required to reach their goals.

(c) **Setting up new CTEs:** Under the existing norms, each CTE should serve three districts; however, the district size is not uniform.. It is clear that the present strength of 104 CTEs cannot serve all districts and in some cases it may be more feasible for a CTE to serve lesser number of districts. Therefore, new CTEs will have to be established, on need basis, by upgrading existing Government/aided secondary teacher education institutions.

(d) **Strong work relationship between SCERT and CTE:** The work done by CTEs towards preparation and development of secondary school teachers cannot be in isolation. They need to collaborate with other agencies in the State, and this process could be facilitated by the SCERT.

(e) **Given the diverse backgrounds** and needs of different CTEs, rather than having a "one size fits all" plan, the SCERT can also support the Program Advisory Committee (PAC) of each CTE in developing their vision and plan.

(f) **ICTs can be used to** support new models of teacher education that are need based, self-directed, continuous/life-long, mentored, decentralized/peerlearning based. Existing investments in ICTs can be utilized in meaningful manner, basing program design on educational perspectives and priorities, rather than being technology-driven, to support the NCFTE, 2009 vision of teacher education. CTEs need to use ICTs effectively to ensure retention of institutional memory for supporting institutional learning and institutional development. CTEs need to develop virtual networking with other institutions for sharing and building communities of practice.

(g) **The CTEs as pioneering** institutes must work towards development of preservice programs in their region.

(h) **Tracking/monitoring of CTEs** against indicators: both internally and externally, the performance of CTEs should be constantly measured against indicators developed by the Centre, State and the CTE itself.

Professional Development of Teacher Educators in CTEs

For undertaking the various in-service and pre-service activities, it is necessary that the CTE academic staff undergoes capacity building. This requires:

(a) Regular sharing meetings between principals and senior faculty members for planning and sharing of experience, of practices, problems materials, should be organized.

(b) The CTE should develop its annual work plan, planning together for its key work areas and distributing work.

(c) Participation of faculty in subject based workshops

(d) Participation of faculty in workshops on research methods

(e) A series of workshops on research methodology for CTE faculty by national or State level government or private bodies which have experience and expertise in educational research.

(f) Collaboration with IASE: an important work area for the IASE is the capacity building of the CTEs and enhancing capacity in CTEs to handle academic disciplines and building capacity for research will be important.

(g) Capacity building in the use of ICT: A widespread program of capacity building for teacher-educators is required on ICT. A separate provision has been made in the revised CSS for setting up of computer labs and purchase of equipment.

(h) CTEs capacities to use ICTs to create demand based pre-service and inservice teacher professional development models, need to be developed. This includes creating the required ICT infrastructure, including for support and maintenance, building faculty capabilities to use variety of digital tools and methods for designing and offering programs to teachers. Such programs would include developing teachers communities of practice as a method of teacher networking and development, as well as the collaborative co-construction and reviewing of digital learning resources and publishing it to create a resource rich learning environment.

(i) It is essential to learn to use ICT tools like radio, video tools, computers etc. as well as methods such as information access, review, classification, communication and networking. This needs to cover both hardware (parts of computers, radio and A-V educational devices and assembling them) and software (to integrate ICT tools for effective teaching-learning and in education administration) skills. There should be an emphasis on using a wide variety of free and open source educational applications to coconstruct digital learning resources. This is in line with the emphasis on constructivist approaches in NCF and also supports creation of a local and decentralized resource rich learning environment.

Pre-service programs for secondary school teachers

It is essential that all CTEs conduct B.Ed programs and this should remain a vital component of their annual work-plan. Pre-service teacher education programs of CTEs are part of the university system that governs all matters relating to curriculum, admissions and assessment. CTEs should be enabled to pilot innovations in the B.Ed programiV at the level of content, classroom transactions as well as assessment. All CTEs should become the focal institution for transacting revised curriculum of the B.Ed programme, based on the principles laid down in the NCFTE, 2009.

In-service programs for secondary school teachers

The 1989 CTE Guidelines had stipulated the number and duration of subject oriented in-service programs as well the number of teachers to be trained in these, by the CTEs. The programs can be 3-4 week long subject oriented courses and shorter (3-10 day) theme specific courses. Many CTEs have not been able to meet the goals set in the guidelines (NCERT, Aug 2009). In order to revitalize in-service training of secondary school teachers, the strategies/ factors need to be considered.

(a) CTEs should undertake a needs assessment of the academic support required by the secondary school teachers in various disciplines from time to time and organize their subject based workshops in these areas.

(b) Pre-service training and in-service training should not be looked at as two separate activities, with separate faculty and little interaction. In fact the idea behind reducing the pre-service load of faculty is that they take on a more active role in in-service efforts. There is an urgent need to take a comprehensive look at the training needs of teachers rather than in a piecemeal manner. Thus, in-service training should not be looked at as the responsibility of one or two faculty members and faculty should jointly develop a vision and strategy for the same.

(c) CTEs should set up a management information system for their in-service programs. The CTEs should take requisite steps to build a data base of the secondary teachers in their work area, which would importantly provide them information of the numbers of teachers of different subjects, their educational and professional qualifications and their voiced training needs.

(d) With the introduction of RMSA, the annual in-service training of all secondary teachers is also going to become essential. The Principal, CTE should collaborate with the SPD, RMSA in both planning and implementation phases (design of training modules, training of trainers, observation, feedback and modification of trainings etc.) For the training programmes, the per trainee rates approved under the RMSA shall be used by the CTE.

Extension and Resource Support to Secondary Schools—Lab schools

Some secondary schools in the work area of CTE may be treated as Experimental Schools for pilot studies and research. To ensure implementation of the ideas discussed/generated during in-service programs, the CTE s should carry out field visits. Visits to secondary schools should be well-planned and faculty should have a clear idea how they want to extend support to the teachers and children when they go to school. If possible two or more subject experts should go to school together, such that it is possible for them to create linkages among subjects.

Resource Support to the DIETs

DIETs are responsible for the status of elementary education in their district. However, if they are to take up in-service secondary teacher education they will need capacity building. CTEs should provide necessary support to DIET faculty through a series of subject based workshops and continue this support in a comprehensive manner. Besides these, CTEs are also expected to take on workshops on research methodology to enable DIET faculty fulfill their mandate for research—themselves taking on research studies and in helping teachers take on classroom based action research. CTEs have to be flexible in their interactions with DIETs and should respond to their voiced needs of capacity building.

Networking and Linkages

(a) Putting together ideas generated by teachers and disseminating them over a wider sphere.

(b) Setting up of forums and networks of teachers and encouraging building up a discourse including of ideas for teachers and teacher educators.

(c) Linking CTEs to the University departments of Education and other disciplines, leading NGOs.

(d) Virtual forums in the form of mailing lists and portal based interactions can supplement and complement physical forums and extend learning beyond physical forums and interactions to create teachers' virtual communities of practice. The concept of teachers' communities of practice, needs to cover not only networking of teachers, but also of teachers with teacher-educators and of teacher-educators in different institutions at different levels in the education system. Such networking is essential to support the building an environment of continuous peer review/feedback and learning in these institutions.

Research

Research is supposed to be a major part of CTE work meant to distinguish it from other STEIs. Following areas of research should be focused upon (a) how children understand various concepts and how these processes of understanding develop over time; (b) review of textbooks and other reading material for children; and (c) need assessment for capacity development of teachers. In order to enable the CTEs faculty to develop expertise in research methods following steps may be taken:

(a) A series of workshops on research methodology may be organized for CTE faculty by national or state level government or private bodies which have experience and expertise in educational research.

(b) Constitute Research Committee (RC) to guide CTE faculty in research and give suggestions for research topics. Members of the IASEs, University Department of education, leading NGOs can be part of the RC.

(c) Faculty of CTE specializing in a discipline should interact with secondary school teachers in their work areas and help teachers design and implement action researches for their classrooms.

Material Development

The CTEs need to design reading material and courses for the in-service needs of teachers and teacher educators. CTEs are expected to take on the following activities:

• Prepare supplementary reading material for teachers : This would not only include subject specific material but also that related to issues of pedagogy, aims of education, relationship

between society and school, assessment etc. This could involve collating as well as translating and simplifying existing material and making it accessible to teachers.

• Contextualization: Prepare teachers¦ handbooks; teachers in the secondary classes need support in understanding various concepts they have to transact in the textbooks.

• Prepare supplementary material for children based on experiences of their extension work and feedback from teachers. This can include work sheets, workbooks etc.

• Prepare Teaching aids and kits. Again this will involve not only developing aids and kits keeping in mind local needs and conditions but also sourcing such aids and kits. Some commendable work has been done in this area by Eklavya, Madhya Pradesh, Centre for Learning Resources, Jodo Gyan, Homi Bhabha Centre for Science Education (HBCSE).

Organizational Structure and Personnel

The recruitment and personnel policies governing the CTEs have been examined and a revised framework is suggested at **Annexure V.** It may be added that creation of a cadre of teacher educators is essential and all State Governments must endeavour to amend the recruitment Rules paving way for creation of such a cadre.

The suggested organizational structure of the CTEs was specified in the CTE Guidelines (1989), which are re-produced in **Annexure VI.** This structure may be adopted by the States for sanctioning posts in the existing CTEs and for establishment of new CTEs. However, if the State Government is of the opinion that the structure requires certain modifications in respect of one or more CTEs, having regard to its activities, it may suggest the same to the TEAB for approval.

New CTEs would be set up as per the existing norm of one CTE for three contiguous districts, by upgrading an existing government/aided secondary teacher education institution. This norm would be relaxed only in exceptional cases. The States should carry out a need assessment study keeping in mind the geographical location and area of the CTE, number of STEIs, senior secondary schools, and teachers it is expected to provide extension activities to etc and build a case for establishment of more CTEs if required.

Infrastructure

The infrastructure norms of a CTE were suggested in the CTE Guidelines (1989), which are re-produced in Annexure VII. The existing CTEs should evaluate where they stand in terms of infrastructure and prepare proposals for strengthening of the infrastructural facilities. States may propose certain changes in the suggested norms having regard to the contemporaneous requirements, including of ICT, and physical constraints. These can be considered by the TEAB.

Annual Work Plans and Perspective Plans

The CTEs need to develop the following plans and reports with the help of PAC and other agencies such as NUEPA and the University.

- **Annual work plans**—detailing activities, as well as plans to improve infrastructure and financial planning, budgeting and estimated expenditures and sources of income.
- **Annual reports**—should be written indicating performance against indicators.
- **Perspective plans**—for 5 years should be prepared along with the annual plans and approved through PAC
- **Linkages with apex bodies** and universities for approval and development of perspective plans should be forged

Norms for financial assistance under the Scheme

Following assistance would be available in respect of CTEs under the revised Scheme:

(i) New CTEs would be set up as per the existing norm of one CTE for three contiguous districts. This norm would be relaxed only in exceptional cases. Central assistance for salary of staff of CTE would be limited only to the posts sanctioned and filled up after up-gradation of the secondary teacher education institution into a CTE.

(ii) Only Government/aided secondary teacher education institutions would be up-graded as CTEs. For selecting institutions for up-gradation, the State Government should devise clear norms from the viewpoint of ensuring that only institutions with proven quality are upgraded as CTEs.

(iii) Non-recurring Central assistance to existing CTEs for strengthening and upgrading their infrastructure in accordance with the infrastructure norms of CTEs outlined

in Annexure VII, based on the specifications and State SORs. Equipment grant upto Rs 20 lakh per CTE will also be made available.

(iv) Recurring Central assistance for expenditure on salary (for posts sanctioned and filled up after up-gradation), Rs 25 lakh for programmes and activities, and contingency grant of Rs 15 lakh per year for meeting day-to-day expenses, including recurring expenses on vehicle up to Rs 3 lakh per annum, if not already provided for to the institution. These would cover all day-to-day expenses, purchase of library books/periodicals, small office/library equipments, computer consumables, etc; Assistance for programmes and activities would include expenditure towards faculty development/training of the academic staff of the CTE. For training programmes, financial estimates should be prepared on the basis of rates specified under the RMSA for residential and non-residential training programmes. Financial norms for honorarium to resource persons, and other related expenditure for programmes and activities would be projected in accordance with the extant norms of the State Governments, including under RMSA.

(v) In respect of new CTEs, non-recurring Central assistance for upgrading the infrastructure of the existing secondary teacher education institution in accordance with the infrastructure norms of CTEs outlined in Annexure VII based on the specifications and State SORs. An amount of Rs. 30 lakh will also be available for equipments in a new CTE. Recurring assistance specified in (iv) above would be available to the new CTEs after they are established.

(vi) To avail Central assistance, State Governments must ensure that all the posts of academic and non-academic staff in the CTE are filled on or before 31st March, 2013 and thereafter, the vacancy should not be more than 5% of the sanctioned strength. Steps should also be taken to sanction posts in accordance with the staffing pattern suggested for the CTEs and fill them up expeditiously.

EXERCISE

Short-type Question:

1. Mention the responsibilities and functions of UGC.
2. What are the questions arise after NAAC established?
3. Mention the functions of NCERT.
4. Who are the members of NCTE? Mention their working time and Conditions
5. State the main functions of NCTE.
6. Mention the conditions of recognition of Teacher Education Institution.
7. How are the infrastructure for BEd College as per NCTE Norms?
8. What types of problem arise in West Bengal to maintain the NCTE Norms?
9. What is NUEPA? Mention its functions.
10. What is the objectives of IASE? What types of Course are offered here?
11. Mention the functions of DIET.

Essay-type Question:

1. Discuss the Norms of NCTE for BEd degree.
2. Discuss about CTE
3. Explain the functions of SCERT.