

**ELEMENTARY TEACHER EDUCATION IN MIZORAM:
AN EVALUATIVE STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY**

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**ELEMENTARY TEACHER EDUCATION IN MIZORAM:
AN EVALUATIVE STUDY**

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Philosophy in Education of Mizoram University, Aizawl**

CERTIFICATE

This is to certify that Lalrinsangi Fanai, a Ph. D. Scholar of the Department of Education, Mizoram University with the Registration no. MZU/Ph.D./890 of 1.04.2016 has written her thesis titled “Elementary Teacher Education In Mizoram: An Evaluative Study” under my supervision and guidance.

I hereby certify that Lalrinsangi Fanai has complied with all the requirements as laid down by the Ph. D. Regulations of Mizoram University and that the thesis is the original work of the scholar and have not been submitted for any degree to any other University.

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DECLARATION

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I, Lalrinsangi Fanai, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form the basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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LISTS OF ABBREVIATIONS

1. B.ED: Bachelor of Education
2. B.EL.ED: Bachelor of Elementary Education
3. BITE: Block Institutes of Teachers Education
4. BRC: Block Resource Centre
5. CABE: Central Advisory Board of Education
6. CIE: Central Institute of Education
7. CPD: Continuous Professional Development
8. CRC: Cluster Resource Centre
9. CSSTE: Centrally Sponsored Scheme of Teacher Education
10. CTE: College of Teacher Education
11. D.EL.ED: Diploma in Elementary Education
12. DIET: District Institute of Education and Training
13. DIKSHA: Digital Infrastructure for Knowledge Sharing
14. IASE: Institute of Advanced Studies in Education
15. INSET: In-Service Education and Training
16. JBTC: Junior Basic Training Centre
17. M.A: Master of Arts
18. M.ED: Masters in Education
19. MBSE: Mizoram Board of School Education

20. MHRD: Ministry of Human Resource and Development
21. NAAC: National Assessment and Accreditation Council
22. NCERT: National Council of Educational Research and Training
23. NCF: National Curriculum Framework
24. NCFTE: National Curriculum Framework for Teacher Education
25. NCTE: National Council for Teacher Education
26. NEP: National Education Policy
27. NIEPA: National Institute of Educational Planning and Administration
28. NPE: National Policy on Education
29. NTA: National Testing Agency
30. NUEPA: National University of Educational Planning and Administration
31. P.HD: Doctor of Philosophy
32. PSTE: Pre Service Teacher Education
33. RTE: Right to Education
34. SC/ST: Scheduled Caste/ Scheduled Tribe
35. SCERT: State Council of Educational Research and Training
36. SIE: State Institute of Education
37. SSA: Sarva Shiksha Abhiyan
38. TET: Teacher Eligibility Test
39. TTI: Teacher Training Institute
40. UEE: Universalization of Elementary Education

41. UGTTI: Under Graduate Teacher Training Institute
42. UNESCO: United Nations Educational, Scientific and Cultural
Organization
43. UT: Union Territory

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CHAPTER – I

CONCEPTUAL FRAMEWORK

1.0 Introduction:

Education has been rightly regarded as the most important asset of every society because knowledge is a priceless possession that can never be taken away and the more that knowledge is acquired, the more it will contribute in the development of a society. Education plays a significant role for the democratic working of a nation as well as for its economic development.

Elementary education refers to the first stage of school education that lays the foundation for all future development. Elementary education can also be compared to the first step that a person takes in life; it is not possible to jump without first learning how to stand. It lays the foundation for acquisition of basic knowledge without which progress and development would be impossible to achieve.

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child's physical, intellectual, emotional and social development. The Indian Education Commission (1964 – 66) rightly said, "We believe that provision of free and universal education for every child is an educational objective of the highest priority, not only on grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity." Thus there is no denying the fact that the nation's progress rests on the strong foundation of elementary education.

When the Constitution of India was framed in 1950, free and compulsory education for all children until they complete the age of 14 years was provided in Article 45 under the Directive Principles of State Policy. In 2002, the Eighty-sixth Amendment of the Indian Constitution inserted Article 21A which provides *free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine.* As

envisaged in Article 21A, The Right of Children to Free and Compulsory Education (RTE) Act, 2009, came into force on 1st April, 2010. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the US and other countries." With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

1.1 Development of Elementary Education in India

India has made significant progress in the field of education since Independence. However, education was not prioritized during the colonial rule and hence, there was much to be done in order to keep pace with the rapid developments in all corners of the world. The Constitution of India has made a commitment to provide free and compulsory education of all children until they attain the age of 14 years. The goal of education at the time of adoption of the Constitution in 1950 was to achieve Universalization of Elementary Education (UEE) within the next ten years i.e. in 1960. This goal seems to be much too ambitious to achieve within a span of only ten years with the poor state of the whole education system at the time. Undoubtedly, the target date was shifted several times. All efforts were concentrated on providing schooling facilities till 1960. With considerable achievements made in the provision of access to basic schooling facilities, policy makers and educational planners shifted their efforts to other goals of Universalization of Elementary Education namely, universal enrolment and retention. At present, efforts are concentrated on provision of quality elementary education to all children irrespective

of caste, creed or religion.

For the past 70 years since independence, tremendous efforts had been made to achieve the goal of UEE and significant progress was achieved in all spheres of education. The Quinquennial Review of Education in India (1947 – 1952) reported that there were only 134,966 primary schools in India with an enrolment of 10,047,317 students at the time of independence. This number had increased to 778,842 primary and 443,643 upper primary schools with an enrolment of 1,01,682,222 students as per UDISE+ Report in 2019-20. The number of teachers both at the primary and upper primary levels of education had also increased a thousand fold over time. At the time of independence, the number of primary level teachers was only about 538,000 and it had increased to 2,499,645 primary and 391,993 upper primary levels as per UDISE+ Report in 2019 – 20. The pupil-teacher ratio is at present 26.5: 1 at the primary and 18.5:1 at the upper primary levels of education. The majority of teachers were trained with 87% at the primary level and 88% at the upper primary level.

The total enrolment of students at both the primary and upper primary levels had increased significantly since Independence. From about 10 million in 1946 - 47, it had increased to about 186 million in 2019 - 20 at the primary and upper primary levels. The total percentage of girl's enrolment at the primary and upper primary level of education in 1946 - 47 was only about 27% and had increased to about 48% in 2019 – 20. There has been significant increase in the rate of retention at the elementary level which is 74.6 % as per latest UDISE+ data. The rate of transition had also increased significantly at 92.80% from primary to upper primary and 91.4% from upper primary to secondary level. Despite remarkable progress in access, enrolment and retention, the level of learner's achievement remained unsatisfactory and much work remains to be done. The Government of India had launched a number of schemes and projects to attain the goal of UEE, but despite all these initiatives, the goal of universal elementary education remained elusive even after more than 70 years of independence.

1.2 Concept of Teacher Education

It is an established fact that competency, sensitivity and motivation of teachers have a great impact on the overall achievement of students. Good's Dictionary of Education defined teacher education as 'all the formal and non- formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.' The National Council for Teacher Education (NCTE) had also defined teacher education as "A programme of education, research and training of persons to teach from pre-primary to higher education level."

Teacher education includes the development of teaching skills, knowledge of sound pedagogical theory and professional skills. It is the development of teachers to become proficient and competent professionals who are well equipped to meet the needs and challenges of the profession. Teacher preparation programme is often referred to as teacher training. However, this perspective is narrow with a limited scope. As W.H. Kilpatrick rightly pointed out, 'Training is given to animals and circus performers, while education is to human beings.' Teacher education is broad and comprehensive and is based on the theory that 'teachers are made, not born' in contrary to the belief that 'teachers are born, not made.' It is a continuous process having two interlinked components namely, pre-service and in-service components. Besides pre-service and in-service programmes for teachers, teacher education encompasses community programmes and activities namely, adult education, non-formal education, literacy programmes and various development programmes for the society. Teacher education is dynamic and is ever-evolving; it keeps abreast of recent trends and developments in order to prepare teachers to become proficient and competent to face the challenges of the ever-evolving society.

The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community

should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Teacher education is a continuous process, and its pre-service and in-service components are inseparable”.

Dr. Radhakrishnan has rightly remarked, “Teacher’s place in society is of vital importance; he acts as the points of the transmission of intellectual traditions and technical skills from generation to generation and help to keep the lamp of civilization burning”. The role of the teacher is not limited to mere transaction of knowledge, he has to take on the role of philosopher, guide and facilitator providing the right amount of guidance to enable the students to make well-informed choices in life and actively participate in the overall development of the society. APJ Abdul Kalam and YS Ranjan rightly observed, “If you are a teacher, in whatever capacity; you have a very special role to play because more than anybody else you are shaping generations”. (Kalam and Ranjan, 1998) High academic achievements will not necessarily translate into good performance; teachers must possess qualities such as integrity, empathy, leadership quality, strong character, righteousness, a sense of social service and an admirable personality. As such, teachers must maintain high professional standards in order to carry out their role efficiently and effectively.

It is common knowledge that teacher education is central to bringing about qualitative development in education. Effective education transformation can help increase student competitiveness, build relevant skills and competencies, support economic development and provide social cohesion. Sustained and systemic teacher professional development practices can ensure that teachers adapt to the changing learning needs of children and society and support a more student-centered learning environment. And thus, teachers are and will remain the backbone of the education system.

1.3 Significance of Teacher Education:

The National Council for Teacher Education had defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

The Education Commission (1964-66) stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. It emphasized that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. The Commission was of the view that training and orientation of teacher is very important so that he understands and accomplishes his changing role effectively. The National Policy on Education (1986) also stated that the status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers.

Recent national policy guidelines such as the National Curriculum Framework 2005 (NCF 2005), National Curriculum Framework for Teacher Education 2009 (NCFTE, 2009), and Right to Education Act (RTE) 2009 envisaged to radically transform India's elementary education system. However, no education system can rise above the quality of its teachers. While considerable energy has gone into bringing about some of these changes through the Indian government's landmark Sarva Shiksha Abhiyan (SSA) programme, mission-mode efforts will not be enough to bring substantial and lasting reform unless larger structural changes are brought about in the Teacher Education System. To date, though, this sector and its

needs have not received enough public attention.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) is the most recent attempt at a thorough overhaul of the teacher education curriculum. It advocates teacher education to be open and flexible, emphasizing dialogical exploration rather than didactic communication, diversity of social contexts and learning spaces as sources of inspiration, and teacher education based on reflective practice rather than on a fixed knowledge base.

The NCF 2005 places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation critically influence the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools. (NCFTE 2009)

For pre service teacher training, the National Council of Teacher Education (NCTE), a statutory body of the central government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications

for teacher educators, course content and duration and minimum qualification for entry of student teachers for various courses. It also grants recognition to institutions (government, government-aided and private) interested in undertaking such courses and has in built mechanisms to regulate and monitor their standards and quality. Financial support is provided by both state government as well as central government to different institutions.

In-service teacher training is mostly provided by a large network of government as well as privately owned teacher training institutions at various levels of hierarchy; however, there are several private organizations and networks providing academic and professional support for the development of teachers. The National Council of Educational Research and Training (NCERT) along with its six Regional Institutes of Education (RIE) undertake design and implementation of in service programmes for both teachers and teacher educators. At the state level, the State Councils of Educational Research and Training (SCERT) prepare modules for and conduct teacher training for teachers and teacher educators. The District Institutes of Education and Training (DIET) provide in service and pre service education for elementary teachers.

The NCTE recognizes the teacher educator as the lynchpin in teacher education and it is aware that the level of professionalization of the teacher educator would determine the professional quality of teacher education. Providing the best of resources to a teacher education institution would not improve its quality; it is the quality of the professional teacher educator, his mind and his practice that would make a telling difference. The NCTE collaborated with the National Assessment and Accreditation Council (NAAC) recently to initiate the process of quality improvement in teacher education through the twin processes of assessment and accreditation.

It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs

in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the effectiveness of teacher educators.

In order to realize the national goal of achieving quality elementary education for all, the teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers. As such, teacher education must be given importance so that qualitative transformation of our education system could be achieved.

1.4 Historical Background of Teacher Education in India

Teaching is one of the oldest and most respectable professions in the world. The roles and functions, the quality of teachers as well as the education of teachers have undergone drastic changes from time to time but the need for proficient teachers has been the most crucial factor that determines the overall development of education at all times. Society is dynamic and changes all the time, it is therefore imperative that teacher education evolves and adapts to meet the present requirements of the society at all times.

1.4.1 Teacher Education in Ancient India

Teacher education in India has a long history which can be traced back to the Gurukul-centered tradition of the Vedic period to an enhanced and reformed Budhisticvihara-based system. This system continued till the arrival of the Muslims in the 11th century A.D. With the arrival of the Muslims, Maktab-based tradition began to be established and the two traditions thrived side by side till the beginning of the British rule. Both the traditions underwent some modification during this period. Teacher education became more systematic and refined with the British rule as the historical records, finance, implementation and evaluation of teacher education were systematically organized by the British.

1.4.2 Teacher Education in Pre-Independence Period

Modern education was first initiated by the European Missionaries before the arrival of the British Empire in India. They started opening schools and also establish teacher training institutions. Normal school for the training of teachers was established by the Danish Missionaries at Serampur near Calcutta. In Madras, the Monitorial System was introduced by Dr. Andrew Bell as an experiment. Under this system, senior students were trained to become teachers by giving them the task of assisting the teachers to teach junior students. In June 1826, the British Government established the first normal training school for teachers in Madras. At the initial stage, teachers were prepared for the district schools and later, this normal school developed into the Presidency College. The normal school was also started in Bombay in the Elphinstone Institution in 1847 and later, in 1849, it was also opened in Calcutta.

The Wood's Despatch is considered as the most important document of India with regard to the beginning of the modern system of education. It was released on 19 July, 1854 and many valuable suggestions were made for the improvement of the education of teachers. The Despatch suggested giving allowances to deserving students who have the aptitude for teaching and who are willing to commit themselves to the teaching profession. The Despatch suggested the establishment of training schools for teachers in each Presidency which will be set up along the same lines as that prevailing in England. The Dispatch also suggested giving an award/ stipend to the pupil teachers as well as token payment to the masters of the school to which they were attached. After successful completion of the training course, the pupil teachers will be awarded certificates and employment will be given. With much apprehension, Wood's Despatch was implemented by Lord Dalhousie, Governor-General of India which resulted in the establishment of several normal training schools in India.

In 1859, Lord Stanley, Secretary of State for India, in his Despatch called for an evaluation of the implementation of the Wood's Despatch, 1854. In his Despatch,

Lord Stanley strongly stated that the Government should not import teachers from England but instead, local teachers should be made available and be employed in the vernacular schools.

The Indian Education Commission 1882 commonly known as the Hunter Commission recommended that examination must be conducted in the principles and practice of teaching and teachers in Government or Aided schools will be recruited for permanent employment only after successful completion of this examination. It also recommended a shorter duration of training for graduates than for the under-graduates. Pedagogical courses were given importance and had replaced the general education in the teacher training institutions. Examinations and certificates became mandatory in the training institutions and the practical aspects in planning and teaching were emphasized. The recommendations of this Commission resulted in opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 training institutions for women. By the end of the 19th Century, a more systematic approach was established in teacher education in India.

In 1904, the Resolution on Education Policy made important recommendations for the development of teacher training programmes in India –

1.Training Colleges: The Resolution on Education Policy clearly stated that for the improvement of secondary education, training of teachers in the art of teaching is essential. At the time, there were five teacher training colleges in India, one each in Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Required qualification for admission to these colleges is either Intermediate or Graduates. The training colleges will be developed based on the following principles -

Recruit more men of ability and experience for higher training.

- i. Well-equipped the training colleges.
- ii. Conduct two year training programme for under-graduates and one year for graduates. The course would comprise theoretical knowledge and practical aspects of teaching.
- iii. University degree or diploma to be awarded after completion of the course.

- iv. Linkage between theory and practice should be emphasized and the colleges must have an attached practising school. The practising schools must be well equipped with proficient trained teachers, library and museum.

2. Training Schools: The Resolution on Education Policy made a recommendation to open more training schools especially in Bengal. The normal schools were mainly residential in nature and students were given stipends. Most of the students have vernacular education and they received training in both general education, methods of teaching and practice in teaching. The Resolution also suggested that training must be given to suit the rural areas. The duration of the course was to be two years as recommended by the Resolution. Thus, it can be observed that the recommendations and suggestions of the Resolution were of far-reaching importance. Though there are some recommendations which were not implemented, many of the recommendations made by the Resolution were implemented and have made significant impact in the training of teachers. Bachelor of Teaching (B.T.) was given to graduates by Universities after completion of the course. Restructuring of the syllabus, provision of better facilities to training institutions and attachment of practising schools in training colleges were some of the positive outcome of the Resolution which have far reaching impact.

In 1913, the Resolution on Education Policy which is the second resolution on educational policy in India under the British rule highlighted the weakness of the education system and suggested several measures for the improvement of primary education. The Resolution suggested that recruitment for teachers should be made from among the boys who have passed the middle vernacular examination. It also suggested that these boys should undergo one year teachers' training course. The Resolution also suggested that the teacher training course should be periodically revised and improved. It also emphasized that only those persons who have teacher training certificate should be recruited as teachers. Further, the Resolution suggested that provision should be made for refresher courses for primary teachers during school vacation and the staff members of the training colleges must constantly exchange ideas and visit other colleges. On the recommendations of the Sadler

Commission, 13 of the 18 universities setup Department of Education during the early 1930s. The Lady Irwin College was setup in New Delhi in 1932, Andhra University started a new Bachelor of Education degree course in 1932 and Bombay started a Master of Education degree course in 1936.

In 1917, Calcutta University Commission also known as the Sadler Commission studied the various aspects of the University education and submits its comprehensive report in 1919. It also studied the aspect of teacher education programme and made some relevant and valuable recommendations. It highlighted the insufficient and sub-standard training institutions and the inferior quality of training provided in these institutions. It emphasized that teacher training programme should make the trainee a competent teacher as well as a good administrator. The Commission made a suggestion to open post graduate Department of Education in Universities and institute a post graduate degree in Education. It also suggested that each department must be equipped with a Professor, a Reader and a number of assistants. It recommended the introduction of Education as an optional subject at the Graduation and Post-Graduation level. The recommendations made by the Sadler Commission had a positive impact on the teacher training programme in India and Department of Education was started in Mysore University in 1925.

The recommendations and suggestions made by the Sadler Commission were carried forward by the Hartog Committee which was set up in 1929. The primary concern of this Committee was primary education but teacher training was also touched upon and valuable recommendations were also made. The Committee observed that the success of education depends upon the quality of teachers, their status as well as their salary. It made a suggestion that teachers for rural areas should be recruited from persons within the rural society. It also observed that the duration for teacher training was too short, the curriculum too narrow and the faculty of teacher training institution largely unqualified. It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations can do much to enlighten the teachers and improve their competency. Many new changes also took place in the 1930s in the field of education. The Central Advisory

Board of Education was revived in 1935. In 1937, Basic Education was started by Mahatma Gandhi resulting in the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

The Abbot-Wood Report in 1937 also proved to be another milestone in the field of education in India. The main focus of this Report is in the field of Vocational Education but also made significant suggestion in the field of teacher education. The Report suggested that the duration of teacher training should be 3 years to allow teacher trainees to continue with general education alongside their professional training. It also made suggestion for refresher course for teachers to provide them with a richer and varied experience.

The percentage of trained teachers slightly improved from 56.7% in 1937 to 61.3% in 1942, however there was still much to be done for qualitative improvement. In 1942, there were 612 normal training schools which provide one year or two years training course, out of which 376 were for men and 236 for women. There were 25 training colleges for graduate teacher trainees which were insufficient to meet the requirement at the time. In 1941, the Tilak College of Education was started in Poona and Vidya Bhawan Teacher's College was started in Rajasthan. In the same year, for the first time in India, a doctorate degree in education was started in Bombay.

In 1944, The Central Advisory Board of Education (CABE) presented a scheme of education 'Post-war Educational Development in India', popularly known as the 'Sergeant Plan'. The plan recommended that desirable and competent boys and girls should be selected for entry into the teaching profession after high school. These selected candidates should be given practical training, refresher courses planned and research facilities be provided. It also suggested that after completion of high school, a two year teacher training course for pre-primary and junior basic schools and a three year teacher training course for the senior basic schools. As

suggested by the Sergeant Report, the non-graduate teachers in high schools were to undergo two years teacher training and the graduates were to undergo a one-year teacher training course. The first year of the two years training should be dedicated to the study of the general and professional subjects. Training in theoretical knowledge was to be enhanced and supported by school visits, discussions and other experiences to stimulate the trainee's interest in education. To attract better teachers, it also proposed revised pay scales for all categories of teachers. In 1947, the number of secondary teachers training colleges in the country had risen to 41.

1.4.3 Teacher Education in Post - Independence India

After Independence, the socio-economic and political condition of India was undergoing significant changes and as a result, the scenario of teacher education also experienced major changes. Many Committees and Commissions were formed by the Government of India to study the various issues pertaining to education including teacher education. It was found that there were a large number of teachers who were untrained and steps were taken to clear the backlog of untrained teachers. The major issues concerning teacher education pertains to both aspects of quality and quantity. The first step towards reforming teacher education was the establishment of the Central Institute of Education (now known as Department of Education, University of Delhi) in 1948. Maulana Abul Kalam Azad, the first Education Minister of independent India visualized the function of CIE not merely to "turn out teachers who will be 'model teachers', but to evolve into a research centre for solving new educational problems of the country". At the same time, the Government Training College at Allahabad was also upgraded to the Central Pedagogical Institute.

The appointment of the University Education Commission in 1948 under the chairmanship of Dr. S. Radhakrishnan was the first significant step towards education taken by the Government of India after the independence. The Commission was appointed by the Government of India to study the problems of university education and suggest measures for its improvement to meet the present needs of the nation and submitted its report in 1949.

Teacher education was also touched upon by the Commission and a number of significant recommendations were made for the improvement of teacher education. The Commission observed that the theory courses in the various training colleges were similar but there were significant differences in the practical aspects of the teacher training course. The Commission made valuable suggestions for the improvement of pre-service and in-service teacher training and suggested that the programme of teacher education must be linked with the university system. It also suggested that the courses of teacher training should be remodeled and more time should be allotted to practice teaching component in schools. For practice teaching, suitable schools must be selected and utilised. The training staffs of the teacher training colleges and schools should be appointed from people who have first-hand experience of teaching in schools. The theory courses must also be flexible and the local circumstances should be taken into consideration.

The first conference of Training Colleges was held in 1950 at Baroda. Discussion was held regarding the programmes and functions of training colleges and ideas were exchanged amongst the various training colleges. In 1951, the second All India Conference was held at Mysore. In this conference, teacher training programme was discussed in a broader perspective and suggestion was made to substitute 'Teacher Training' to 'Teacher Education' thereby giving it a wider scope. A six-week summer course was conducted for faculty of teacher training colleges at Mysore. The teacher education programme underwent many changes during this time - the syllabi were revised, new specializations were added and more stress was laid on the practical component. A series of seminars, conference and workshops were conducted with the goal of bringing qualitative improvement in teacher education.

The Report of the Secondary Education Commission (1952 – 53) was an important document in the field of teacher education after independence. A deeper and thorough analysis was made on the problems and issues of teachers and teacher education programmes. The Commission observed that teachers are the most important factor in the reconstruction of the educational system in the country; his personal quality, professional and educational qualifications, and his status in the

school as well as in the community all play an important role. The Commission recommended three types of teacher education institutions namely, Basic Teacher Training for elementary teachers, Secondary Teacher Training Institutions and Teacher Training Colleges.

The Commission also suggested separate courses for graduates and non-graduates with varying duration. For non-graduates, the Commission suggested that the duration of the course will be of two years and for graduates, at the initial stage, the duration will be of one year but extendable to a long term programme of two years. The graduate training institutions should be recognized and affiliated to the universities which should grant the degree, while the secondary and basic training institutions should be under the purview of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the Master of Education degree (M.Ed). It also recommended that for admission to the M.Ed. Course, a bachelor's degree and at least three years teaching experience should be the necessary pre-requisite.

In 1955, the All India Council for Secondary Education was established and in 1957, the All India Council for Elementary Education was also established. In-service teacher education was imparted through the Extension Centres which was set up under the Council. The Second Five Year Plan launched during the period 1955-56 envisaged that 68 per cent of the existing teachers would undergo training by 1960. To upgrade and improve the training facilities, an amount of Rs.17 crores was set aside by the Government. In 1959, the Central Institute of English was set up at Hyderabad to give training to teachers in English and to conduct research in the field.

In 1961, National Council of Educational Research and Training (NCERT) was established with the intention of improving school education through training, research, publication and co-ordination. Under NCERT, four Regional Colleges of Education were established in Ajmer, Bhubaneswar, Bhopal and Mysore. In 1962, Extension Training Centres in Primary Teacher Education Institutions started functioning. In 1964, the State Institutes of Education were established and a

Department of Teacher Education was established at the National Institute of Education. In 1961, a study team was set up by the Committee on Plan Projects (COPP) on selected educational schemes which submitted its report on Teacher Training in 1964. The findings of the Committee provide valuable insights with regard to teacher education during this period. It observed that the contributions made by teacher training institutions towards the whole educational process were minimal; the training institutions were ill-equipped with inadequate laboratory facilities and teaching equipment. There was practically no scope for experimentation and innovation in the teacher education programme. These observations made by the Committee were shocking but nevertheless very true.

The 7th Conference of All India Association of Teachers' Colleges held in 1964 proposed setting up of comprehensive colleges to bridge the gap between Primary and Secondary teacher training institutions. The Conference also recommended the establishment of a State Council of Teacher Education.

In 1964, National Education Commission, commonly referred to as Kothari Commission, was set up by the Government of India to analyse all areas of the educational system in India, to formulate a general pattern of education and to recommend guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Dr. D.S. Kothari, the then chairman of the University Grants Commission. The commission was given the responsibility of formulating the general principles and guidelines for the development of education from primary level to the highest level and make recommendations to the government on a uniform pattern of educational system in India. However, the medical and legal studies were excluded from the scope of the commission. The Commission submitted its report on 29 June 1966.

The Commission observed that a well thought out programme of professional education for teachers was a prerequisite for the qualitative improvement of education. The Commission clearly highlighted the weakness of the existing system and make a number of relevant suggestions to improve it. It recommended that

isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It recommended that more funds be set aside for teacher education and provision of better salaries and facilities be provided to teachers and teacher education to attract competent personnel in the field of education. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the State Governments to prepare a plan for the expansion of training facilities. The Commission very correctly pointed out the weakness in teacher education and suggested practical measures to solve the problem.

The suggestions and recommendations made by the Education Commission led to positive changes in the field of teacher education. In some universities, a Master Degree in Education was introduced and some universities set up summer schools and correspondence courses in order to clear the backlog of untrained teachers. A separate State Board of Teacher Education was also established in some states. These changes in the field of teacher education will prove beneficial towards achieving quality education. However, the 1st National Seminar on the Education of Primary Teachers held in 1969 reported the sad condition of teacher training for Elementary Education. It observed that the training institutions had insufficient staff and inadequate facilities and equipment. It made a recommendation that every teacher should undergo teacher training programme and the state governments should plan to attain the targets in a phased manner. It also made a recommendation to select some training institutions which will serve as models for all other institutions in developing primary teacher education.

Following the recommendations of the Kothari Commission, the National Policy on Education was framed by the Government of India in 1968. The Government of India agreed that radical transformation of education based on the recommendations of the Kothari Commission is essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialistic pattern of society. The education system must produce young men and

women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. With regards to teachers and teacher education, the Policy has made the following resolution:

1. Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teachers must, therefore, be accorded an honoured place in the society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.
2. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.
3. Teacher education, particularly in-service education, should receive due emphasis.

Following the recommendations made by the National Policy on Education 1968, the 4th Five Year Plan (1969-74) laid emphasis on improving the quality of teacher education with special focus on training of more female teachers and teachers from tribal regions, training more mathematics and science teachers and conducting in-service training. It recommended correspondence courses for in-service teachers and also made a suggestion for training programmes for teacher educators. It also made a recommendation for better co-ordination between the NCERT and the SIEs for improving the quality of school education.

During this period, emphasis was made on implementing the new pattern of education, namely, 10+2+3 pattern. The change in the pattern of education system necessitated rethinking and reforms in teacher education. In 1973, the Government of

India took a major step and set up the National Council for Teacher Education (NCTE) which will function as a national advisory body for teacher education. A new curriculum for teacher education was drafted by NCTE to prepare teachers for the new education pattern. The curriculum framework envisioned teachers to play the role of leader inside and outside the classroom take action for revolutionizing society as an agent of social change and thus help in achieving the goal of national development. The framework laid down the objectives of teacher education in very clear terms, initiate positive relationship with the community, emphasized the importance of Socially Useful Productive Work (SUPW), and determine the role and functions of the teacher in the emerging Indian society. The NCERT developed programmes for training of in-service teachers through a number of centres of continuing education.

In 1993, the National Council of Teacher Education (NCTE) was granted a statutory status by an Act of Parliament and brought out the Curriculum Framework for Quality Teacher Education in 1998. This led to the revision of teacher education syllabi by the state governments and universities. The revision of syllabi resulted in new perspectives in teacher education programmes throughout India. New developments in science and technology as well as changes brought about by liberalization, privatization, globalization, information and communication technology, economic growth and occurrence of novel diseases such as HIV-AIDS resulted in the modification of the nature, objectives, contents and pedagogy of subjects at the school stage called for appropriate changes in teacher education as well. Teachers are expected to educate students about four pillars of learning i.e. 'learning to learn', 'learning to do', 'learning to live together', and 'learning to be' (UNESCO, 1996). In addition to these international experiments in education, particularly in the context of teacher education demanded a fresh look at teacher education in terms of its curriculum and methodology.

In 1983, the National Commission on Teachers which is popularly known as the Chattopadhyaya Commission was established under the Chairmanship of Prof. D.P. Chattopadhyaya. The Commission made some valuable suggestions for Teacher

Education:

1. A four-year training course after senior secondary leading to graduation and training was recommended.
2. To enlarge and improve the physical facilities of a four-year integrated college.
3. To extend one-year B.Ed. course by two summer months ensuring an academic session of 220 days with longer working hours
4. To select teachers based on some factors like good physique, linguistic ability and communication skills, general awareness of the world, a positive outlook on life and capacity of good human relations.

When the National Policy of Education was formulated in 1968 to improve the educational scenario in our country, the policy makers envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Keeping up with this statement, every time a new Five-Year plan is formulated, a review was made to assess the weaknesses and shortfalls as well as progress and achievements in the field of education. Based on the review, decision is made regarding new plans and programmes for the coming five years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

As a result of these reviews, the National Policy of Education of 1986 was discussed and adopted during the budget session of 1985. In 1990, a committee was set up under the chairmanship of Acharaya Rammurti to review National Policy of Education (NPE) and to make recommendations for its modifications. In 1991, the Central Advisory Board of Education under the chairmanship of Shri N. Janadhana Reddy considered some modifications in NPE taking into account the report of the Rammurti Committee and other relevant development having a bearing on the policy. In 1992, this Committee submitted its report which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It

emphasized on the need for a radical reconstruction of the education system, to improve its quality at all levels of education, and laid much emphasis to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

With regard to teachers and their training the Policy made the following recommendations:

1. The new programmes of teacher-education should emphasize need to continuing education and also the need for teachers to meet the thrusts envisaged in this Policy.

2. District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. With the establishment of DIETs, sub-standard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training.

3. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher-education and to provide guidance regarding curricula and methods. Provisions should be made to enable networking between institutions of teacher education and university departments of education.

In pursuance to the recommendation of the National policy on Education 1986, the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education was initiated in 1987. The National Policy on Education (NPE) observed that improvement in the status and professional competence of teachers is the corner stone of educational reconstruction. It envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. It stressed the importance and need for a decentralised system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes

of Advanced Study in Education (IASEs) were established. In its original form, the scheme comprised of five components, namely, setting up 400 District Institutes of Education and Training (DIETs), strengthening 250 Colleges of Teacher Education (CTEs), and development of 50 of them as Institutes of Advanced Studies in Education (IASEs), strengthening of State Councils of Educational Research and Training (SCERTs), orientation of five lakh school teachers every year, establishment and strengthening of Departments of Education in Universities. The Scheme has been continued with modifications in the 8th, 9th and 10th Five Year Plan periods.

The Yashpal Committee Report in 1993 stressed that the preparation of teachers for all levels of school education should be the responsibility of institutions of higher education. For historical reasons, the involvement of universities in school-level teacher education has been confined to secondary and senior secondary-level school - teachers' pre-service training under the B.Ed. degree programme. The State governments manage the preparation of teachers for the primary and pre-primary levels. Although these levels have been recognized as being fundamental to the development of children and the nation, the absence of university-level interest has resulted in poor academic quality. It is also necessary to enhance the quality of teacher education within higher education. At present, Academic Staff Colleges are serving to provide refresher courses required by faculty to acquire eligibility for promotion. While this role is important, the manner in which it is being fulfilled is far from satisfactory. It is necessary to develop full-fledged orientation programmes for newly recruited teachers in colleges and universities. Such courses should orient teachers towards the proposed curriculum framework as well as to impart communication and assessment skills.

The Centrally Sponsored Scheme of Teacher Education was revised in 2003 and the revised guidelines were issued in January, 2004. The main objectives of the Teacher Education Scheme were as follows:

1. Speedy completion of DIET/CTE/IASE/SCERT projects sanctioned but not completed up to the end of the 9th Plan period.

2. Making DIETs, IASEs sanctioned (and SCERTs strengthened) up to the 9th Plan period, optimally functional and operational.
3. Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.
4. Improvement in the quality of programmes to be undertaken by DIETs, etc. especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievements.

In order to make proposals for the 11th Plan for Teacher Education, a sub-group under the chairmanship of Director, NCERT was set-up. Based on the recommendations of the sub-group, in addition to strengthening the existing provisions of the scheme, certain new schemes are proposed to be incorporated during 11th Plan which was:

1. Augmenting teacher education capacity in SC/ST and minority areas (Block Institutes of Teacher Education)
2. Professional Development of in-service Elementary and Secondary Teachers.
3. Training of untrained teachers and para-teachers.
4. In-service training and subject knowledge upgradation of practicing teachers.
5. Professional development of teacher educators.
6. Refresher courses.
7. Fellowship programme.
8. Support to NGOs.
9. Special programme for North-East.
10. Technology in Teacher Education
11. Integrating Elementary Teacher Education with Higher Education.

In 2005, the National Curriculum Framework (NCF) brought out by NCERT envisaged to bring about qualitative and quantitative improvements in the education of teachers at school, graduate, post-graduate, doctoral and post-doctoral levels. It

suggested that the pre-service training programmes became more comprehensive and lengthy, incorporating sufficient opportunities for observation of children and the integration of pedagogic theory with practice through school internship. Subject area, consisting of health education, physical education, peace education, and yoga, was integrated into the elementary and secondary pre-service teacher education courses. Teacher education has become more sensitive to the emerging demands of the school system, now it prepares the teachers to act as a facilitator, transforming information into knowledge/ wisdom, as a supporter in enhancing learning through multiple exposures, encouraging the learner to continuously achieve his/her educational goals.

In 2009, the National Council of Teacher Education (NCTE) developed the National Curriculum Framework of Teacher Education, 2009. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the framework has some important dimensions of the new approach to teacher education, as under:

1. Reflective practice to be the central aim of teacher education;
2. Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas; Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
3. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Framework has highlighted the focus, specific objectives, and broad areas of study in terms of theoretical and practical learning, and curricular transaction and assessment strategies for the various initial teacher education programmes. It also outlines the basic issues those guided formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework.

In 2010, Right of Children to Free and Compulsory Education Act came into force with effect from 1st April, 2010. This Act has important implications on the teacher education system in the country. The Act inter alia provides as under:

1. The Central Government shall develop and enforce standards for training of teachers;
2. The Central Government shall provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building;
3. The Appropriate Government (Central Government and State Governments) shall provide training facility for teachers;
4. The Central Government shall notify an academic authority to lay down minimum qualifications for a person to be eligible for appointment as a teacher.
5. All teachers should acquire the prescribed minimum qualification within a period of five years.

In 2010, the Bordia Committee report entitled, “*Implementation of RTE Act and Resultant Revamp of SSA*” enumerated the following guiding principles for teacher education under the RTE Act:

- ***Holistic view of education***, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- ***Equity***, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. can avail of the opportunity.
- ***Access***, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories –the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

- ***Gender concern***, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.
- ***Centrality of teacher***, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- ***Moral compulsion*** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- ***Convergent and integrated system of educational management*** is prerequisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

In order to meet the peculiar challenges for Teacher Education system that arise from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels and the corresponding increase in the demand for teachers, the Centrally Sponsored Scheme on Teacher Education was revised during the 12th Plan Period. The policy decision for universalisation of secondary education also necessitates the modification of the scheme.

The formulation of the revised Scheme was done in pursuance of the RTE Rules, 2010 under section 38 of the RTE Act, notified on 8th April, 2010. Rule 6 of the said Rules inter-alia provides that the Central Government shall, in consultation with the State Governments, and such other academic authorities it may consider necessary, prepare a Scheme(s) for providing pre-service and in-service training of teachers of schools specified in sub-clauses (i) to (iii) of clause (n) of section 2 of the Act, including a monitoring mechanism in accordance with the standards of training.

The main components of the revised Scheme are - Strengthening and up-gradation of State Councils for Educational Research and Training/State Institutes of Education, Strengthening of existing IASEs and up-gradation of Departments of

Education of Universities into IASEs, Strengthening of CTEs and establishment of new CTEs, Strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level, Establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/ Minority concentration districts as elementary pre-service teacher education institutions, Identification of 50 lead institutions, including Departments of Education in Universities, NUEPA, NCERT, Academic Staff Colleges and other institutions in the non-Government sector to conduct refresher courses for teacher educators, Provide hardware support, namely provisioning of satellite transmission facilities in the DIETs and provisioning of software support for developing content for orientation of teacher educators and teachers, Giving SCERTs and DIETs the mandate to involve not-for-profit organizations for conducting innovative field based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing & developing locally relevant material for teachers and student-teachers of teacher education institutions and Developing and putting in place a comprehensive monitoring mechanism.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 – seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest quality education for all learners regardless of social or economic background.

The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-school to Class 12. An overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness

measured in terms of equal opportunities for schooling and equitable learning outcomes. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

The Union Budget in 2018 - 19, launched Samagra Shiksha – An Integrated Scheme on School Education which subsumes the here schemes viz., SSA, RMSA and Teacher Education. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of State Councils of Educational Research and Training (SCERTs)/State Institutes of Education (SIE) and DIET as a nodal agencies for teacher training. The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiii) National Component. It is proposed that preference in the interventions would be

given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs), Border areas and the 115 Aspirational districts.

In 2020, the first education policy of the 21st Century, NEP was launched which aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st Century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities – both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

NEP 2020 acknowledges the fact that teachers are the cornerstone of the learning process and teacher education plays a fundamental role in the qualitative development of education at all levels. The policy aims to empower teachers and proposes to reform the teaching profession by creating a merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding teachers. The key recommendations regarding teachers and teacher education are:

- ***Recruitment and Deployment:*** Provision of merit-based scholarships to outstanding students, especially for rural areas for studying 4 year integrated B.Ed programmes leading to local job opportunities. Unnecessary transfer of teachers will be stopped; further, transfers will be computerized to ensure transparency. Teacher Eligibility Test will be strengthened and will be extended to cover teachers across all stages and will cover private school teachers. Recruitment will be based on TET/NTA scores, demonstration/interview and knowledge of local language. To ensure adequate number of teachers across subjects – particularly in subjects like art, physical education, vocational education and languages, sharing of teachers across schools/school complex will be considered. A technology-based comprehensive

teacher-requirement planning forecasting exercise will be conducted by each state to assess expected subject-wise teacher vacancies over the next two decades. Teacher recruitment and teacher education programmes will align with the vacancies thus projected.

- *Service Environment and Culture:* The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements. State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees. To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.
- *Continuous Professional Development (CPD):* Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. Each teacher will be expected to participate in at least 50 hours of CPD opportunities covering a wide variety of topics every year for their own professional development, driven by their own interests. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms and will also be expected to participate in 50 hours or more of CPD modules per year.
- *Career Management and Progression:* Teachers doing outstanding work must be

recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

- *Professional Standards for Teachers:* A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.
- *Special educators:* There is an urgent need for additional special educators for certain areas of school education. Such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre- service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.
- *Approach to Teacher Education:* Recognizing that the teachers will require training

in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. The minimum degree qualification for teachers will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy. All B.Ed programmes will include strong practicum training in the form of in-classroom teaching at local schools. At the same time, the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed. It will be intended only for those teachers who have already obtained Bachelor's Degrees in other specialised subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes. They will be offered only to those who have completed the equivalent of a 4-year multidisciplinary Bachelor's Degree or who have obtained a Master's degree in a speciality stream. A special shorter local teacher education programmes will also be available at BITEs, DIETs, and school complexes. These courses will promote local professions, knowledge, and skills, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries / Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

Teacher Education in India in the Present Context

Teaching has been one of the oldest and respected professions in the world.

The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation.

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. "Education has continued to grow, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time". These words of the National Policy on Education (NPE) 1986 subsequently revised in 1992, give direction to Indian Education. The policy further emphasizes that "the Government of India will also review, every five years; the progress made and recommend guidelines for further development". In the light of the aforesaid statements, the National Council for Teacher Education (NCTE), a statutory body, established by the Government of India for the maintenance of standards and improvement of the quality of teacher education in the country. During the past years, large scale and far reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. These developments have affected education, including teacher education call for review and reform of Indian teacher education. The National Council for Teacher Education has to initiate suitable measures to make teacher education at various levels responsive to such developments as well as to quality concerns in future. The manpower planning is practically absent in teacher education. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. The role of teacher education as a process of nation building is universally recognized. Its

objective is man making and producing enlightened citizens. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only.

During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. It has to be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. There is hardly any difference between the performance of trained and untrained teachers because of out-dated teacher education curricula. Teacher Education curricula have to integrate and blend them into a composite whole like the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, become a pressing need of the hour. It has to be transformed from information based to experience based.

Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE), came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classrooms and procured infrastructure to meet their standards. These institutions were even been forced to increase the salary of teacher educators to the basic amount in the government scale. But later, the effectiveness of NCTE intervention reduced and the powerful lobby of private education institutions had their way in running their teacher education shops.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasised the need for quality teacher education suited to the needs of the educational system. During the last years, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes.

The courses of studies both in theory and practice should be reorganised. A teacher education department should therefore; conduct special innovative programmes i.e. seminars, combining of seminar, discussions with lectures, team teaching and panel discussion. The admission procedures of B.Ed. should be completely systematised. There should be a planning unit in each state education department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. The practising schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and an accurate manner of assessment.

1.5 Elementary Teacher Education in Mizoram in the Present Context:

In Mizoram, elementary teacher education was first initiated by the Christian missionaries in 1907 and it has witnessed many transformations from the time it was first conceived. Presently, the District Institute of Teacher Education and Training (DIET) which were established in the 8 districts viz. Aizawl, Lunglei, Saiha, Lawngtlai, Serchhip, Champhai, Kolasib and Mamit are the main institutions which provide Elementary Teacher Education. However, pre service education for prospective elementary teachers was provided only by DIET Aizawl and DIET Lunglei upto 2013. With the recognition from NCTE, DIETs in the other 6 districts have conducted pre service programme since 2013.

SCERT and SSA also play a significant role in providing in - service teacher education for elementary teachers. The SCERT coordinates the working of the 8 DIETs and also conducts programmes for professional development of elementary teachers and teacher educators in Mizoram. A wide range of programmes for in service elementary teachers are also conducted by SSA for the development of elementary teachers. However, in service programmes do not follow a well thought out structure and there is no regulatory mechanism that ensures the relevance, quality and suitability of the training provided. The quality of pre service education provided

for elementary teachers by DIETs also remains unestablished.

1.6 Evaluation of the Teacher Education Scheme

The Teacher Education Scheme had been evaluated by independent bodies at various points in time. The National Institute of Educational Planning and Administration (NIEPA) had evaluated the DIETs in November, 1997. The NCERT conducted a study on the DIETs, CTEs and IASEs in 1999-2000. The Ministry of Human Resource Development (MHRD) during the 10th Plan entrusted the Teacher Education Resource Group, under the National Council for Teacher Education (NCTE) to undertake a Mid-Term Review of the Scheme and the Report was submitted in August, 2009. The Scheme was again evaluated in 2008-09 by the NCERT and its findings were reported in August, 2009. The last evaluation of the Centrally Sponsored Scheme for Teacher Education (CSSTE) till date was initiated in 2017 by the MHRD, Government of India. Following the last revision in 2012 with an approved outlay of ₹ 6,308 crore for the next five-year period, and with the scheme due to end in 2017, the MHRD sought to measure the effectiveness of the teacher education institutions (TEIs) that are supported by it. The Tata Institute of Social Sciences (TISS), Mumbai, took up the study of the scheme as a third-party evaluator.

The Key Recommendations made in the Report are summarized as under:

1. It is important to continue CSSTE to meet the constitutional mandate of the RTE Act 2009 for quality education through quality teachers and teaching. Visioning and planning for the sector of teacher education, by the states is necessary in order to benefit from the scheme effectively. Funds should reach institutions at the start of the session and be released in a timely manner so that activities can be conducted in a timely and rational manner. There is a need for greater flexibility with regard to norms.

2. Administrative and academic staff vacancies need to be filled in a timely manner, and creating an academic cadre would support their ability to

contribute substantively and with quality. This would also benefit from developing career pathways for such academic cadres and enable deputations and fresh recruitment into these institutions. It is essential to provide faculty development opportunities through courses, fellowships, deputations, collaborative teaching and research, as well as opportunities to use this knowledge in work. Training and orientation of key officers and strengthening of the Technical Support Group is needed for regular support and capacity building of states.

3. SCERTs need to be nurtured as independent academic bodies with appropriate funding provision and enabled to play a more effective role in state policy. On the whole it will be desirable to develop mechanisms of working between school and higher education for teacher professional development. IASEs and CTEs need to be restructured and it may be desirable to dovetail with higher education for these institutions. DIETs need to continue to provide pre-service teacher education-- they are of a better quality and attract good students as compared to private TEIs in the Districts. DIETs could play a role in supporting TEIs of the District and offer model programmes of PSTE.

4. All institutions need to develop more capacity to provide quality INSET with variety to meet various needs of teachers, and to use training management systems. DIETs should play a role in monitoring quality of PSTE in private TEIs of the district. Constituting a core committee to address Teachers Professional Development to analyse gaps and requirements in the context of Curriculum, Content, National Teachers Platform (NTP), DIKSHA and to ensure essential common standards for designing basic modules for TE is desirable.

5. Technology can be used more extensively and intensively in academic programmes coordination and management, and to coordinate across institutions to offer a range of opportunities to teachers. Well-resourced Libraries and Resource Centres and ICT labs need to be developed and maintained in all institutions. Structural linkages and work integration between DIETs, BRCs and CRCs need to be developed to ensure coordinated and collaborative work within the sector.

6. Regular monitoring of the scheme and institutions under CSSTE is essential and should form a feature of both state monthly reviews and central quarterly reviews. Monitoring data of the portal Prashikshak needs to be updated regularly and yearly analytics based on selected parameters made available in the public domain.

1.7 Rationale of the Study:

According to NCTE (1998), teachers are the most important element in any educational program. Teachers play a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, “The destiny of India is being shaped in its classrooms.” With the ever growing population, the need for well qualified and professionally trained teachers is rapidly increasing. Giant steps have to be taken to improve teacher education.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Teacher education is an effective tool in the preparation of teachers who can ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. Universal access to quality education has also necessitated improvement in the system of teacher education so as to prepare quality teachers. It is obvious that the education and training of prospective and serving teachers will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.

The need and importance of professionally trained teacher educators had been underscored in statements on educational policy time and again but the situation on the ground remains grim; there is severe shortage of properly qualified and

professionally trained teacher educators at all stages of education and especially at the elementary stage. The shortage refers to both inadequacies of required numbers as well as to mismatch in the qualifications of teacher educators and their job requirements.

In order to achieve the national goal of achieving quality elementary education for all and to improve the quality of elementary education, it is vital to provide quality education to the teachers at the elementary level. The teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers. As such, teacher education must be given importance so that qualitative transformation of our education system could be achieved.

NCFTE 2009 observed that there is very little research on effectiveness of teacher training programmes and the few researches that have been conducted do not provide thorough understanding about the interventions reported. The research reported has been anecdotal and impressionistic and there has been reporting of even contradictory findings depending on who is doing the research. The quality of research in teacher education leaves much to be desired; besides there is also not much infrastructure support for carrying research in teacher education institutes.

In Mizoram, pre – service elementary teacher education is conducted only by DIETs in the 8 districts and in – service elementary teacher education is conducted by DIETs, SSA Mission and SCERT. Only one study related to elementary teacher education in Mizoram was found for review and no study is available so far in relation to the elementary teacher education programmes conducted by SSA Mission and SCERT in Mizoram. Moreover, while there are many studies related to teacher education on various aspects in the Indian context, very few studies had been conducted which are explicitly related to elementary teacher education. Therefore, this study attempted to find out the adequacy of elementary teacher education programmes and the sufficiency of the elementary teacher education institutes on various dimensions.

The effectiveness of the elementary teacher education programmes conducted by the teacher education institutes depend largely on the availability of sufficient infrastructural and instructional resources, sufficient and competent human resources, relevance of the issues covered and maximum participation of all teachers. As such, it is necessary to conduct a detailed study on the pre – service and in – service teacher education programmes to find out the inadequacies that may exist in the teacher education institutes and the programmes they conducted. The findings will prove beneficial for the concerned authorities in their effort to improve the quality of elementary teacher education and elementary education in the state. Besides, it will also guide the teacher education institutes to formulate relevant and effective programmes for the professional development of pre – service and in – service elementary teachers.

As mentioned before, the quality of elementary education greatly determines the growth and development of a nation. Quality of elementary education in turn greatly depends on the quality of teachers. If teacher education is where the foundation of education quality is initiated, the following questions are thus raised:

1. What is the history of elementary teacher education in Mizoram?
2. What type of elementary teacher education programmes are offered by DIETs? Are the available structures sufficient for providing elementary teacher education programmes?
3. What type of elementary teacher education programmes are offered by SCERT? Is the available structure sufficient for providing elementary teacher education programmes?
4. What type of elementary teacher education programmes are offered by SSA? Are the available structures sufficient for providing elementary teacher education programmes?
5. Do the elementary teacher educators have enough opportunities for continuous professional development and is their service condition satisfactory to

attract highly skilled professionals to the profession?

6. Are the elementary teacher educators competent enough to provide quality teacher education?

A strong need to seek answers to these questions makes it crucial to have a thorough investigation on the elementary teacher education system in Mizoram.

1.8 Statement of the Problem:

It has been mentioned in the previous section that little research has been conducted on elementary teacher education in Mizoram. With a view to gain deeper insights and seek valid answers to the questions put forward in the preceding section which is concerned with elementary teacher education in Mizoram, the following problem is proposed to be undertaken for research:

“Elementary Teacher Education in Mizoram: An Evaluative Study”

1.9 Operational Definition of Key Terms:

In the present study, the words which are used in the title of the topic have the following operational meaning.

Elementary: In the present context it refers to the lower primary and upper primary stages of schooling, i.e. Class I – Class VIII

Teacher education: In the present context it refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher professional development.

1.10 Objectives of the Study:

The study will be conducted with the following objectives in view:

- 1) To examine the development of elementary teacher education in Mizoram.
- 2) To analyse the teacher education programmes for elementary teachers under DIETs.

- 3) To analyse the in-service training programmes for elementary teachers under SCERT
- 4) To analyse the in-service training programmes for elementary teachers under SSA
- 5) To examine the working conditions of elementary teacher educators with respect to their service conditions and professional development.
- 6) To assess the professional competency of elementary teacher educators.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

The study of related literature in research is of immense importance because it stimulates and encourages the investigators to go deep into various aspects of the problem-in-hand with the ideas and thoughts of eminent researchers and scholars in mind. It also provides for the comparative data in the form of figures, facts, research questions, hypotheses, methodology, results, educational implications and suggestions for further research on the basis of which one can build and design one's own study and can also interpret the significance of one's findings. Thus, it is obvious that review of previous studies, literature, reports of relevant researches, study of published articles, studies of pertinent pages out of comprehensive books on the subject and going through manuscripts related to the problem under investigation is of great help which provides us with a rationale for the conduct of a new research study. For the present study the investigator reviewed books, journals, dissertation abstracts, reference books, surveys of educational research, research studies of different researchers and institutions, publications of National Council of Teacher Education, Ministry of Human Resources Development, Govt. of India, Reports of various education commissions and related websites etc.

The present study 'Elementary Teacher Education in Mizoram: An Evaluative Study' is an area that has not been attempted by many of the researchers. Though certain attempts have been made on different aspects of the subject, they are mostly related to the study of elementary teacher education under DIETs only. Very few studies have been taken up which are related to the contribution of SCERT on elementary teacher education and most of the study on SSA pertains to other components besides teacher education.

For the purpose of this study, the review of related literature has been broadly divided into two sections. The first comprises of studies that are not explicitly related to elementary teacher education. The second section contains studies that are

specifically targeted at the elementary teacher education programme.

2.1 Studies Related to Teacher Education

Srivastava (1982) conducted a study to find out the effectiveness of teacher education programme. The major findings of the study were: Co-ordination between the department and secondary schools, other training schools and departments, and community was lacking. There was little uniformity in organizing practice teaching and sessional work in various departments. As revealed by the examination results, teaching efficiency was found to be higher among trainees as compared to professional knowledge. There was no significant contribution of the programme in developing teaching aptitudes among trainees as revealed by the comparative study of means of pre-test and post-test scores. Immediately, desired changes in the programme were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators' orientation and research facilities.

Kaur (1988) in his study, 'Development of professional competency of social studies and mathematics teachers as related to process and structure variables of educational environment in government in-service training centres' found that in-service education and training significantly contributed to the development of professional competency social studies and mathematics teachers as related to process variables, that is, teaching effectiveness and educational awareness of teachers and structure variables, that is, teacher attitude and rigidity flexibility of teachers. Process and structure variables had a positive bearing on product variables, that is, achievement of teachers and schools results of teachers. Achievement of teachers as a criterion measure of professional competency was positively correlated with only one of the process variables, that is, teaching effectiveness.

Shah (1991) attempted to study certain determinants that make teachers effective. The objectives of the study were to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among 10 secondary-level

teachers. The researcher came up with the following results:(i) teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate, (ii) the variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent, (iii) teachers' satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness.

Bhosale (1992) conducted a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra. This study made a comparison of different curricula of education developed by all the universities in the State of Maharashtra and focused on problems faced by principals, teacher-educators and student- teachers. The study was conducted with the objectives of studying the recommendations made by the Kothari Commission with reference to teacher education, studying the recommendations made by the State Government of Maharashtra with reference to teacher education in a white paper based on recommendations made by the Kothari Commission, critically examine the curricula of teacher education prepared by all the universities of the State of Maharashtra, identifying the difficulties faced by the principals in implementing new curriculum of teacher education, and studying the opinions of principals, faculty members and student-teachers with respect to new curriculum of teacher education. The study established that the majority of the topics were common to the teacher education curriculum of all the universities in the State of Maharashtra with some variation in topics with respect to some of the papers, the number of lessons to be taught by the student-teachers was not uniform among the universities, some of the optional papers and the nature of practical work were also different with respect to the curricula, according to student-teachers, and teacher-educators, all the optional papers taught were quite essential to the teaching profession and the majority of principals, teacher-

educators, student-teachers and teachers agreed that the new curriculum was suitable for developing teaching competence among the student-teachers.

Yadav (1992) studied the impact of teacher training on certain personality characteristics of trainees. The objectives of the study were: (i) To compare the self-concept of teacher trainees before and after the teacher training programme, (ii) to compare the social maturity of teacher trainees before and after the training programme, and (iii) to compare the attitude of teacher trainees towards teaching profession before and after the training programme. The researcher finds that: (i) All the dimensions of self- concept increased through teacher training except the feeling of inadequacy which decreased through this programme, (ii) social maturity of the teacher-trainees increased in all the dimensions except for self-direction, personal adequacy and enlightened trust, (iii) the teachers' training had a significant influence on their self- concept, social maturity and attitude towards the teaching profession.

NCTE (2001) examined the teacher education in Assam with the objectives of studying the growth and development of teacher education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of teacher education in education institutions of Assam. The study revealed that teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides, the required number of qualified staff was also not available in most of the institutions. To improve the quality of teachers, it was desirable to improve the quality of teacher-educators and teacher education institutions. It is also urgently necessary to introduce compulsory pre-service and regular in-service training of teachers at all the levels of school education.

NCTE (2001) studied the Teacher Education in Andhra Pradesh. Being a state level study, it covered all Teacher Education Institutions in the State at primary and secondary levels. It highlighted the present status, its historical growth, the organizational set up, roles and functions of these institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and

professional aspects. It provided databases to the survey conducted in Andhra Pradesh. The study concluded that in colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations.

Pillai (2004) studied the impact of Practicing Schools on Quality Teaching Practice of Teacher Trainees with the objectives of the identifying the facilities available in the practicing schools, examining if there is any influence of guide teachers on the performance of teacher trainees, assessing the quality of performance of the teacher trainees during the practice teaching session and examining whether there is any impact of facilities available in the practicing schools on the quality of performance of the teacher trainees. The study found that: (i) 37.5% of the selected practicing schools provided sufficient facilities for teacher trainees. The facility was low or poor in nearly 50% of the schools, (ii) all the guide teachers in the practicing schools were interested in guiding the teacher trainees, (iii) the teaching practice of teacher trainees was satisfactory only in 31.3% of schools. In more than 40% of the schools, the teaching practice was not satisfactory, (iv) the facilities available in practicing schools played a significant role in improving the quality of teaching practice of teacher trainees.

Tuomi (2004) conducted a study among Finland In-Service teachers as considering the teachers as experts with experiences for suggesting themes to be included in future training programmes for both In-Service and Pre-Service sector. The main objective of the programme was to plan teachers' professional development for global education. Involving teachers from the field was found to be essential in identifying critical areas for future training programmes, as well as for appropriate means and implementation. For identification of In-Service training themes, seminars and discussion forums were organised among these interested and experienced teachers. Suggestions and ideas from In-Service teachers were considered as the prime source for identification of themes for future In-Service training programmes. A survey was conducted among thirty-five In-Service experienced teachers who were participants in the seminars and discussions. Nine major themes were identified as to be included in future In-Service training

programmes, viz., skills for making rational decisions in the classrooms, more educational philosophy of human being, training in more teaching methods, more about world and world cultures, tailoring curriculum for varied skills and special situations, skill of teaching reading and writing, skill in working with language interpreters, skills in working with parents and the skill of collaboration with other teachers to create a culture of consultations at school level. The study reported that the In-Service teachers were intensively involved in the design and realisation of the In-Service training programmes.

Fok (2005) conducted a study on In-Service teachers' training needs in Hong Kong. The study was conducted among 219 teachers attending a 5-week In-Service training programme. A 5-point scale measuring teacher's perceived competencies and teachers' perceived training needs was adopted for data collection. The teachers were found themselves not competent in school-based curriculum design, handling students with special learning needs, integrative subject design, whole person development, curriculum adaptation and educating the new immigrants. The most demanded themes for In-Service training were innovative teaching methods, school based curriculum design, whole-person development, handling children with special needs, and conducting project learning. The study also reported that there was small and mostly no significant correlation between teachers' perceived competencies and their perceived needs.

Darling-Hammond (2006) in her article 'Constructing 21st-Century Teacher Education' asserts that much of what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study and to frequent disdain for teacher education programs. The weaknesses of traditional program models that are collections of largely unrelated courses reinforce this low regard. In this article, the author argues that we have learned a great deal about how to create stronger, more effective teacher education programs. Three critical components of such programs include tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive relationships with schools that serve

diverse learners effectively and develop and model good teaching. The article also urges that schools of education should resist pressures to water down preparations, which ultimately undermine the preparation of entering teachers, the reputation of schools of education, and the strength of the profession.

Caillier and Riordan (2009) in their study entitled 'Teacher Education for the Schools We Need' discusses three trends that are reshaping our world and the ways we get work done. They then discuss the implications of these trends, both for how we educate our young and how we train and develop our teachers. Positing a reciprocal relationship between teacher education and school reform, the authors insist that if teacher education is to play a role in changing schools, it must itself change. To that end, they propose an approach to teacher training and professional development situated entirely in schools. They outline design principles for such an approach, illustrated with examples from the High Tech High Graduate School of Education.

Rao (2009) in his article entitled 'Development of teacher education in India: A historical perspective' discussed the history of teacher education in India and its current status. The origin of teacher education can be traced back to early 19th century. State initiatives for teacher training were ensured in 1815 which is one of the earliest recorded views in support of the training need of schools teachers. In 1947, at the eve of independence, there were 650 training schools with enrolment of 38,770 students. In the field of teacher education, many new trends and innovations have emerged in our country and abroad. After independence, government of India took the task of reconstruction of Indian education on priority basis. Likewise many committees and commissions were set up by the government of India for strengthening the system of teacher education in India. The percentage of trained teachers has progressively increased at every level of education. At present the percentage of trained teachers is 88 at primary school stage, 88 at upper primary stage, and 91 at secondary and senior secondary stage. This shows that still there are 10-12 per cent untrained teachers working in the schools at all India level. Of late, teacher education is undergoing rapid changes in keeping pace with the demands of

learning and expectation of learners, community and society as a whole. Various efforts have been made to improve teacher education. But gaps can still be seen. It should also aim to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop a sense of commitment among them.

NCFTE (2009) highlighted that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. To improve the quality of teacher education program, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are conducted at both level at state and at central level. For teacher education UGC conducts National Eligibility Test (NET) at national level and State Level Eligibility Test (SLET/SET) at state level.

Burstein et al. (2009) This article examine the effectiveness of a one year full time credential programme in recruiting, preparing and retaining Elementary, Secondary, and Special Education teachers for urban schools. The programme was designed to restructure Teacher-Education as a shared school university responsibility and to reflect best teacher's preparation practices that address the diverse needs of students in urban communities. Demographic and survey data were gathered from six years of programme graduates. Findings indicate over six years, with 94% completing it, 43% were hired in the urban school district where they were trained and at the end of five years of teaching, and retention averaged 74%. Overall, graduates reported satisfaction with their preparation and teaching careers and discussed the most helpful aspects of their preparation. Implications are discussed regarding the design and components of a school university credential programme

that enhance the preparation of high quality teachers for urban schools.

Pandey (2010) in her study entitled 'Professionalization of teacher education in India: A critique of Teacher Education Curriculum reforms and its effectiveness' paper makes a systematic analysis of the teacher education curriculum reforms in India, and its effectiveness in developing an identity and professionalising teacher education system of the country independent of its colonial roots. The study remarked that, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teacher's capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. To conclude, professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

Imam (2011) in his study 'Quality and Excellence in Teacher Education: Issues & Challenges in India' provides an overview of teacher education and evaluation in India and discuss about issues and challenges in teacher education. He stated that to achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in a way in which it brings:

as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly discusses about issues and challenges in teacher education. Several studies related to classroom environment and teacher behaviour in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored.

Yadav (2011) Studied In-service Teacher Training on Classroom Transactions to assess the adequacy of training inputs including process of planning, preparation and content of modules & materials used in training programmes of 2008-09, 2009-10 and 2010-11 and to find out changes in training strategy and programmes over the three years. He studied the transactional modalities of the training programmes of 2010-11, efficacy and usefulness of in-service training, capability of resource persons in terms of their training and experience, their preparedness and views on the impact of training on teachers and determines the impact of training in terms of change in classroom practices of teachers.

Soni (2011) investigated into the in-service training programme and its effects on classroom practices by examining the perceptions of Scheduled Caste teachers in Pali and Nagaur Districts of Rajasthan. It was found that 1) In-service training needed improvements both in terms of content and selection of resource persons. 2) The trainees claimed usefulness of training programmes. 3) No observable difference between male and female teachers.

Justice Verma Commission (2012) has attempted a close scrutiny of the existing provision and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce

quality teachers. Acknowledging that teacher education is a subject of great national importance, the commission has underlined the need to establish a national-level academic body that can continually review teacher education programmes and look into the development of resources, both human and material, required to run these programmes. The Justice Verma Commission on Teacher Education has comprehensively reviewed the various issues and concerns related to teacher education in the Indian context, and its recommendations are in keeping with the existing policy framework for the universalisation of quality education. However, as Justice Verma has said in the report, such exercises can have the desired effect only after implementation.

Goel & Goel (2012) studied 'Teacher Education Scenario in India: Current Problems and Concerns' with the intention of enhancing the teacher education quality in India by focusing on the emerging issues & related concerns. Various issues of teacher education namely, institutional inertia, brand inequity, quality crisis, over growing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stake holders' non-alignment, inadequate technology infusion, little base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over activism of distance/open universities, invalid recognition and accreditation and no teacher education policy have been dwelt on in this paper. The paper concludes that teacher education system in India calls for revolutionary changes.

Jamwal (2012) in his study 'Teacher Education: Issues and their Remedies' found that the major issues in relation to teacher education are working of teacher education institutions, structure of teacher education programme, erosion of values, realization of constitutional goals, developing creativity, developing life skills, social issues (like population explosion, diversity unemployment and communal tension) and development of science and technology. After careful examination and discussion with educationists, the study found that improvement in working of

teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education programme, development of creativity and development of life skills are major remedies to bring quality and improvement in the teacher-education. These remedies will be helpful to Centre and State Governments, policy makers, best educationists, colleges and universities to bring reforms and enhance the future of teacher-education.

Malinen, et al. (2012) made a study on Teacher -Education in Finland and concluded that the quality of teachers is one of the most frequently cited factors explaining the quality of an education system. The article also discusses the nature and role Teacher-Education plays as a part of the Finnish Education System. Teacher-Education in Finland was a highly competitive field of master's degree university studies and was provided in universities all across the countries. Students were selected through two phase entrance exam with emphasis, in addition to academic qualification the candidate's personal suitability and motivation for teachers work. Elementary class Teacher Education, which was discussed more detail, included a strong practical and research orientation. The Finnish School system approach in responding to the demands of increasing standards was to put a lot of trust in teachers and local education authorities to deliver good outcomes instead of centralized norms and consequential accountability. One Finnish solution was also the extensive learning support system, for example, by special education, which can also be regarded as challenges for the future with regard to the universally agreed goals of inclusive education.

Chakrabarti (2013) conducted a study on status teacher education in north eastern states of India. The study indicated that a joined effort of all the states initiated by a common body such as NEC would surely help in assessing the progress of teacher education in north east India. Global and local teacher education program is needed for the speedy development of teacher education in this region. Recent trends have been on renewal of academic, technological and organizational in the teacher education system which will bring change in the educational, social and

cultural reality of north east India.

Kumar and Parveen (2013) in their study 'Teacher Education in the Age of Globalization' discusses the challenges of teacher education in the age of globalization. It also provides an overview of globalization and teacher education and changing context of teacher education in the global scenario. This age of knowledge has great impact on education. The study emphasised that education is the most important tool in national development. Teacher's quality is the keyword for insuring the quality of education. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. It is also the mother of all professions. Like all other professions, globalization is also affecting teacher education.

Kaur (2013) in her study entitled 'Present Scenario of Teacher Education in India' attempts to examine the present scenario of teacher education and quality of teachers. India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. In certain areas, the supply of teachers far exceeds the demand while in others there are acute shortages as qualified teachers which results in the appointment of under-qualified and unqualified persons. The role of teacher education as a process of nation building is universally recognized. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system.

Banerjee et.al (2014) in their study stated that quality of education goes with

quality of teachers. Teacher education is a system that prepares teachers who could teach the children in schools effectively. It is grounded in the belief that teachers, not assessments, must be the cornerstone of any systematic reform directed at improving our schools. The teacher is the mediator between the knower and the known, between the learner and the subject to be learned. In the present paper, efforts are made to study the qualities of teachers required for enhancement of students' achievement in Life Science subject. The paper also suggests the skills to be developed to become an effective and competent teacher and thus provide quality education to all children. Twenty-one schools of Birbhum and Burdwan districts of West Bengal state were selected through stratified random sampling technique for the study. Four boards under West Bengal were selected for the study; they were W.B.B.S.E., V.B, I.C.S.E. and C.B.S.E. 564 students were selected as the sample for the present study. Thirty-five teachers of Life Science from the twenty-one schools were the sample of teachers for the present study. The data were collected through Teacher Competence Scale, an Observation Schedule and an Achievement Test. The findings of the study indicate that students do differ significantly in achievement in Life Science subject due to teaching by high or low competent teachers and also due to high or low teaching effectiveness of teachers, further substantially positive relationship between the teacher competence and teaching effectiveness were found. Thus, for enhancing the students' achievement in Life Science, there should be properly trained competent teachers who are acquainted with the latest methods of teaching, use of technological aids and have a through rapport with latest syllabi at the secondary level.

Varshney and Joshi (2014) in their study 'Innovative practices in teacher education' highlight the importance of innovation in teacher education. Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is a powerful means for the upliftment of educational standards in India. There are many issues that need urgent attention for improving the quality of teacher education programme. One of them is the need for innovations in the teacher education programme. Innovativeness means the ability to think beyond the boundaries and create

something which is different from that which already exists. Without innovations, no progress is possible. Teachers have to be innovative and their grooming has to start from their training institutions. Innovations in teacher education include information technology literacy, interactive teleconferencing etc. The National Policy on Education (NPE), 1986 stated 'The existing system of teacher education needs to be overhauled or revamped.' There are some resisting factors in India's education system which prevents the teacher education institution from being innovative such as lack of physical facilities and funds, lack of diffusion of innovations among teacher educators, rigid framework, lack of research orientation etc. In this paper the authors have tried to throw light on the need of innovations required in teacher education, the resisting factors and have also given suggestions to overcome those factors.

Singh (2014) in his study entitled 'Emerging Trends and Innovations in Teacher Education' made a critical study of the present teacher education scenario, the current trends and innovative practices adopted in teacher education program in India. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development. This study attempted to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education (integrated teaching, teacher curriculum and teacher innovations). It also discusses the need of teacher education program to be innovative and various practices that can be included.

Gafoor (2014) in his speech presented at the 'UGC Sponsored National Seminar on Fostering 21st Century Skills: Challenges to Teacher Quality' focuses on the need for invigorating research in teacher education (TE) with focus on problems in it at national and regional levels in India, especially Kerala. Starting with how teacher education in the region has failed to respond to larger societal changes around, it maintains that principal responsibility of reforming TE lies with teacher educators. Questions include Why Should Teacher (Educators) Research? What should one research in TE? And how shall teachers and teacher-educators research?

Holding that teaching is synonymous to researching, it is contended that educators require research to cope with the change, to democratize education, to improve efficiency of TE, to resolve immediate problems, to correct what practitioners take for granted in TE, and to encourage reflective learning from teaching. It is suggested that research can be on learning environment, design, structure and content of TE, evaluation in TE and on areas to support student teacher practice especially on methodological shift from teaching to learning. Modes of research available to teacher educators for helping improve the TE practice are indicated.

Dixit (2014) studied the problems and made some suggestions on teacher education in India. The paper intended to enhance the teacher education quality in India by focusing on the emerging issues and related concerns. The various issues of teacher education mainly, institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stake holders, non-alignment, inadequate technology in fusion, little choice based, poor research scenario, invalid recognition and accreditation and no teacher education policy have been dealt in this paper.

Balwaria & Guptab (2014) traced the history of teacher education in India. They observed that teacher education in India has a strong historical perspective as a result of different foreign invaders, social reformers and prominent educationists. The study traced teacher education from the ancient education system till the present system of education. History of teacher education in India can be classified into two parts, one part was teacher education during pre-independent India which starts from ancient education system of education till India got independent and other part was teacher education during post independent India that is after independent till

present year. Paper also highlights the major milestones in the history of teacher education and provides a better and broader perspective about teacher education in India.

Unver (2014) stated in his study that teachers have many problems transferring theoretical knowledge into practice. That is why Teacher-Educators seek ways for connecting theory and practice in their Pre-Service Teacher-Education programmes. The research techniques of the study included document analysis, unstructured interviews with the participants, observations in the partner schools, and surveys. The data was analyzed by administering content analysis. The results of the study revealed that direct instruction by the instructors, observing an instructor's teaching with real students, preparing lesson plans, rehearsing for specific teaching methods with small groups, self- assessment or group discussions during rehearsals, as well as doing assignments are all effective for connecting theory and practice. These activities provide teacher candidates with an understanding of the knowledge of teaching methods, how to conduct teaching methods in real classes, how to make some reflections on their practice, and how to improve their teaching performance.

Afsan (2015) studied teacher education and their problems in India and concluded that Teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialisation but also in areas of educational developments and social and cultural issues through continuous in-service.

Kumar (2015) in his study entitled 'Innovative Approach in Indian Teacher Education' asserted that teacher education must create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to

strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. He further acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self-motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. He concluded that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Joshi & Rushi. (2015) in her study 'Emerging Trends in Teacher Education: A Study' states that quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. The main focus of the study is to indicate the major changes that had taken place in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It also discussed the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Preeti & Chhaya (2015) attempted to study the Total Quality Management (TQM) of Teacher-Education Institutions in Gujarat State, both, Public and Private in

terms of Work Place Culture, Teaching Learning Scenario, Administration, and Professional Development of the Teachers, Infrastructural facilities, and Networking with Alumni, Educational Organizations and Industries. A five point Perception Scale was constructed by the investigator to seek the perceptions of Teacher-Educators on TQM in their institutions. Workplace Culture, Teaching Learning Scenario, Administration and Professional Development of one of the Private Teacher-Education Institutions were found to be the greatest amongst all the three institutions where the TQM was studied. Infrastructural facilities were found to be higher in both the Private Teacher-Education Institutions as compared to the Public Institutions. Networking was found to be greater in the Public Institution than that of both the Private Teacher-Education Institutions. All the Teacher-Education Institutions ought to learn from the profiles of each other. There was a need to enhance the infrastructural facilities and academic climate of the Public Teacher-Education Institutions.

Brinkley (2016) conducted a study on ‘Teacher-Education in Central Equatoria, South Sudan.’ The purpose of the study was to determine the pedagogical needs of the teachers of South Sudan. Within a conceptual framework of participatory action research, this qualitative study examined educators’ view of the effectiveness of the Teacher-Education that they had received, the pedagogical needs of teachers and the ideal training models for teachers given the country’s current situation. The findings showed that the teachers had little to no preparation, varying degrees of motivation to teach, and perceived challenges and needs differently based on their level of education.

Claiborne (2016) made a study on, ‘Teachers’ perceptions of the Virginia State University Teacher-Education Program’s Effectiveness’. The problem addressed by this study is teachers’ lack of effective strategies and skills in facilitating learning. Teachers often feel like their experiences in their teaching preparation programs have not fulfilled the goal of preparing them for teaching. With this idea in mind, the purpose of this qualitative case study was to explore the Teacher-Education program at Virginia State University (VSU) based on the

standards of National Council For Accreditation Of Teacher-Education (NCATE) that recognize the knowledge, skills and professionals, as well as the organizational structures, policies, and procedures provided by the institution to support teachers in meeting the standards. To achieve the purpose of the study, content analysis was employed on the interviews. The perceptions of the teachers found that, the VSU follows the guidelines of the NCATE standards. A majority of the participants of the study also believed that their educational programmes at VSU provided them with the need effectiveness and competency that teachers should embody. Based on the findings, the researcher was able to discover how VSU is doing excellent job in training and developing their teachers.

Khandagale (2016) attempted to critically study the curriculum transaction in teacher education by implementing questionnaire for the implementation of curriculum transaction by teacher educator and had cross verified using interviews and check list and the findings were contradictory to the survey findings. The researcher established that regarding curriculum transaction in teacher education institutes, the vision, mission and purpose were stated by almost all teacher educators although all three differs in the same institution as compared to the responses stated by the teacher educators. It was observed by the researcher that most of the teacher educators responded in the questionnaire that they use ICT for providing learning experiences for student-teachers but the researcher found that there were not enough computers available in the computer laboratory in majority of Teacher Education Institutes. Most of the teacher educators responded that they used innovative methods in teaching learning process but when asked to specify further on the conceptual background of the methods and techniques, either they were not aware or have misconceptions about it.

Kumar & Sugandha (2016) in their study entitled ‘Teacher Education in India: Some Policy Issues and Challenges’ deals with some policies, problems and proposed suggestions for teacher education. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major

challenge for governments across the globe today. With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Improvement in teacher education is a 3 dimensional task- It's a challenge for every nation to provide well prepared and effective teachers; it is an area of concern for degrading values and questions about purpose and goals of education for society; and it is a research problem involving educational issues, concerns, questions and conditions. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents like- Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), National knowledge commission report, NCTE regulations 2009, Right to education act 2009, NCTEF (2010) etc., the Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. However some of the problems have also been there like updated curriculum, duration and quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues.

Mandal & Sarkar (2017) made an attempt to study the impact of teachers' training programme based on the experience in West Bengal. The researcher stated that in West Bengal, a general consensus was developed on the necessity of imparting quality teaching learning of English at the primary level during the beginning of 21st century when English was reintroduced after a long gap of time. As a result, a convergent, coordinated and long-term continuous effort was made with respect to teachers' training in English. Based on the analysis of performance of the students in External Evaluation (EE) and Diagnostic Achievement Test (DAT) at the end of Classes II and III, respectively, conducted by West Bengal Board of Primary Education (WBBPE), it was observed that only due to the massive teacher training programme, the performance of the students was comparatively better in English as compared to all other subjects. The researcher observed that in-service teacher training programme is imperative for better performance of students and

organised long-term in-service teacher training programme involving all the stakeholders is an important instrument for quality education at the primary level.

Piplani & Chopra (2017) studied in-service teacher education programmes and the perceptions of 15 government school teachers and 15 private school teachers from various schools of Delhi. The data, collected through interviews, were qualitatively analysed using a framework designed by the researchers. The study revealed that in-service teacher education programmes need to be re-structured to align with the current and immediate need of the participants. In-service teacher education programmes should follow a bottom-up approach and should be in tune with the ground reality. Provision of better infrastructural facilities should be made so as to have maximum learning. Further, duration of these programmes should not be more than four hours a day, as longer sessions lower teachers' concentration level. Moreover, rigorous follow up should be done by the training agencies. Only then will these teacher education programmes be effective as it will be only then that these agencies come face-to-face with actual classroom problems.

Tyagi & Misra (2017) in their study 'In-Service Education of School Teachers in India: Critical Reflections' stated that it is a proven fact that continuing professional development (CPD) of in-service teachers is vital to quality education. Many countries all over the world are adopting different policies, strategies, methods, techniques, and modalities to help teachers develop productive CPD experiences. However, in-service teacher education is still not given priority on educational agenda in India. Comprehensive policy regarding in-service teacher education is still lacking in. In other countries, a certain amount of CPD in an academic year is a must, whereas in India, in-service education is more or less voluntary for school teachers in India. Besides, Indian policy documents still used the concept of in-service education while other countries have moved to continuing lifelong professional learning of teachers. This paper highlighted many issues regarding teacher education so that policy planners, teacher education providers and Ministry of Human Resource Development of India will take note of these relevant and critical reflections and will come with a comprehensive

CPD policy, plans and provisions to help school teachers to excel in their professional lives.

Rani (2017) in her study entitled 'Problems and Solution of Teacher Education' states that education has a very significant role in developing an individual to the level of perfection by drawing out the best citizen from him, best Indian from him. Education is a lifelong process and without the help of a teacher it will be incomplete. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Some problems are plaguing the system of teacher education so the teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally.

Samsujjaman (2017) in his study 'Development of Teacher Education in 21st Century at Primary and Secondary Level in India' study the development of Teacher Education in India with respect to some parameters. The success of a student depends most of all on the quality of the teacher. Without providing the quality teachers, free and compulsory education cannot be shaped properly. So that, after independence the importance of teacher's education was given the sole priority. Even today after 70 years of independence, teacher's education is a major challenge for us. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavour and worries and frustrations in fruitless teaching sans joy, sans freedom and creative adventure. As a consequence, the challenges of teacher education today for addressing tougher ones of tomorrow remains a far more thrilling adventure to be more worthily undertaken.

Vasileios (2018) in his study 'Revisiting the European Teacher Education Area: The Transformation of Teacher Education Policies and Practices in Europe' stated that within the broader landscape of the European Higher Education Area,

teacher education receives increasing significance as an academic field that contributes to the quality of the teaching labour force and consequently impacts student learning. The EU has developed extensive capacities to influence teacher education in Europe and increasingly involves other sectors, such as employment, in this process.

Hazra (2018) in her study titled ‘Historical Development of Teacher Education in India – A Brief Discussion from Past to Present’ emphasised that teaching is a highly professional activity which required specialized knowledge, skill and behaviour. Professional competence is fundamental in a teaching profession. Competencies of an effective teacher include interpersonal communication, teaching skills and leadership quality. The success of the educational process depends to a rigid extent on the characteristics and ability of the teacher who is the corner stone of the arch of education. Teacher Education is not only teaching the teachers how to teach, but to develop a positive attitude for the teaching profession. The expansion of teacher education was observed in terms of qualitative and quantitative aspects. Now teachers are not only transmitter of information but a facilitator for a student. The teacher’s training institutions have to innovate its structure in terms of approach and pedagogy for qualitative improvement of school education. The development of teacher education has been traced in the post independent period. Important suggestions and recommendations have been made from the time of independence only. From the University Education Commission (1948) to the decade of the 2000 importance has been given to teacher education, its development and enhancement. The formation of UGC, NCERT, NCTE and NAAC has effective impact on teacher education.

Khatun and Ahmed (2018) in their study entitled ‘Teacher education in India: A Historical Perspective’ which focused on the historical aspects of teacher education states that it is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach

from pre-primary to higher education level. The community establishes schools for preservation, progress and enrichment of its traditions and conventions. Regarding the importance of Teacher education programme, the study stressed that teacher education is a must in order to have efficient and really capable teachers. Teacher education programme starts moulding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society.

Sharma (2018) in his paper *Teacher education in India: Problems, Concerns & Suggestion* dealt with various issues of teacher education namely, institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stakeholders' non-alignment, inadequate technology infusion, little choice base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over activism of distance/open universities, invalid recognition and accreditation and no teacher education policy. The paper concluded that teacher education system in India calls for revolutionary changes.

Nghaka (2018) in his book titled 'Mizoram Zirna Chanchin' made a comprehensive study regarding the growth and development of education in Mizoram. He highlighted the establishment and progress of school education, the establishment and development of DIETs and SCERT and also briefly covered the centrally sponsored scheme, Sarva Shiksha Abhiyan in Mizoram. He briefly highlighted the roles and functions of SCERT and DIETs and also mentioned the joint initiatives undertaken by them.

Tariq et al. (2019) investigated the effectiveness of in-service teacher training (ISTT) programmes conducted in Punjab by Directorate of Staff Development (DSD). It further evaluates the strength and weaknesses of the various executed training programmes by DSD within Punjab, Pakistan. The study intended to highlight the various variables which act as a comprehensive tool for the acquisition

of expected or desired outcomes. It further stated those variables involved which act as a catalyst to bring a significant change within the classroom premises, institutions or working places and the attitudes, methodology and teaching practices of teachers or professionals. The findings illustrated the positive influence of ISTT within the classroom as well as on individuals. It enabled the teachers to identify their strengths and weaknesses as it had been proved as an efficient tool for self-evaluation, self-learning and reflection. ISTT also brought change within in the classroom as it enabled the teachers to understand the complexity of learning process more explicitly.

Sharma (2019) in his article ‘Policy and Regulatory Changes in Teacher Education in India: Concerns, Debates and Contestations’ reviews and discusses policy and regulatory changes or reforms in teacher education in India that have taken place in the last one decade, arguing that it is a highly contested arena in India that is closely tied with the way the academic networks and coalitions operate in the field. Teacher education is a contested terrain globally. The concept of teacher preparation is being debated with a range of disagreements on the standards, content and nature of teacher education is being discussed in various other countries. At the same time, good teacher quality is increasingly being seen as an imperative to meet the changing landscape of social and educational aspirations and the demands of the global ‘knowledge economy.’ Thereby teacher education is getting more attention in the policy space.

Chandra (2020) in her article ‘Teacher accountability and education restructuring: An exploration of teachers’ work identities in an urban school for poor in India’ stated that teachers’ work in India is impacted by the on-going restructuring of school education that incorporates simultaneous attempts at reform and regulation. Child friendly assessment policy instituted by the local bureaucracy, leads to intensification of teachers’ administrative roles, drawing their attention away from critical pedagogic ones. Limitations in policy interpretation are found to be in response to the official discourse of efficiency that manifest in performative measures of accountability inconsistent with the intended reforms. In this

ethnographic case study in an urban middle school for poor, teachers' attempts to comply with instruments of accountability while adapting to changing pedagogic relations with their students and achieve coherence in their identities are examined. The paper draws attention to the contrasts between models of good teaching held by teachers, vis-à-vis the official discourse. It argues for a reworking of the existing model of accountability towards incorporating a cultural political conception of pedagogy.

Lalduhawma (2021) in his book titled 'Mission and School Education: The Role of Christian Mission School Education in Transforming Mizo Society' explores and analyses the role of mission school education and its impact, the education system, the contents and curriculum during the period 1894 – 1952. He described in detail the indigenous form of education, the role of native teachers and the education of teachers during this period.

2.2 Studies Explicitly Related to Elementary Teacher Education

SCERT, Andhra Pradesh (1981) undertook the evaluation of In-service training programme for primary teachers in the selected government aided teacher training institutions. The major findings of the study were:

- The key persons of the course felt that adequate staff was not there, individual attention was not possible in the course, science consultants were not provided and there were no books through which modern concepts could be developed.
- The participants felt that there was a lot of paper work which had to be completed for attending the training programme.
- The participants felt that the training programme was good and helped in developing knowledge about new concepts in science.
- Adequate stress was laid on the learning of the concepts in science.
- Both key resource persons and participants felt that the budget was not enough for the training programme.

Bordoloi (1989) in his study 'A Critical Evaluation of Teacher Education in

Assam at the Primary Level during the Post-Independence Period with special reference to the Curriculum and In-Service Training' traced the historical development of primary teacher education in Assam, studied the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, identified the major drawbacks of the present curriculum, analysed the problems faced by the trainees and teacher-educators and make suitable recommendations to solve the same. The major findings of the study showed that despite the existence of 22 training centers to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. They also suffered from lack of adequate physical and educational facilities. Organization and evaluation of practice-teaching were not scientific and supervision of practice-teaching was not satisfactory. The B.Ed. curriculum was found to be too heavy for one academic year and the curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. Moreover, trained teachers did not get the chance to apply the techniques of teaching in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.

Sadanathan (1990) in his study 'Role expectations and role performance of teacher educators' identified that male and female teacher educators differed in the perception of their role as guide, educator and professional and educational technologist. Female teacher educators seemed to give more importance to their supervisory role than the male teacher educators. Teacher educator of humanities gave more importance to subject specialisation than the teacher educator of science. The role expectations of the teacher educators were more than their actual performance.

Mukhopadhyay (1990) stated that mere re-organization of certain teacher education centres to DIETs would not bring any improvement in teacher education. He points out the poor condition of DIETs of Jammu and Kashmir and fear that DIETs might be run by poorly paid professionals as the pay structure is designed to

accommodate bureaucratic norms without any reference to academic requirements of the teacher training system. Therefore the stagnating teachers in higher secondary schools and such other professionals are likely to come over to DIETs. This is the case of Jammu and Kashmir where DIETs are the dumping ground for those who are not desired in other places. This book suggests that each DIET should have separate educational technology unit and a crash course for educational functionaries at state, district, block and institutional level has to be organised immediately in all the states and union territories, as envisaged in the National Policy of Education (1986).

Reddy (1991) carried out a study on 'Quality improvement of pre-service teacher education of primary school teachers in Andhra Pradesh' with an attempt to improve the quality of pre-service teacher education of primary school teachers. He found that many teacher training institutes (DIETs) did not have the required physical facilities and the present staff pattern was not adequate to maintain quality in the pre-service teacher education. Further, the study revealed the following which should be borne in mind while appointing teacher educators: Qualified post-graduates in the concerned subjects with relevant methodology in B.Ed. and M.Ed. with proper aptitude and attitude and having a minimum three years' experience of teaching should be treated as eligible candidates. Teacher educators were also strongly recommended to follow and implement the activity method and stress equally on all the four components viz. knowledge, understanding, application and skills to bring quality into teacher education.

Joshi (1991) studied the professional requirements of teacher educators, various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, as well as concept of professional accountability of teacher educators. The professional responsibility of a teacher educator includes his instructional and non-instructional responsibilities. He concluded that no one technique/method should be used for appraisal; rather, students' ratings, self-rating, administrator and peer ratings, classroom environment, systematic observation, personal attributes, and performance tests should be used.

Hluna (1992) in his study titled 'Education and Missionaries in Mizoram' traced the progress of education in Mizoram and examine the entire gamut of the progress of education till India gained Independence in 1947. He also briefly covered the period after Independence. With regard to elementary teacher education, he highlighted the efforts made by the Christian Missionaries in setting up teacher training programmes and briefly traced the progress of teacher education in Mizoram. He pointed out that the aims of teacher training at the initial stage were that the teachers should have a real sense of vocation, provide an environment where each child could develop his ability in every way and not just attain success in the examination. Most importantly, the teacher should act as a guide and counsellor for the children and help them develop their individuality, originality and capacity to initiate things by themselves.

Pillai (1992) conducted a study on the role of DIETs in promoting In-Service programme for Elementary teachers. Following roles were identified.

- a) Provision of In-Service training both in the awareness level and skill level.
- b) Identification of innovative teachers who keep on trying new ideas in the classroom.
- c) Maintenance of up-to-date progress and training profile of every teacher.
- d) Development of scientific attitude among teachers.
- e) Provision for self-evaluation.
- f) Organization of follow up programme.
- g) Provision of full academic and resource support.

Natarajan (1992) studied the instructional activities and training programmes of DIETs to stress out the need for the establishment of DIETs, study the structure

and function of DIETs, examine the role of DIET in the development of training, specify the various training programmes conducted by DIET at Mayanur district of Tamil Nadu and indicate the problems faced by the DIET. The study found that some DIETs are not equipped with sufficient physical and human resources. The physical infrastructure of the DIETs is not encouraging and the teaching personnel of the DIETs are not properly trained. Different training programmes undertaken in DIETs are not well planned and sufficient funds are not provided at the proper interval of time. Besides, DIET principals do not have the freedom to utilise the funds according to plan. The study concluded that the functioning of DIET is not according to the DIET guidelines and work efficiency of the teachers is not satisfactory.

Viswanathappa (1992) made an evaluation of pre-service teacher education programme of DIETs in Andhra Pradesh with the objectives of identifying the important objectives of pre-service teacher education programmes of DIETs in Andhra Pradesh, examining the adequacy of the existing curriculum in order to realise the objectives of pre-service teacher education programmes, examining the adequacy of inputs such as teachers, students, institutional plan, time allotment, student personal services, co-curricular activities and evaluation procedure contributing for the realization of objectives, evaluating the extent of teaching competence acquired through the pre-service teacher education programme of DIET, and finding the impact of certain inputs of pre-service teacher education programme on teaching competence of student teachers in DIETS. The major findings of the study were:

- 144 objectives were identified as important objectives of the pre-service teacher education of Andhra Pradesh and the existing curricular programme were found to be adequate for the realization of 64 objectives only.
- Though DIET Guidelines (1989) suggests that PSTE branch should have one senior lecturer and eight lecturers, it was found that there were only 4-5 lecturers, in each branch of DIETs that shows the inadequacy of existing staffs.
- It was also found that majority of the teaching staff have no special training in PSTE which was against the conditions of DIET Guidelines (1989) and most of the teaching faculty have only high school teaching experience and not elementary

school teaching experience.

- The allotted time for theory and practice was in the ratio of 3:1 whereas teachers suggested that allotment should be in ratio of 3:2 and most of the teacher trainees who participated in the PSTE courses suggested the need for 45 days practice teaching.
- 27 physical facilities were cited to be available, yet in most of the DIETs, the existing facilities available were class rooms, physical science and biological science method laboratories, seminar rooms, playground, library, hostel with only four DIETs having demonstration schools. This shows that many DIETs were not properly equipped as per the norms of the DIET guidelines (1989). Besides, majority of the teachers thought that demonstration schools were only meant for practice teaching not for conducting research activities.
- There was no significant impact of co-curricular activities organised by DIETs.

Gopalan (1993) studied about the functioning of few DIETs of Kerala state. The objectives of the study were to study about the physical features of DIET, the different components of DIET, to know about the functioning of PSTE and the different programmes DIET and to know about the work efficiency of teachers. The study concluded that DIETs have been established through the recommendations of NPE in the existing old government TTIs of Kerala. The infrastructure and human resources are not according to the DIET guidelines, but new buildings are under construction in some premises. However, there is shortage of teachers in some of the branches. Well-equipped laboratory, library facilities and proper hostel facilities are also found lacking. In-service programmes are not properly planned and little importance was attached to national goals like UEE and MLLs.

Parveen (1994) studied about the competencies and training needs of DIET faculty in DPEP districts of Kerala with the objectives to explore the needs of the faculty members like required qualification and experiences, refresher and orientation courses, supporting materials, library and laboratory facilities, pay scale and future placements, quarters and other facilities. The study concluded that the faculty members of the DIET were badly in need of orientation/refresher courses in

planning and organisation of DIET programmes and were in need of good supporting materials like educational journals and literatures about the DIET.

Gafoor (1996) in his study titled 'A critical study of the functioning and work efficiency of DIET in Kerala State' gave a detailed study of each aspect of DIET which was analysed and interpreted. The study observed that:

- Availability and utility of physical infrastructure financial resources and human resources in DIETs were not satisfactory.
- Pre-service teacher education, in-service education, action research and experimental works carried out by DIETs were not fully satisfactory.
- A democratic atmosphere did not exist in most of the DIETs.
- The functioning of DIETs as district resource centres was very poor. Regarding the entrusted special functions of DIETs, only works related to adult education, school complexes and universalization of elementary education were undertaken by them.
- The service conditions of DIET teachers were not satisfactory.

Venketaiah (1997) conducted a study on the 'Impact of outputs provided in DIETs on Teaching Competency'. Major objective of the study was to study the impact of inputs such as adequacy of staff, academic and auxiliary facilities etc provided in DIETs on teaching competency of Student-Teachers. The sample of the study was from six DIETs in A.P. The study had drawn the following conclusions. The Student-Teachers belonging to DIET with adequate staff were superior in their teaching competencies compared to other DIETs with inadequate staff. Individual guidance in subjects had significantly influenced the teaching competency of Student-Teachers. The teaching competency of the Student-Teachers was higher where the DIETs provided more academic facilities.

Maheshwari and Raina (1998) in their study 'In-service Training of Primary Teachers through Interactive Video Technology: An Indian Experience' have documented the outcomes of a seven-day training courses for primary school teachers in 20 centres in Karnataka State which was experimentally conducted using Interactive Video Technology involving the Indira Gandhi Open University and the Indian Space Research Organisation in providing one-way video transmissions and

telephone feedback to experts from the centres. The responses from teachers and their trainers indicate considerable potential for the exploitation of new technology where large numbers of teachers require training.

SCERT, Solan (1998) studied Teacher Education in Himachal Pradesh and the main objectives of the study were: (i) development of teacher education in the state with respect to reforms and experiences, number and types of teacher education institutions, types of pre service courses offered, intake of different teacher education courses and in-service teacher education programmes offered, (ii) problem and issues of teacher education with respect to pre-primary education, primary education, secondary education and fulfillment of NCTE requirements, (iii) management of teacher education with respect to-affiliation/recognition, recruitment of teacher educators, functioning of teacher education institutions strategies of professional development, facilities/ infrastructure available in teacher education institutions, resource support and future prospective. The study found that all the DIETs in 12 districts are co-educational, most of the buildings are under construction, most are imparting both pre service and in service training, no demonstration schools are attached to DIETs, there is no provision of faculty development programme, there is no provision of faculty guidance and counselling sessions, the communication gap between the DIETs and Directorate of Primary education and other state agencies was found. Research is the weakest area of the DIETs. Hardly any DIET undertakes research in any field and there are no such activities likely to be undertaken in near future.

Chacko (2000) has conducted a study on 'Availability and utilization of education media during In-Service training imparted by Educational Technology faculty of DIET in Kerala.' The findings of the study were:

- Majority of the teachers are not trained in the main areas of Educational Technology.
- Physical facilities are not adequate as per the DIET guidelines.
- DIETs are not equipped with hardware and software. Training provided to teachers in operating technological equipment during In-Service training are far below the expected level.

Koul and Sharma (2000) conducted evaluation of DIETs of Himachal Pradesh and reported that the objectives of In-Service training programmes were relevant to the needs and problems of teaching. In these training programmes, lecture method was mostly used to impart training to In-Service teachers as well as Pre-Service trainees. Further, it was revealed that the training programmes were organized on three areas viz. content related aspects, pedagogy and technology related aspects and management related aspects.

NCTE (2000) in its report pointed out the issue and weakness of DIETs in Kerala. All DIETs have qualified principals, senior lecturers and lecturers with M.A., M.Ed and having minimum of 5 years teaching experiences. They are good at organizing camps, processions and other similar programme but their professional capacity as teacher educators needs to be enhanced with respect to teaching and undertaking research work. Competencies expected of a teacher educator need to be improved in certain cases. Teachers are recruited on the basis of merits and interviews by a special board constituted by the government. All DIETs are run by the government of Kerala.

Chandrasekhar (2001) reported that DIETs are ill-equipped and inadequate in the following aspects; laboratory, modern gadgets, buildings and technical staff, lighting facility, reading room, drinking water facility, staff and furniture in the hostels, teaching-learning materials and sports and games materials. The teacher educators have expressed the lack of dynamism in the In-Service programmes as well as indicated little correlation between theoretical and practical aspects of training.

Roddannavar (2001) conducted a study on the functioning of all the 20 DIETs of in Karnataka. The objectives of the study are to investigate the availability and utility of the physical facilities, financial resources and human resources of DIETs, to study the institutional climate of the DIETs and the administrative behaviour of the principals, to study the success already achieved by DIETs in fulfilling its functions of pre-service and in-service education for the prospective and primary teachers respectively as well as action research and experimental works, to

analyse the present status of the DIETs as resource centres of the districts, to study various non-formal education, adult education and other special educational helps rendered by DIETs, to study the details about the mode of selection of teachers for DIETs, their academic and professional qualifications, special courses attended, library facilities utilised, work load, present salary, leave rules, chances for the placement and different staff welfare programmes of DIETs and to identify the problems felt in each branch of DIETs and by DIET teachers and the possible measures to overcome them. The major findings of the study were:

- All the DIETs in Karnataka had been established between 1992 and 1995 and were managed by DSERT, Government of Karnataka.
- As per the DIET guidelines, only DIETs in Dharwad and Mysore have sufficient classrooms.
- All the DIETs have a general library but the guideline suggests more than 10,000 books in the library, which were only available in Dharwad and Mysore DIETs. As per the DIET guidelines, at least fifteen educational journals should be available in the DIETs library, but all the DIETs have only four to five types of newspapers and periodicals.
- All the DIETs did not have the required laboratories as suggested by DIET guidelines, and where laboratories were available, the number of furniture, materials was not sufficiently available and laboratory assistant were not found in any of the DIETs. In some laboratories electricity and water facilities were not properly supplied.
- Only two DIETs had required staff strength. It was found that most of the DIETs have three to four shortages of staff. While the required ministerial staff was five for each DIET, none of the DIETs have such strength.

Franks (2001) the purpose of the study was to determine the effectiveness of the 'trainer of trainers' model of professional development for elementary science teachers participating in the Mathematics and Science Education Co-operative (MSEC). The target population of this study included approximately 200 teachers in the MSEC program who taught grades Kindergarten through six in five different elementary schools. Both qualitative and quantitative methods were used in data

collection. Teachers considered the state mandated assessment test to have the largest impact on the school curriculum and to be the primary reason that teachers could not find time for science teaching. Furthermore, they believed that the administration played a huge role in determining if science took a back seat at their respective schools.

Sathyanasan (2001) conducted a study to assess the effectiveness of In-Service training programmes for teachers and headmasters by DIETs. The study was conducted as a normative survey among 784 school teachers, 210 headmasters and 36 members of DIET faculty. The study adopted questionnaires, interviews and observation schedules for data collection. The study evaluated the In-Service training programmes organized by DIETs with special reference and need assessment, planning and implementation, training techniques and strategies, and monitoring and evaluation. The study also reported that the rate of teacher participation in the In-Service programmes were not up to the expected level due to lack of administrative power to DIETs for giving compulsory direction to the school authorities, lack of motivation among teachers, a lack of long term planning and monitoring of data bank of In-Service teachers. There were no systematic arrangements in DIETs for extending the resource support to school. The study identified that even though the DIET guidelines underlines the importance for need assessment of In-Service teachers, the DIETs haven't given sufficient importance for need assessment and need based In-Service training programmes.

Subrahmanian (2001) conducted a study on the impact of DIETs on the work efficiency of Primary school teachers of Kerala State. The study was conducted among 400 Primary school teachers. The study assessed the work efficiency of teachers after undergoing In- Service courses in DIETs with regard to content enrichment, class management, evaluation and community participation. The study reported that after attending the In-Service training programmes teachers have positive impacts on their work efficiency in schools.

Purwar (2002) held that re-structuring and re-organization of Teacher-Education may be more effective if scheme envisages setting up of DIET in each

district to provide academic and resource support to Elementary Education teachers and Non-formal and Adult-Education instructors. It also envisages establishment of IASEs to organize In-Service and Pre-Service Teacher-Education programmes, conduct fundamental and applied research, programmes for training of Elementary Teacher-Educators and provide academic guidance to DIETs.

Singh (2002) carried out a study on the Organizational climate of District Institute of Education and Training and its influence on Elementary Teacher-Educators' job satisfaction and revealed that each DIET irrespective of differences have an organizational climate; organizational climate of an institution was not only governed by teachers attitudes, values, level of aspiration, self-concept, teaching proficiency and educational institutions teaching learning condition but also by Principals administrative styles. Therefore, for arriving at a correct conclusion on the relationship between the organizational climate and job satisfaction behaviour of teacher, there was a need to observe and control according to the empirical controlling procedures specified in educational research. Observation, interview, testing and statistical techniques were used for achieving the objectives of the study.

Dhawan (2003) found that the DIETs are actively engaged in organizing In-Service teacher training programmes in a regular manner, through the academic and technical support from SCERT has been minimally used. It was found that there was lack of discussion in In-Service training programmes. The major problems regarding In-Service training as felt by primary school teachers were related to planning, availability of supplementary learning materials and resource persons and lack of participatory approach. It was further indicated that transfer effect of In-Service training on attitude of Primary school teachers towards teaching and teacher-student relationship was appreciable, more markedly in case of female teachers.

Duggal (2004) undertook an evaluative study of In-Service Teacher-Education programmes by DIETs of NCT, Delhi and found that the actual target group, in terms of number of teachers trained had never been made by any of the DIETs in any year with one-two exceptions. It was observed that 58.08 per cent sessions, lecture method had been adopted. In most of the programmes, the main

emphasis was laid on content enrichment while pedagogy was quite neglected in both the types of programmes. New teaching methods and techniques like child-centered education, teaching with low cost teaching aids were dealt within only few sessions.

Goswami (2007) suggested that teacher educators should be trained to use innovations to make their teaching more suitable in the modern context and they should avoid traditional methods like lecturing and dictating notes. The Teacher-Educator should undertake action research and train the Student-Teachers in the same. For imparting quality Teacher- Education, Teacher-Education institution should have adequate facilities like library, laboratory, classrooms etc.

Kapoor (2008) in their study, 'Effectiveness of Capacity building training programme on the knowledge and attitude of Teacher-Educators of DIETs in Arunachal Pradesh' reveals that the capacity building programme has shown a great and positive impact on the Teacher-Educators of the DIETs in terms of their enhancement of their knowledge pertaining to the various issue concerning to teaching-learning process and research activities. It was also observed that the post-test attitude scores improved substantially because of the effect of Capacity Building Training Programme (CBTP). From this it is interpreted that the CBTP has great bearing on the attitudinal change in substantial and positive in nature.

Hynniewta (2008) in her study on 'Functioning of District Institute of Education and Training (DIETs) in Khasi and Jaintia of Meghalaya' revealed that most of the DIETs under study are functioning without proper infrastructural facilities. It was also found that there is a need to evaluate and revised the syllabus regularly in order to keep pace with the changing syllabus prescribed for the schools.

Kapoor, Bam and Mahto (2008) conducted a study on teacher education in Arunachal Pradesh with the objectives of giving a historical description on teacher education in Arunachal Pradesh and studying the development and problems of teacher education in Arunachal Pradesh. The investigators highlighted that the first teacher training institute was established by Indira Miri at Sadiya in 1947. The State Institute of Education was established at Changlang in 1982. The first DIET was at

Changlang. During 1995 to 96, ten more DIETs were sanctioned by MHRD, New Delhi. The investigators stated that the teacher education institutions are very limited in number. So these institutions are unable to meet the demand of teacher training in the state. The state does not have any training institution which provides the training to pre-primary school teachers. The teacher educators and pupil teachers have transportation problem, physical infrastructural problems, lack of technological equipment, proper laboratory problems.

Sarmah and Borah (2009) reviewed the training programmes of primary and upper primary teachers to understand the status of training of teachers at the elementary level, to identify the expressed training need of teacher, to assess the actual training need of the teacher and to suggest strategies for improving professional competence of teachers. The study made the following conclusions:

- Sampled headmaster has received training on educational planning and administration.
- Deputation of teachers to different training programs at the same time hampered the teaching learning process.
- A good portion of lower primary and upper primary teachers were neither academically nor professionally competent for the post of teacher as per norms nor standard under RTE Act 2009.
- The training imparted so far did not consider assessing the individual need of the teacher. Hence these programs turn out to be monotonous and not very useful for some of the trainees.

Hardman (2009) in his investigation aimed at investigation into the impact of a national, school based teacher development programme on learning and teaching in Kenyan Primary schools. The study found that after training, teachers were more interactive with pupils in teaching and made greater use of group work. The study also revealed that the biggest impact on class room practices was observed in the case of those teachers who had undergone the most systematic In-Service training.

Eswaran & Singh (2009) conducted 'A study of Effectiveness of In-service Education of Teachers Under Sarva Shiksha Abhiyan' and stressed that significant

inputs are being made to achieve the Education for All. An important input is the in-service education of teachers on a continuous basis every year. The main objective of this study was to determine the effectiveness of in-service education being imparted to primary teachers and to study the functioning of Cluster and Block Resource Centres. The study was conducted in two states of Bihar and Tamil Nadu. For the purpose of this study, one district was selected and from each district two blocks were selected in each district. Further in each block, two clusters were selected and ten per cent of schools in each of the selected blocks were covered in the study. The major findings of the study are:

- In the state of Tamil Nadu, nearly 72% teachers reported that the training content of the training programmes was relevant, at least to some extent, to their professional learning needs. While the remaining 28% teachers opined that it was not relevant to their professional learning needs. Further only 61% of the teachers expressed that training content can be implemented in the classroom. Out of these, nearly 93% further expressed that it can be implemented to some extent only.
- Only 2.9% teachers from Tamil Nadu reported that their teaching process improved to a large extent as a result of their in-service training under SSA. Nearly 73% reported that it improved to some extent only. The remaining 23.7% teachers reported that they do not perceive any improvement in their teaching process as a result of their in-service training.
- Transactional approaches followed by facilitators/ resource persons were found appropriate to some extent only by 74% teachers in Tamil Nadu while about 10% reported that the approaches were appropriate to a great/large extent.
- The training content was found relevant to their professional learning needs by 75% teachers in Bihar. Further 23.7% teachers reported that the training content can be implemented in the classroom to a great extent whereas nearly 49 teachers reported that it can be implemented to some extent only.
- Nearly 24% teachers from Bihar reported that training received by them was useful to a large extent, 58% teachers reported that it was useful to some extent only while 18.4% reported that it was not useful at all.
- Only 28% teachers in Bihar reported that the transactional approaches followed by

resource persons/facilitators were appropriate to a great/large extent while 60% reported they were appropriate to some extent only.

- In both the states of Bihar and Tamil Nadu, BRCs/CRCs are not involved in designing in-service training programmes for teachers as it is done by the state level agency/District Institute of Education and Training. As a consequence, local specific needs of teachers are not addressed appropriately.
- In both the states, BRCS are ill-staffed and they have not conducted any study to determine the impact of in-service education on teachers' classroom processes.
- Teachers are imparted training during working days which had a negative impact on learning of students. This is because their learning hours are reduced. State authorities should review the duration of training of teachers in a year and reduce it suitably as desired by teachers. State authorities should examine the possibilities of providing school based training to teachers as desired by them.
- Training programmes should lay a great deal of emphasis on developing among teachers skills such as preparing working models and puppets.

Edcil (2009) conducted a comprehensive study on effectiveness of Block Resource Centres and Cluster Resource Centres in providing academic support and supervision to elementary schools with the purpose of finding out the effectiveness of the Block Resource Centres and Cluster Resource Centres in discharging their designated role and responsibility to improve and maintain academic performance in primary and upper primary schools. The study was conducted in 14 states viz. Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. The main findings of the study were:

- The academic structures BRC and CRC, set up for SSA are discharging their duties and responsibilities as defined in the framework for implementation of SSA. The core structures of SSA at the district, block and sub-block levels were generally well established for administrative purposes. Most of the states under study have retained the generic nomenclatures of positions at the district and block levels.
- The views of District Project Coordinators were that the BRCS were overloaded with administrative work, had inadequate infrastructure and were burdened with too many

training programmes. They had insufficient official power and suffered from lack of recognition for good work. Also lack of transport facilities affected the performance of BRC and CRC functionaries.

- Some of the perceived problems at the CRC level included insufficient capacity building of CRCCs, lack of job knowledge, non-acceptance of teachers to adopt innovative teaching methods and of CRCCs themselves by teachers.
- By and large, BRCCs, BRPs and CRCCs were satisfied with regard to most of the aspects but some discontent was found in respect of physical infrastructure, existing emoluments and balancing between administrative and academic work. Training received by BRCCs, BRPs and CRCCs was inadequate both qualitatively and quantitatively.
- Training received by teachers appeared to be satisfactory quantitatively barring a few exceptions. A significant proportion of teachers appeared to be satisfied with training effectiveness across all the states, though there were some areas which reportedly needed to be addressed. Areas in which training was relatively less effective or deficient according to the respondents included less focus on needs of CWSN and multigrade teaching methods.
- Training received by VEC members was woefully inadequate and practically defunct in many cases.
- Some of the problems stated by CRCCs were infrequent visits by BRC personnel, difficulty in contacting the BRC personnel, poor leadership displayed by them in addressing various issues, poor training capability and lack of emphasis on quality.
- A few critical areas of concern as reported by BRPs were: planning, monitoring and supervision, introducing need-based training programmes, developing infrastructure, addressing shortage of staff and need to introduce IT.
- The major educational issues at the cluster level included migration of parents, clamour for English medium schools, poor participation of VECs, inappropriate teaching methods, inadequate teaching staff, and deployment of teachers for non-teaching activities and prevalence of child labour.
- Heads of schools stated that periodic review and planning of academic activities, more visits by BRC/CRC functionaries and frequent training activities would

improve school functioning. They also emphasized the need for providing additional nutrients to students in MDM, generating awareness among community members and good school infrastructure.

- VEC forms the weakest link in the organizational structure of SSA in all the states covered. Training of VEC members was a neglected area. VEC members suggested that frequent visits by BRC functionaries to interact with them, guide them regularly on different issues and take prompt action on complaints lodged by the VEC would improve the situation.

Azim Premji (2010) made a comprehensive report on Status of District Institutes of Education and Training (DIET): A Brief Report on the State of DIETs in India. DIETs were envisioned as ‘academic lead institutions’ to provide guidance to all academic functionaries in the district. The main tasks and role expected of DIETs are:- quality teacher training, leading to high levels among students, improving pedagogy and making classroom learning interesting, developing curriculum and academic materials such as child-friendly textbooks, planning and management of primary, adult education and non-formal education of the district, conducting research, developing low cost/ no cost materials, supporting innovation, evaluating students-teachers programmes and institution, and using technology in education.

The study reported that the performance of DIETs across the country has been minimal which is evident from the low educational achievement among students in government schools. DIETs are plagued with many problems such as:

- Poor Infrastructure – while most DIETs have their own campuses very few have the mandated 10 acre space, maintenance of most DIET buildings is poor, hostels are not available in DIETs of several states, women’s hostels are not utilized for security reasons in several state, libraries are totally neglected in most DIETs, computer cells in majority of DIETs are unused due to absence of electricity as utilization of UPS is mainly for administrative purposes and laboratories for different subjects and specifically for psychology and language are absent in most DIETS.
- There is a large number of vacancies in both academic and administrative staffs in many DIETs thus making it difficult for them to function effectively. Shortages range

from 4% to 80% in different states on an overall basis.

- DIETs are mostly located in isolated places and considered neglected institutions. Transfer to DIET is seen as a ‘punishment posting’ in the department. Absence of vision, mission and perspective is common among the faculty and staff.
- The DIETs are almost dysfunctional in programmes related to adult education and non - formal education, research and field experimentation. It is critical that the DIETs focus on their core academic functions and not become mere administrators of academic work. 82% of DIETs do not have Program Advisory Committee meant to finalize in-service training programs.
- Staff and faculty members are not adequately trained especially in IT as the training programs lack innovation. Besides, the faculty members have not undergone any capacity building in the last 5 years.

The study suggested a number of immediate action plans to improve the status of DIETs such as filling up of all sanctioned posts, improve infrastructure according to MHRD norms, creating an appropriate transfer policy to DIETs with the provision for identification of academically well qualified and interested persons, from amongst the officers of the department and post them to the vacancies in DIET, improving the morale of faculty and staff and enable their active participate in the decision making process, Equipping Principals become effective leaders of modern institutes of excellence, regular use of quality monitoring tools developed by NCERT and UNICEF by all the DIETs should be mandated and all training programs developed and delivered by the DIETs be evaluated by the participants. It also suggested that the DIETs could be run in PPP mode by organisations (both not-for-profit).

The long term plan suggested by the study includes creation of a separate Academic Cadre for education functionaries, elevate DIETS to ‘Academic Lead Institution’ by creating a pool of competent faculty, development of a competency framework for faculty, better selection and preparation program for faculty and ensuring faculty retention process by providing a cadre and career path.

Babukuttan (2011) focused on the factors that lead to the achievement of

human resource development through the existing training facilities in his study 'Human Resources and Teacher Training in Kerala - A Study on DIETs'. Capacity building of teachers has been boosted through the training programmes extended through different agencies functioning in the state. Hence it is presumed that the teacher community in Kerala should perform excellently in classrooms. The identified factors that lead to enhance the human resource development of teachers are subject knowledge, pedagogic skill, and preparation of teaching learning materials, preparation of teaching manual, preparation of evaluation tool, skill in classroom management and skill in devising innovations in classroom. The infrastructural facilities in schools like library, reference materials, art, work experience and physical education facilities are poor or some time below average. Only 23% of the schools have the facilities of library and only 13% have reference book and 15% have the art & work experience facilities. The major problems in the DIETs were lack of sufficient manpower in all subjects, lack of well-equipped lab, library and information technology (IT), lack of good research wing, lack of faculty improvement programmes, delay in fund allocation, lack of advanced training and lack of facilities in art and physical education, full-fledged research wing and lack of IT enabled facilities.

Presidha (2011) investigated the 'Functioning of DIETs in Garo Hills of Meghalaya', investigated the DIETs with the major objectives to find out the infrastructural facilities available in the three surveyed DIETs in Garo Hills of Meghalaya, to study the organizational set up, to study the effectiveness of pre-service education programme undertaken by the DIETs, to study the various programmes and activities conducted by the DIETs under S.S.A, to study the different types of in-service training programmes provided by the DIETs, to survey the various other programmes and activities undertaken and to suggest measures for improving the functioning of the DIETs. The study finds that -

- The surveyed DIETs do not have adequate infrastructure in terms of building and other infrastructure facilities. Hence, these DIETs should be provided with adequate infrastructure like additional number of classrooms, seminar rooms, auditorium, canteen etc.

- Basic amenities like drinking water, electricity supply, telephone and internet facilities were inadequate in most of these institutions.
- The libraries of the surveyed DIETs were not sufficiently equipped. The number of books in the libraries is far below the prescribed norms for DIETs.
- The study reveals that the enrolment figure of teacher trainees to the two year training course in these institutions is less when compared to the intake capacity.
- The study also reveals that only few of the private schools depute their teachers for training. Thus, it is felt that private school should also play a greater role to clear the backlog of untrained teachers by deputing them for training.
- Appointment of full-fledge Principals in DIETs which do not have Principals is necessary for the smooth functioning of these institutions. Vacant post in these institutions, both academic and non-academic needs to be filled up at the earliest by the state government.

Anand (2011) made an evaluative study of Teacher Training Programme of Elementary Teachers and concluded that a large majority of DIET faculty members were unaware about the goals and objectives of DIETs. Hence, it was recommended that DIET faculty members should be oriented about the goals and objectives of DIETs at the time of appointment. There was a need for induction training and orientation of DIET faculty members. Only the objectives of Pre-Service and In-Service trainings were achieved by DIET. There was also a need to look into the problems of functioning of DIET, for which adequate infrastructural facilities as well as human resources were required in DIETs.

Dewan (2012) in his article DIETs: Structure, possibilities, issues and concerns reports on the conception and implementation of the DIETs across different states. The structure of DIETs that focused on decentralization of responsibility and academic authority provided a more organic Teacher-Education programme in developing schools, student learning material and assessments based on the context of the district. The implementation however, was fraught by inadequate faculty placements, role clarity and autonomy and involvement in all major educational activities occurring across their districts.

Yadav (2012) studied the status of the curriculum of pre-service elementary teacher education in different States in India. His study focused on status of the implementation of pre-service teacher education curriculum at elementary stage in various states and union territories in India. The major objective was to ascertain the weightage given to different curricular and co-curricular areas and derive implications for action to improve the quality of pre-service teacher education at elementary stage. This study consists of data from twenty five states and union territories. A lot of variations were found in terms of weightage given to different curricular and co-curricular areas. The nomenclature of pre-service teacher education (PSTE) at elementary stage was different in different states and union territories in the country. In majority of the states, the instructional days varied from one hundred eighty to two hundred twenty. Academic subjects are still given considerable more weightage in comparison to the co scholastic area in pre-service teacher education course. The integration of theory and practice, content and methods and use of ICT in teaching learning process are not reflected clearly in the pre-service teacher education course. It suggested that there is a need to follow DIET guidelines for developing curriculum of pre-service elementary teacher training programme.

Gairola (2013) conducted a study on 'Management of training and skill development activities of Sarva Shiksha Abhiyan (SSA) for elementary school teachers of Raipur and Doiwala Blocks of Dehradun District and came up with the following observations: 1) Majority of teachers rated the training programmes to be of good quality but not excellent. 2) DIET & CRC personnel as well as a significant number of teachers found facilities as inadequate.

Kidwai et al. (2013) conducted a study on In-service teacher training in public primary schools in Morigaon (Assam) and Medak (Andhra Pradesh) which represented an amalgamation of different viewpoints of teachers, cluster resource coordinators, resource persons, and staff members from district and state level offices of SSA, DIET, Department of Education and SCERT, on the challenges and opportunities usually associated with the in-service teacher trainings in public primary schools. The findings indicated that in-service teacher training was not

reflective of the principles proposed in the curriculum. There were severe gaps that impact the quality outcomes adversely. The teachers felt that the training they received at the Mandal/Cluster level was not the same that was first intended to be delivered at the state/national level. The dilution in the dissemination of training was another reason for sub-par teacher training practices. Hence, the in-service teacher training expectations and the realities were divergent. As a result, despite a burst of interventions such as the RTE 2009 and CCE 2012 to improve the quality of education, the impact was minimal.

Bawane (2013) studied the on-going processes of pre-service elementary teacher education programme in Maharashtra. The study analysed in detail the on-going process of D.Ed programme in terms of their teaching learning processes and practice teaching classes. It also analysed the student teachers' and teacher educators' perceptions about the processes of elementary teacher education programme. For improving the pre-service elementary teacher education programmes alternative framework was suggested.

Pooja (2013) conducted a study to evaluate the effectiveness of In-Service Teacher Education programmes at Elementary Education Level with respect to organization, content, transactions, material (Modules) provided and impact of In-Service Teacher-Education programme on the professional development of teachers. The overall organization from planning, infrastructure, monitoring, content of the programme, quality and commitment of resource persons, quality of modules provided and impact on the professional development of the teachers was found to be effective.

Roy and Das (2013) This study was conducted to find out the growth and development of teacher education at primary level in Assam from 1947 to 2007 in terms of status, number of training institutes, number of trained and untrained teachers, teacher enrolment in teacher training institutes and also initiatives taken by the State in the recent years for improvement of teacher training. Data were obtained from various official records, documentary sources, departmental reports and booklets prepared/published by the Directorate of Elementary and Secondary

Educations/DPEP/SCERT office as well as interviews from concerned officials. It was found that in Assam, the percentage of trained teachers rose steadily from 23.03% to 41% and subsequently to 73.11% in 1951, 1961, 1971 respectively. However, the figure declined to 68% in 1981. Responding to this alarming trend, the State has initiated various policies and interventions for qualitative improvement of teacher education since 1986.

Ruettgers (2013) investigated the evidence of 21st Century knowledge and skills within Elementary Teacher-Education programmes in the United States. This study consisted of a quantitative content analysis to investigate the presence of 21st century knowledge and skills within a stratified random sample of teacher preparation programs in the United States as measured by the 21st century Learning Framework. Based on the current literature, the researcher identified 21st century competencies, global awareness; digital competencies; critical thinking; collaboration; cross cultural; communication; and problem solving. Result of the analysis revealed that 21st century knowledge and skills were not evident in teacher preparation program. It suggested that teacher preparation programs must make programmatic changes to better prepare graduates with the knowledge and skills necessary to effectively lead in the 21st century classroom.

MHRD (2013) carried out a Joint Review Mission of Teacher Education in Chhatisgarh and have prepared a comprehensive report on their observations. With regard to SCERT, several observations were made. The Mission reported that SCERT has reasonably sufficient infrastructure that enable it to function as a hub of academic leadership. The institution was vibrant with many programmes happening simultaneously. It has developed many new materials and has also built systems to make the process of pre-service and in-service training more organised. In its open and distance learning programs for untrained teachers, the SCERT has created response mechanisms that are online. There was also active communication between SCERT faculty and DIET faculty. As a structure SCERT appears to function as an institution that is engaged in doing a lot of activities but there appears to be a gap between what the institution can do in a focussed manner and what it is presently

engaged with. The institution appears to have potential to move towards a larger role in teacher education and in entire school education of a State. It would, however, require resources as well as developing a sense of purpose and autonomy in itself.

Devi (2014) carried out a critical study of teacher education in Manipur. The main objectives of the study were to trace the development of teacher education in Manipur since independence, to study the present condition and status of the teacher education programs with regard to pre service, in service, primary teacher education and secondary teacher education and to explore main problems of teacher education of elementary and secondary schools in the state. The main findings of the study were:

- Infrastructure of the teacher education colleges was mostly adequate and sufficient except health and medical service, bus service, post office, bank and bookstore. However, majority of DIETs have faced some problems like lack of academic and physical infrastructure such as hostel facility for students, staff quarters and the staff is contractual employees.
- Four private colleges of teacher education have faced financial problems like low salary of the teaching and non- teaching staff.
- DIETs have more female candidates than male candidates and, female candidates have more positive attitude towards teaching profession with reference to teaching job.
- Majority of the teacher educators have positive attitude regarding teacher professional attitude.
- Majority of the student teacher have expressed that there is poor quality of education program in their institution.

Lata (2014) studied the role of DIETs in improving the knowledge and skill of in-service elementary school teachers and finds that –

- Most the in-service teachers found the training programmes organized by DIETs interesting with methodology of curriculum transaction used very effectively. They also opined that in-service training programs organized by DIETs helped improve the teaching learning process, refreshing knowledge and improving teaching skills to

some extent and the content covered during in-service training were based on their need.

- The in-service teachers agreed that the physical facilities during the in-service training were appropriate to some extent and use of audio visual aids helped them to improve their communication skill and self-confidence.

Katoch and Sunil (2014) in their study ‘Status of District Institutes of Education and Training in Himachal Pradesh’ examined the status and functioning of DIETs in Himachal Pradesh and focused on finding the status of DIETs, Staffing pattern, Availability of Physical Infrastructure, Teacher Educators and other non-teaching staff and role and functions of DIETs. The major findings of the study were:

- There are no financial provisions made for maintenance of physical infrastructure as such infrastructural facilities in most DIETs are inadequate. Majority of the DIETs did not have play grounds or proper accommodation for staff. The available classrooms, laboratories, library, classrooms, hostels, training and seminar hall are also found to be insufficient.
- Pupil – teacher ratio is not maintained as admission is given beyond the prescribed intake capacity.
- Libraries are non - functional and there are no budgetary provisions made to upgrade these libraries since the establishment of these institutions.

- Equipment for ICT and computer are available but non - functional.
- Laboratory materials are available but they are non - functional due to inadequacy of space for a separate room.
- Many posts of Teacher Educators are lying vacant, besides, most of the teacher educators are on deputation from Department of Higher education. Professional upgradation for teacher educators is non-existent.
- Quality of leadership is poor.
- Linkage with institutes of higher education such as SCERT, NCERT, NUEPAetc. are very limited or almost non-existent.

Murray & Passy (2014) in their article ‘Primary Teacher Education in England: Forty Years On’ examines the relationship between pre-service teacher education for primary schooling and primary teaching in England between 1974 and 2014 and explores the ‘fitness of purpose’ of the current system of preparing teachers for the classrooms of the twenty-first century. Historical analysis suggests that, despite forty years of change in Initial Teacher Education (ITE), there are still a number of unresolved issues. These include: how to prepare for the multi-subject, class teacher role which the majority of primary teachers still undertake; how to equip future teachers to deal with the social and emotional aspects of primary teaching; how to ensure that they are creative and flexible practitioners, able to cope with the demands of future curricula, pedagogical changes and the new roles and responsibilities which will inevitably occur during the course of their teaching careers in the next decades of this century; and how to structure ITE to provide adequate long term foundations for the necessary professional development as a teacher.

Ross& Cartier (2015) in their study examined Pre-Service Elementary teachers years of curriculum materials and lesson planning by identifying types of instructional tools used in the learning cycle. Findings highlights the importance of providing Pre-Service elementary teachers with supportive frameworks in opportunities to learn to critique and adopt curriculum materials in order to begin the development of their pedagogical design capacity for learning cycle lessons.

Jena (2015) focused on examining 'Elementary pre-service teacher education programme in the context of National Curriculum Framework– 2005: A study in Delhi'. The objectives were to analyse the curriculum, to identify the infrastructure and learning activities of the teacher education institutions, to study the opinion of teacher educators, and to identify the problems (if any) faced by them in transacting the curriculum. Results of his study showed that the elementary pre- service education curriculum in Delhi has not been modified in accordance with NCF2005.

Yazdani (2016) made a critical study on 'Professionalism among teacher educators of DIETs in Delhi'. The objectives of this study were to examine the professionalism of teacher educator of DIETs in Delhi. The findings of the study highlighted the professionalism of the teacher educators of DIETs in Delhi. The mean percentage of professionalism of teacher educators was 84.52%. The result is not satisfactory and this might be due to several reasons like supportive environment, attitude towards teaching profession and job satisfaction etc. The data also indicted that some teacher educators scored near perfect (99.56%). The mean percentage score of Principals' perception for professionalism of teacher educators was 80.55%. There was variation of perception of Principals' regarding professionalism among teacher educators. The findings did not indicate any significant difference of professionalism between male and female teacher educators. There was no relation between professionalism and experience, and professionalism and higher education. The result shows that higher educational qualification does not guaranteed more professionalism. There was no significant difference of professionalism between the regular and contractual employees except in the area of skill where the data shows a significant difference between regular and contractual employees.

Jyoti (2016) conducted an evaluative study on teacher education programmes in Himachal Pradesh and came out with the following findings:

- The training programmes for academic growth and development of faculty members, involved in teacher education programmes, by agencies like NCERT, Himachal Pradesh University, DIETs, CTE need to be explored by adopting different strategies

so as to enrich the faculty with necessary skills and to make them able to deal with management issues in the context of fast changing educational scenario in the state.

- Department of Education, H.P. University should organise in-service training programmes for teacher educators of DIETs, SCERT, CTE and school principals for providing practical training in the conduct of action research. In order to strengthen teacher education programmes in the state, policy on staffing pattern in the teacher training institutions namely DIETs, CTE and SCERT needs rethinking by educational administrators of the state to provide permanent cadre to these institutions.
- Faculty of all the training institutions should be oriented in the evaluation methodology so that the on-going programmes of both pre-service and in-service can be evaluated periodically and systematically for identifying their strengths and weaknesses.
- There must be a close coordination between the teacher education agencies working at the national level and the state level. For evaluating the learning outcomes of pupil teachers, there should be a comprehensive scheme of evaluation. An adequate formative internal evaluation based on the classroom interaction, discussion, presentation, tutorial, seminars, theoretical and practical assignment may be tried out systematically.
- Most of the candidates who get admission did not have the requisite motivation and academic background for a well-deserved entry into the teaching profession. Better selection method would not only improve the quality of training but also reduced wastage.

Gogoi and Khanikor (2016) investigated the educational facilities available in DIETs of Assam with the objectives to collect information about availability of adequate educational facilities in DIETs and the problems faced by the teacher trainees in DIETs. The study found that:

- There was a gap between the infrastructural facilities proposed in the DIET guideline and their availability in DIETs. The facilities available in all DIETs were library, science laboratory, educational technology display room, computer, television and

furniture. The facilities not available in and DIETs were lecture hall, common room, reading room, music room, craft room, and store room. The utilization of available facilities was also not satisfactory.

- As per guidelines, DIET campus area should preferably 10 acres. But it was found that they were not sufficient and the maintenance of the campus was not satisfactory. The residential facilities available for the teaching and non- teaching staff, particularly for warden were not available in all the DIETs, and, wherever available it was not fully utilized. Hostel facilities for both boys and girls were available only in one DIET. In two other DIETs, the hostel facilities available for boys were not sufficient.
- Computer cell was available in three DIETs. It was found that this facility was mainly used for various administrative purposes. DIETs faculty members were not well trained in the utilization of computers.
- All the DIETs have requisite facilities for physical education and sports but due to unavailability of health and physical education instructors they were not utilized.
- As per guidelines, the DIET library should have about 10,000 books. In all the three DIETs under study, the library was adequately equipped with the required books which were mostly related to the pre-service and in-service teacher education programmes. But the latest references books, dictionaries, yearbooks, abstracts of research in education, foundation of education and hand books for teachers/instructors was not found.
- As per DIET guidelines the essential equipment and instruments for conducting in-service course should be arranged properly before starting the training programme. But the facilities were not sufficient and properly utilised by all the DIETs under study.

Iqbal (2016) mentioned that to empower primary school teachers under the Municipal Corporation of Delhi with ICT skills, 'Shiksha' project was initiated in collaboration with Microsoft Corporation (India) Ltd. This study examined the effectiveness of training in ICT to the teachers in MCD Schools. The study was biphasic; a purposive sample of 400 trained teachers was chosen for comprehensive survey study in the first phase. In second phase, ten schools were observed and a

randomly selected sample of twenty male/female teachers from the total sample of the first phase was interviewed. The researcher observed that within the context of an in-service training program on ICTs run by MCD, it was a beginning but was quite unsuccessful in reflecting teachers' training in the schools because even after undergoing the training teachers were not using ICTs in their schools. Even though, the results were not exciting, the researcher stated that it was a challenge for stakeholders to train them on ICT appropriately.

TISS (2017) carried out a comprehensive Evaluation of Centrally Sponsored Scheme on Teacher Education in States/UTs covering 10 Principal Secretaries, 12 SCERTs, 13 IASEs, 19 CTEs, 50 DIETs, and 2 BITEs from 11 States and 2 Union Territories. The report made a thorough investigation on all aspects of teacher education and made several observations and recommendations. The key recommendations are:

- The scheme should be continued to meet the constitutional mandate of the RTE Act 2009 as it has a huge potential to ensure improvement in the quality of school education.
- There is a need for states to develop a vision and plan their approach to the sector as a whole for better governance of teachers, including regular recruitment, for teacher requirements to be managed effectively and for guiding intake in TEIs. The sector could replace the concept of 'teacher training' with 'teacher professional development'.
- Both academic and administrative staff must be provided in full complement, and appointments must be carried out in a timely manner for the smooth functioning of the institution.
- There is a need of a separation of academic and administrative cadres in the states and a focus on nurturing academic faculty to carry out the core education, research and training activities of the institutions of TE under the CSSTE. States must be given incentives to achieve encadrement, which is often resisted by departments who fear that it will limit mobility.
- Strengthening the scheme requires that all key officers handling CSSTE need to be thoroughly oriented before joining the position.

- Faculty development is essential for the strengthening of the sector. There is a need for a range of faculty development opportunities, including courses, fellowships and deputations, collaborative teaching and research, that need to be developed and offered to faculty at these institutions.
- DIETs must continue to provide pre-service teacher education as they are of better quality and attract good students. DIETs may be upgraded to also address in-service teacher education needs of secondary schools as they are located in every district.
- It is recommended that DIETs should continue with pre-service teachers' education and also play a role in monitoring quality of PSTE in private TEIs of the District. The government's effort to restructure the pre-service programme in TEIs to a 4-year integrated programme is desirable.
- In-service training being offered across different schemes must be rationalised and consolidated for better impact and management. This will require SSA RMSA and the CSSTE plans for in-service to be converged and conceptualised within a common framework and if possible under CSSTE only.
- Structural linkages and work integration between DIETs, BRCs and CRCs needs to be developed.
- Resource centres and libraries with relevant and updated print, multimedia and teacher learning resources need to be developed in all institutions. ICT use for academic and administrative matters needs to be systematically provided for.
- Regular monitoring of the scheme and institutions under CSSTE is necessary and should form a feature of both state monthly reviews and central quarterly reviews.
- Funds should reach institutions at the start of the session and be released in a timely manner. Funding should be ensured as per the norms laid out, and needs and diversity of the institutions.
- It is critical to merge and consolidate all kind of in-service teacher trainings provided under different schemes such as SSA and RMSA.
- SCERTs should be nurtured as independent academic bodies with appropriate funding provision to serve as an academic authority under Section 29 of the RTE Act, 2009.
- The IASEs and CTEs were visualised as bodies that support research and

development in school education. They are however, administratively bodies of higher education. At this stage it may seem desirable to separate this part of the scheme and dovetail it with higher education for administrative convenience.

- It will be worthwhile to constitute a core committee to address Teachers Professional Development to analyse gaps and requirements in the context of Curriculum, Content, National Teachers Platform (NTP), DIKSHA and to ensure essential common standards for designing basic modules for TE.

Mohammed (2018) in his study titled ‘Elementary Teacher Education in the Top Performing European TIMSS Countries: A Comparative Study’ analyzed elementary teacher education programs in the top performing European (TIMSS) countries to help inform future elementary teacher education policy in the Kingdom of Saudi Arabia. It was found that the top performing European TIMSS countries usually: have consecutive and concurrent programme options; attract the top academic achievers into their programs; have strict filters for admission; provide very intensive teacher education experiences to their students focusing on practical and diverse field experiences; enforce students to major in at least one academic subject and place more emphasis on academic subject expertise than pedagogy; have challenging criteria (including exams and portfolios) for graduation from the program; have national accreditation institutes for unifying standards; their sponsor countries enforce various types of induction and professional development once in the field; and lastly these countries offer salaries competitive with other professions that require the same amount of years and training since they are usually career-based positions.

Kumar (2019) conducted a study on ‘Perceptions of teachers towards the quality of in-service teacher training programme in Punjab’ with the objectives of finding out the perceptions of teachers towards the quality of in-service teacher training programme's in relation to quality-related interventions, to compare the perceptions of teachers towards the quality of in-service teacher-training programme's with reference to gender, and to compare the perceptions of teachers towards the quality of in-service teacher-training programme's with reference to

literacy status under Sarva Shiksha Abhiyan in Punjab. A sample of 237 primary school teachers from 80 schools of 10 districts(5 high literacy rate and 5 low literacy rate) based on the census of 2011 (Punjab) was taken randomly for the study. Data was collected using the self-constructed In-service teacher training programme's quality assessment scale. The study revealed overall positive perceptions of teachers towards the quality of in-service teacher training programmes and do not find any difference in the perception of teachers towards in-service teacher training programmes on the bases of gender as well as with respect to literacy status.

Lakshmi (2019) conducted a study on Samagra Shiksha Abhiyan – Role and Responsibility of SCERT's and DIET's to analyze and relook the new role and responsibility of these institutions in improving the quality of school education. The study mentioned that SCERT/DIETs perform multiple tasks in school education like planning and organization of in-service and pre-service training programmes, curriculum and material development, evaluation and assessment in school education, research and innovation activities, onsite support, extension activities etc. With the establishment of SSA, it has the responsibility of improving quality in school education. It should take a lead in establishing subject specific cells and labs. It should also evolve a strong and continuous support mechanism for schools and teachers and should also take up the responsibility of guiding the schools and teachers to organize the remedial programmes as per the level of performance of the child rather than organizing a common remedial programme. It should become an active agent to ensure that the benefits of various national level initiatives like Padhe Bharat Badhe Bharat, Beti Bachao, Beti Padhao etc reach the target group in correct time.

Jishtu and Grover (2020) studied the perception of in-service teachers towards training programmes conducted by District Institutes of Education and Training with the objective to evaluate the in-service teacher training programmes. A sample of 60 head teachers and 480 in-service teachers of upper primary schools was selected from Districts of Himachal Pradesh and the survey method of research was used. The study found that the training programmes enhanced the competence of

teachers, developed their professional efficiency and better teaching skills and also updated and refreshed the knowledge of teachers. The study was significant in terms of bringing qualitative improvement in the teaching-learning scenario.

Baruah (2020) in her study ‘Effectiveness of Teachers Training Programme at Elementary Stage: A Case Study on Teachers of Tinsukia District’ studied the overall impact of teacher training programme at elementary stage being organized under DIET and SSA in Tinsukia District, particularly in terms of implementation of new and innovative teaching techniques at classroom level by the teachers after getting trainings. The objective of the study was to highlight the perception of trained teachers towards the training and effectiveness of teachers training programme at elementary level of Tinsukia District. There have been numbers of Teachers’ Training Programme like in-service Teacher Training, Induction Training, Monthly ‘Cluster and Zone Level Teacher Orientation Programme etc. being organized in all districts of Assam, mainly through District Institute of Education and Training (DIET) under SSA. From the study the researcher finds that all teachers training programmes are organized on ‘cascade mode’. All training programmes are cascaded to teachers at BRC level and CRC level by the resource persons of district level. From the study, the researcher found that there is a need to improve the infrastructure of the training institutions & to look for qualitative teacher education. Syllabus of teacher training must be arranged carefully & systematically and should be designed according to the needs of the learner. The researcher concluded that, to make primary education useful and attractive, teachers should be given training in a proper way. Thus, the necessary steps should be taken by the Government for the improvement of teacher education and necessary funds should be released for the development of the training institutions.

Lalsawmzuali (2021) in her study titled ‘Status and Challenges of District Institutes of Education and Training in Mizoram A Critical Study’ attempted to examine the availability of infrastructural resources and their status of conformity to NCTE norms in the DIETs of Mizoram. The study revealed that basic physical infrastructures such as class rooms, principals’ room, staff room, administrative

office were available in all the 8 DIETs of Mizoram. DIET Aizawl and DIET Lunglei have almost conformed to NCTE norms. The other six DIETs which were recently upgraded were found lacking in many areas and did not conform to many of the norms laid down by NCTE. The researcher suggested that for quality teacher education, it is very much essential that the norms must be fulfilled as such; the Government of Mizoram must take immediate steps to fulfil the norms so that the teacher education programme being offered by the institutions is not affected in terms of quality.

The review of the studies and literature has enriched the investigator in the design of the present study, methodology and analysis. A total of one hundred and twenty (120) related studies and literature were reviewed, out of which sixty three (64) literatures were exclusively on elementary teacher education and fifty three (56) literatures were on teacher education but not exclusively about elementary teacher education.

The investigator did not find any study which was exclusively related to the historical development of elementary teacher education in Mizoram. However, the investigator reviewed three books written by Mizo authors on the growth and development of school education in Mizoram. These books provided valuable insights on the development of elementary teacher education in the state.

Regarding teacher education programmes for elementary teachers under DIET, numerous studies and literature including one study of DIETs in Mizoram were reviewed by the investigator. After going through all the documents, it was evident that DIETs are the main institutions providing both pre – service and in – service elementary teacher in the country. However, majority of these studies revealed that there is an urgent need to uplift and equip these institutions with better facilities and infrastructure and enable them to become pace-setting institutions in the race towards quality elementary education. Many of the DIETs were also highly understaffed which affect their efficiency and effectiveness. Besides, it is also evident that the pre-service curriculum, methodology and evaluation system needed a major overhauling in order to keep pace with the changing times. The in-service

component also required better planning, organisation and execution so as to better equip the teachers with the right knowledge and skills which will help them to execute their roles and functions effectively.

The investigator was able to get hold of only few literatures with regard to teacher education programmes for elementary teachers under SCERT. However, the few literatures that were available revealed that most of the SCERTs are well-equipped to function as state nodal agency for teacher education. From what the investigator could gather, there seemed to be a notion that the personnel working in SCERT are more involved with the administrative work and therefore, needs to put more effort towards the academic component.

Evidence gathered from the review showed that elementary teacher training programmes carried out under SSA was satisfactory to some extent but there seemed to be some areas where improvement is imperative. Areas in which training was relatively less effective or deficient according to teachers included, training on needs of CWSN and multigrade teaching methods. The review also shows that many BRCs and CRCs are understaffed and tied down by numerous administrative works which hinders their effectiveness in discharging their most important role, providing academic support to teachers. Besides, the academic support/ training extended to BRCCs and CRCCs also seemed to be insufficient.

Regarding the service condition, professional development and competency of elementary teacher education, the investigator was able to find only few literatures for review. From the available literatures, it is apparent that the service condition of most teacher educators was not satisfactory and professional development available to them was not sufficient. The teacher educators are greatly in need of professional development such as refresher courses on different topics especially on use of ICT in teaching. A study on competency of elementary teacher educators was not available however, from the available literature, it is apparent that elementary teacher educators are in dire need to upgrade and improve themselves.

Based on the above review of related studies and literature, it is imperative

that a comprehensive study on elementary teacher education in Mizoram be taken up which will provide a clear picture of elementary teacher education in the state. The study is expected to inform and guide the policy makers, administrators, teacher educators, teachers and other stakeholders so as to enable them to take proactive actions towards quality elementary education in the state.

After a thorough study of the available literatures which were explicitly as well as implicitly related to the present study, it helped the investigator to develop an insight in planning the course of action of the present study.

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CHAPTER III

METHODOLOGY OF THE STUDY

A research methodology gives legitimacy and provides scientifically sound findings to researchers. It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective and manageable. Methodology in research includes selection of suitable methods and procedures, selection of population, sample and sampling procedure, selection and development of tools, procedure followed for data collection, analysis and interpretation of data. As such, the present chapter deals with the following:

3.1 Research Design

3.2 Population of the study

3.3 Sample of the study

3.4 Research tools

3.5 Administration of tools

3.6 Analysis of data

3.1 Research Design

The present study employed Descriptive Survey Method, and it uses both qualitative and quantitative perspectives to describe and interpret the existing system with a view to understand the present situation and provide suggestions for future development. The study was undertaken to evaluate elementary teacher education in Mizoram by examining the development of elementary teacher education in Mizoram, analysing the teacher education programmes for elementary teachers under DIETs, SCERT and SSA, examining the working conditions of elementary teacher educators with respect to their service conditions and professional development, and also by assessing the professional competency of elementary teacher educators in

Mizoram.

3.2 Population of the Study:

The study was conducted to evaluate the elementary teacher education in Mizoram. Pre-service elementary teacher education is conducted by DIETs which had been established in 8 districts of Mizoram, namely, Aizawl, Lunglei, Saiha, Champhai, Kolasib, Lawngtlai, Serchhip and Mamit districts. For in-service elementary teacher education, SCERT is the nodal agency at the state level; at the district level, DIETs are the nodal agency and at the block and cluster level, BRCs and CRCs under SSA Mission are the nodal agencies for providing in-service elementary teacher education. Thus, the population for the present study consisted of SCERT Mizoram, all DIETs in 8 districts of Mizoram and SSA Mission in 8 districts of Mizoram and all teacher educators and officials from these institutions.

Table 3.1: Population of the study

Teacher Training Institution	No. of Institution/ Resource Centre	Type of Training Provided	No. of Teacher Educators/ Resource Persons
SCERT Mizoram	1	In-Service	37
DIETs	8	Pre-Service/In-Service	113
BRCs	26	In-Service	120
CRCs	171	In-Service	171

3.3 Sample of the Study

In selecting the sample, the researcher employed purposive sampling method to select the sample for collecting appropriate data for each of the objectives in the present study. The sample for the present study consisted of SCERT Mizoram, DIETs and BRCs/CRCs under SSA Mission selected from 4 districts viz. Lunglei, Aizawl, Champhai and Mamit Districts keeping in mind the representativeness of eastern, western, southern and northern regions of Mizoram.

The sample for the present study thus consisted of:

1. Director of SCERT Mizoram from whom data on in-service elementary teacher education programmes and necessary information regarding SCERT Mizoram was collected.

2. Principals of 4 DIETs viz. Aizawl, Lunglei, Champhai and Mamit Districts from whom data on pre-service and in-service elementary teacher education programmes and necessary information regarding DIETs was collected.

3. 50 elementary teacher educators from 4 DIETS viz. Aizawl, Lunglei, Champhai, Mamit and SCERT Mizoram from whom data on the working conditions with respect to their service conditions and professional development as well as professional competency was collected.

4. 4 DPCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes and other necessary information regarding SSA Mission was collected.

5. 12 BRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

6. 96 CRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

Table: 3.2 Distribution of Sample

Institution/ Agency	No. of Institution/ Resource Centre	No. of Principal/ Director/ DPC	No. of Teacher Educators	No. of BRCC/ CRCC
Aizawl DIET	1	1	50	NA
Lunglei DIET	1	1		
Champhai DIET	1	1		
Mamit DIET	1	1		

SCERT	1	1		
BRC	12	4	NA	12
CRC	96			96
Total	113	9	50	108

3.4 Research Tools

The following tools were developed and utilized by the researcher for evaluating the different aspects of elementary teacher education programmes in Mizoram:-

1. General Information Sheet to get basic information about the teacher training institutes, profile of academic and non-academic staffs under DIETs, SCERT and SSA.
2. Information Sheet to get information about the training programmes for elementary teacher educators under DIETs, SCERT and SSA.
3. Information Schedule for Administrators keeping in view the objectives of the study.
4. Questionnaire to find out the service conditions and professional development of elementary teacher educators.
5. Professional Competency Scale for Elementary Teacher Educators to find out the competency of teacher educators.

Besides the mentioned tools, relevant official records, statistical data, reports, journals and other related literature were studied and consulted.

3.4.1 Preparation of General Information Sheet

The researcher prepared a general information sheet to obtain general information from the teacher training institutions about the profile of the institution, and profile of academic and non-academic staffs. For DIETs, details regarding pre-service student's enrolment were also included. This information helped the researcher in analyzing the overall status of the elementary teacher training

institutions in Mizoram.

A sample of the General Information Sheet is attached in Appendix - 1

3.4.2 Preparation of Information Sheet:

The researcher prepared a separate information sheet to collect information from the elementary teacher training institutions with regards to the programmes and activities conducted for in-service elementary teachers. Information on programmes and activities were collected from DIETs, SCERT and DPCs under SSA mission for the past five years, that is, from 2016 – 17 up to 2020 – 2021.

A sample of the Information Sheet is attached in Appendix – 2

3.4.3 Construction of Elementary Teacher Educator Professional Competency Scale:

Elementary Teacher Educators are responsible for the education of in – service and prospective teachers at the elementary level of schooling, which, however is not their only responsibility. They are the linchpins in educational reforms of all kinds, which include building successful partnerships with schools, parents, community and other stakeholders, and developing curricula. In other words, new developments in education almost always affect teacher education and teacher educators. Beyond that, teacher educators are expected to set a good example for future teachers with regard to implementing these new developments in practice. As such, it is essential that teacher educators possess competencies which will enable them to carry out their roles and responsibilities effectively.

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgement and the proficient use of evidence-based competencies as does teaching.

3.4.3.1 Steps in Construction of Professional Competency Scale for

Elementary Teacher Educators in Mizoram

For the purpose of the present study, the researcher constructed a Professional Competency Scale for Elementary Teachers. This scale was constructed using the method devised by Rensis Likert in 1932. The following steps were adopted for the construction of the scale

- 1) Collection of a number of statements to construct tools depicting the competency of elementary teacher educators in Mizoram.
- 2) Determining the reliability and validity of the scale.
- 3) Final selection of the items to measure the competency of elementary teachereducators in Mizoram.

3.4.3.2 Item Writing

The researcher studied various literatures including articles, books, journals and researches on teaching competencies at all levels of learning. At the same time, Teaching Competency Scale already constructed were also studied and analysed. The statements were written in such a way that it included various dimensions which will reflect the competencies of the teacher educators in the teaching – learning environment. The scale consisted of 79 items covering different dimensions related to competencies identified from studies of various related literature. There are five dimensions in the Professional Competency Scale for Elementary Teacher Educator namely –

Competencies in Teaching: This dimension included statements pertaining to the skills and knowledge that helped a teacher become successful in teaching. Teachers must have expertise in a wide range of teaching competencies so that they are able to handle each student with different learning styles. These statements included teaching competencies like use of appropriate teaching method and techniques, communication skills, teamwork, inclusiveness, flexibility, adaptability, assuming responsibility, organisation and planning, classroom management, facilitation and engagement, and assessment and coaching. This dimension had 25 statements out of which 19 were positive statements and 6 were negative statements.

Competencies in Subject Matter: This dimension included statements pertaining to teacher educator's mastery of subject matter. Teaching comprises transmission of knowledge, skills and attitudes. Students attain maximum benefit based on teacher's competence in the delivery of subject matter. As such, mastery of subject matter is an essential prerequisite to become a successful teacher educator as it has a direct impact on teaching – learning process. This dimension consisted of 13 statements out of which 10 were positive statements and 3 were negative statements.

Competencies in Inter-personal Relationships: This dimension included statements pertaining to the competencies of teacher educators with regard to inter-personal relationships in an educational setting. Positive inter-personal relationships will greatly contribute in achieving the overall goal of education. This dimension included statements which depicts teacher educator's relationship with students, teachers, colleagues and administrators. It consisted of 13 statements out of which 10 were positive statements and 3 were negative statements.

Competencies in Accountability: This dimension included statements pertaining to the competencies of teacher educators with regard to accountability towards the teaching profession, students, colleagues and other stakeholders. It consisted of 14 statements out of which 10 were positive statements and 4 were negative statements.

Competencies in Professional Development: This dimension consisted of statements pertaining to the growth and development of teacher educators in the field of education. Teacher educators must continuously enhance their knowledge and skills in order to be effective educators. This dimension consisted of 14 statements out of which 10 statements were positive and 4 statements were negative.

The following Table 3.3 shows the distribution of items over the five(5) dimensions in the Scale.

Table 3.3: Distribution of items over five (5) Dimensions

Sl.No.	Dimensions	Positive Statements	Negative Statements	Total
1.	Competencies in Teaching	19	6	25
2.	Competencies in Subject Matter	10	3	13
3.	Competencies in Inter-Personal Relationships	10	3	13
4.	Competencies in Accountability	10	4	14
5.	Competencies in Professional Development	10	4	14
Total		59	20	79

Table 3.3 shows that in the Professional Competency Scale for Elementary teacher educators, there are 5 dimensions with a total of 79 items out of which 59 are positive statements and 20 are negative statements. All the items were with three point Likert scale, such as always, sometimes and never. Each statement has been scored as 3 for always, 2 for sometimes and 1 for never for all the positive statements and for negative statements, the scoring is reversed. The score chart for the Scale is presented below in Table 3.4

Table 3.4: Score Chart for Positive and Negative Statements

Response	Score for item	
	Positive Statement	Negative Statement
Always	3	1
Sometimes	2	2
Never	1	3

3.4.3.3 Final form of Teacher Educator Professional Competency Scale

The researcher selected 79 statements to construct the professional competency scale for elementary teacher educator in Mizoram. There were 59 positive statements and 20 negative statements in the scale. In selecting these 79 statements for the final form of the competency scale, the researcher took utmost care that they represented all the essential dimensions to accurately determine the competency of elementary teacher educators.

3.4.3.4 Establishment of Validity

There is no statistical test to determine whether a research tool adequately covers a content area as such, content validity usually depends on the judgment of experts in the field. The unclear and obscure questions can be amended, and the ineffective and non-functioning questions can be discarded by the advice of the subject experts.

Content Validity: The content validity of the Professional Competency Scale for Elementary Teacher Educator was established with the help of subject experts namely, the professors of the Department of Education, Mizoram University. The purpose of the study was made clear to them and they were requested to critically evaluate each item of the scale in terms of its technical and logical accuracy as well as their relevance to the objectives of the study. The investigator personally discussed each item with the experts and the comments and suggestions given by them were taken into consideration for giving a final shape to the Professional Competency for Scale Elementary Teacher Educators. The draft scale consisted of 83 items and based on the recommendations and suggestions made by the experts, certain items in the tools were selected as it is, some items were modified, some items were rejected and some new items were incorporated. Thus, 79 items were accepted and approved by the experts to measure the competency of teacher educators. The areas and statements in the scale adequately represent the domain to be measured and hence, it can be said that the content of the competency scale for this study is valid.

3.4.3.5 Establishment of Reliability

In order to test the reliability of the scale, the researcher administered the scale to 50 teacher educators selected as sample for the present study. There are various methods of calculating reliability of research tools. For establishing the reliability of this particular scale, the investigator selected the most appropriate methods as under.

- 1. Split-half method of Spearman-Brown Formula:** In split-half

method of testing reliability of research tool, the whole scale was divided into two halves; all odd numbered items were clubbed together as one group and all even numbered items in another group. The co-efficient of reliability was computed between the two halves of the scores i.e. even numbered group and odd numbered group.

SPSS23 was used for calculating co-efficient of co-relation. Hence, the co-efficient of co-relation with Spearman Brown Formula in Split Half method is $r = 0.889$ which shows that the reliability co-efficient of the present scale is good.

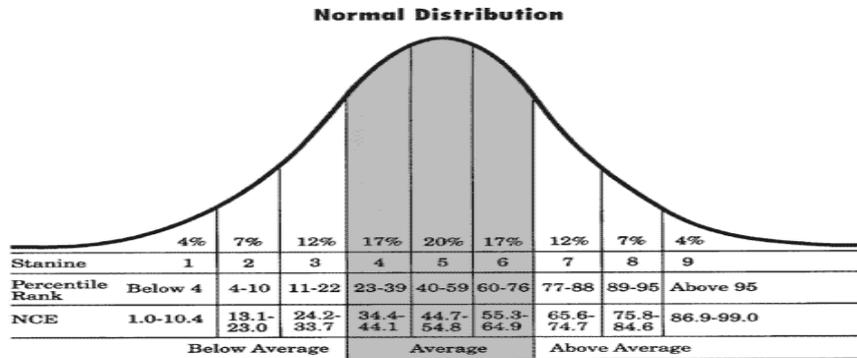
2. Cronbach's Alpha: Cronbach's Alpha is used as a measure of internal consistency, i.e. how a set of items in a group are closely related. It is considered to be a measure of scale reliability. The scores of all 50 teacher educators on 79 items were entered into SPSS23 and used to calculate Cronbach's Alpha. The alpha coefficient is 0.882, indicating that the items have high internal consistency.

3.4.3.6 Norms and Interpretation of Professional Competency Scale for Elementary Teacher Educator

Norms can be described as the average scores of individuals tested from a certain population set which provide the basis by which the scores of other individuals within a similar population set can be evaluated against (Geddes & Callister, 2007). As such, the process of norm based evaluations is more or less a way in which test scores are utilized in order to determine how a person can be ranked as compared to average set of norms for their population set (Lindbeck & Nyberg, 2006).

Scores Norm: For the present study, Stanine score was used which was a way of scaling test scores on a nine-point scale. The range in the stanine starts from 1 to 9 along the base line of the normal distribution curve, each scale has a width of 0.5, standard deviations excluding the first and last and the median is 5. Stanines have a mean of 5 and a standard deviation of 2. The scale values have nine intervals beginning with the highest +1.75 and above, +1.25 to +1.75, +0.75 to +1.25, +0.25 to

+0.75 and +0.25 to -0.25, -0.25 to -0.75, -0.75 to -1.25, -1.25 to -1.75 and -1.75 to -5.0. The highest and the lowest intervals are kept open-ended.



A Normal Distribution of Stanines, Percentile Ranks, Normal Curve Equivalents, and Performance Classifications

(Source: <https://study.com/academy/lesson/stanines-definition-lesson-quiz.html>)

Interpretation of Scores: The researcher administered the Professional Competency Scale for Elementary Teacher Educator on a sample of 50 teacher educators from DIETs and SCERT. The raw scores collected were converted into Zscore and stanine. The following Table 3.5 shows the norms for interpretation of the Professional Competency Scale Elementary Teacher Educator.

Table 3.5: Interpretation of Teacher Educator Professional Competency Scale

Zscore	Stanine	Results
less than -1.75	1	Low Competency
-1.75 to -1.25	2	
-1.25 to -0.75	3	
-0.75 to -0.25	4	Average Competency
-0.25 to 0.25	5	
0.25 tp 0.75	6	
0.75 to 1.25	7	High Competency
1.25 to 1.75	8	
above 1.75	9	

A sample of the Professional Competency Scale for Elementary Teacher Educator is attached in Appendix - 3.

3.4.4 Preparation of Questionnaire on Service Conditions and Professional Development for Teacher Educators

The Education Commission (1964-66) stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Professionals who are engaged in the education of teachers are called teacher educators. The roles and responsibilities of teacher educators are broad and they are responsible for the education of future teachers at all levels of school education. They are the linchpins in educational reforms of all kinds and any new developments in education almost always affect teacher education and teacher educators. Besides, teacher educators are expected to set a good example for future teachers with regard to implementing these new developments in practice. Uninspiring job profile and disincentivized service conditions had a negative impact in teacher's productivity whereas stable and secure service conditions ensured significant positive impact in their overall productivity. As such, a questionnaire to delve into the service conditions and professional development of teacher educators was prepared by the researcher. Steps in Construction of Questionnaire on Service Conditions and Professional Development for Teacher Educators

To find out the service conditions and professional development of elementary teacher educators in Mizoram, a questionnaire was prepared by the researcher. The researcher employed a mixture of close-ended and open-ended questions for this particular questionnaire so as to obtain the true picture. For close-ended questions Likert Scale was used to collect responses. Depending on the nature of the question and the data required, the alternative options given to different sections of the questionnaire also vary as applicable. The following steps were adopted to construct the questionnaire:

1. Collection of a number of statements to prepare tools depicting the service conditions and professional development of elementary teacher educators in Mizoram.
2. Determining the reliability and validity of the questionnaire.

3. Final selection of the items to determine the service conditions and professional development of elementary teacher educators in Mizoram.

3.4.4.1 Item Writing

The researcher studied various literatures including books, articles, journals and researches on service conditions and professional development of teachers. The statements were written in such a way that it included various items which will reveal the service conditions and avenues for professional development of teacher educators in Mizoram. The questionnaire consisted of 34 items covering different areas related to service conditions and professional development of teacher educators identified from studies of various related literature. The questionnaire on service conditions and professional development for teacher educators consisted of 4 (four) sections which are as follows:

Section 1 consisted of personal information of teacher educators such as Name, Sex, Age, Educational and Professional Qualification, Teaching Experience, Post held, Name of Institute and Address (whether rural or urban)

Section 2 consisted of 12 questions related to service conditions, including salary, promotion opportunity and working environment. All the items in this section have three alternative options such as always, sometimes and never.

Section 3 consisted of 11 questions related to participation in professional development activities and their impact. Out of the 11 items, 7 items had five alternative options such as Not Applicable (if not participated in the activity), No Impact, Small Impact, Moderate Impact and Large Impact. Out of the 11 items in this section, 4 items were open-ended.

Section 4 consisted of 11 questions related to professional development needs in a variety of areas and topics. Out of the 11 items, 10 items had four alternative options such as No need, Low level of need, Moderate level of need and High level of need. Out of the 11 items, 1 item had six alternative options where the respondents could choose as many options as applicable.

3.4.4.2 Content Validity of the Questionnaire:

The content validity of the Questionnaire was established with the help of subject experts namely, the professors of the Department of Education, Mizoram University. The purpose of the study was made clear to them and they were requested to critically evaluate each item of the scale in terms of its technical and logical accuracy as well as their relevance to the objectives of the study. The investigator personally discussed each item with the experts and the comments and suggestions given by them were taken into consideration for giving a final shape to the Questionnaire for Elementary Teacher Educators. In the light of their suggestions, certain items in the tools were accepted as it is, modified and some new items incorporated.

The final draft of the questionnaire is attached in Appendix - 4

3.4.5 Preparation of Information Schedule for Administrators

Having a strong and effective administration in an educational institute ensured good policies and procedures, impact teaching and learning as smoothly as possible. An effective and robust administration ensured that teachers focused on their lessons and prioritized learners' achievement, instead of getting tied up with the administrative load.

To obtain first-hand information and have a better understanding on the functioning of the agencies providing elementary teacher education in Mizoram, the investigator prepared information schedule for administrators covering a variety of topics and issues. Administrators, in this study comprised of the Director, SCERT Mizoram, Principals of DIETs and District Project Coordinators SSA Mission (now Samagra).

The information schedule comprised of ten dimensions which are as follows:

1. General Information
2. Fulfilment of norms and standards prescribed by NCTE (For DIETs)
3. Infrastructure

4. Planning and implementation of programmes and activities
5. Availability of teaching – learning materials
6. Finance
7. Teaching - learning process
8. Co-curricular activities and
9. Faculty development.
10. Availability of other amenities

The final form of the information schedule is attached in Appendix - 5

3.5 Administration of Tools

For collection of necessary information from the sample, the scholar physically visited all the sampled institutions/ resource centres and administered the various tools constructed for the purpose of the present study.

First of all rapport was established with the administrators/ teacher educators/ coordinators. Then the purpose of the scale, questionnaire and information sheet/schedule was explained to them. The respondents were assured that information given by them would be kept strictly confidential and will be used only for the purpose of the present research. They were asked to feel comfortable while responding to the items given in the scale, questionnaire and information sheet/schedule. The investigator provided necessary support when the respondents faced any problem or confusion with the statement in the scale and questionnaire. The investigator also made sure that no items were left unanswered. After collecting requisite information, the investigator thanked the respondents for their valuable inputs and cooperation.

3.6 Analysis of Data:

Data on different aspects of elementary teacher education programme was interpreted keeping in view the objectives of the present study. In the present study, the collected data were analysed both qualitatively and quantitatively keeping in

consideration the objectives and the nature of data in hand.

To analyse the first objective of the present study, which was to examine the development of elementary teacher education in Mizoram, 'Documentary analysis' had been carried out. In order to analyse the second, third and fourth objectives of the present study which was, to analyse the elementary teacher education programmes under DIETs, SCERT and SSA, both qualitative and quantitative analysis had been done. Information gathered through official documents and related literature were analysed in a descriptive manner whereas, information gathered through information sheet and information schedule from administrators were analysed in a descriptive manner as well as quantitatively using percentage analysis. The fifth objective of the present study which was, to examine the working conditions of elementary teacher educators with respect to their service conditions and professional development, data gathered from the questionnaire formulated for this purpose was analysed quantitatively using percentage analysis and qualitatively where necessary. For the sixth and last objective of the present study which was, to assess the professional competency of elementary teacher educators, data gathered from the Competency Scale constructed by the researcher for this purpose was analysed based on Stanine Scores Norm and simple percentage.

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CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data. The data collected from various sources using a variety of techniques were analyzed and interpreted by the researcher in a meaningful way keeping in view the objectives of the study. The study was conducted to objectively evaluate the elementary teacher education in Mizoram from different angles and perspectives. The first objective of the study was to examine the development of elementary teacher education in Mizoram which is presented in section 4.1. The second objective of the study was to analyse the teacher education programmes for elementary teachers under DIET which is presented in section 4.2. The third objective of the study which was to analyse the in-service teacher education programmes for elementary teachers under SCERT is presented in section 4.3. The fourth objective of the study which was to analyse the in-service teacher education programmes for elementary teachers under SSA is presented in section 4.4. Section 4.5 deals with the fifth objective which was to examine the working conditions of elementary teacher educators with respect to their service conditions and professional development. Section 4.6 deals with the sixth objective which was to assess the professional competency of elementary teacher educators.

The data was collected from both primary sources and secondary sources. Data from primary sources were collected using observation (by the investigator), information sheets (prepared by the investigator), Competency Scale for Elementary Teacher Educators (constructed by the investigator), questionnaire for elementary teacher educators (prepared by the investigator) and information schedule for administrators (prepare by the investigator)). The data collected from these various sources required different types of tabulation and the responses were tabulated as per the requirement of the data. The tabulated data were then analysed keeping in mind

the different objectives of the study. The interpretation of the data was done using simple statistical techniques such as percentage for most of the primary data but for interpreting the teacher competency scale, z-score and stanine score were also employed. The data collected from secondary sources were objectively analysed and interpreted by the researcher with a clear focus on the objectives of the study. The data was also represented in tables where applicable to enable ease of understanding of the descriptive analysis of data. Much of the research was qualitative in nature which prevented the use of more advanced statistical methods. The findings for the present study were systematically presented in accordance with the objectives as follows:

4.1 Objective No. 1: To examine the development of elementary teacher education in Mizoram

To examine the development of elementary teacher education in Mizoram, the investigator carried out book analysis on available literatures that were related to the development of general education in Mizoram, and teacher education in particular. The researcher also studied Annual Results of JBTC/ UGTTI/ TTI/DIET published by the respective Examination Board and various official documents and records available at the Department of School Education, DIETs, SCERT and SSA/Samagra Mission. These literatures and documents were thoroughly studied and analysed keeping in mind the objectives of the study.

4.1.1 Historical background of Elementary Teacher Education in Mizoram

Mizoram is located in the corner most part of Northeast India and had remained largely unexplored even after the British occupied most parts of the northeast. The Mizo people, known as ‘the Lushais’ by the British, led a very primitive life and had no formal education system. However, knowledge and skills were passed on from one generation to the next through traditional method. All the boys who had come of age slept together in ‘Zawlbuk’ (Bachelor’s dormitory) where they were trained by ‘Val Upa’ (Youth leaders) in warfare, values, morals, culture and traditions so as to enable them to effectively participate in the community life. The girls did not have such facilities, but they were trained by their mothers and

elders to become self-sufficient and enable them to carry out their role as the main caregiver of the family.

In 1890, the British occupied Mizoram which was known as the Lushai Hills at the time, and the traditional ways of life slowly began to disintegrate. The British Indian government divided the Lushai Hills into Northern and Southern regions with separate administrative centers at Aizawl and Lunglei respectively. However, education was not a priority for the British Indian administration as there was not much economic potential in the region. In 1893, a Hindi medium government school (later converted to Bengali medium in 1897) was opened in Aizawl, the administrative center of the Northern region but it was meant only for children of government employees. Then, in 1894 the government started a Bengali medium school in Lunglei, the administrative center of the Southern region and also in Demagiri, but it was reserved only for the children of Government employees and did not accommodate the Mizo children. The British administrators were mainly concerned with maintaining law and order in the region and mostly followed a policy of non-interference with regards to the existing social systems. The first government school for Mizo children was started in 1897 in Aizawl, and in 1898, the government school in Lunglei also began admitting Mizo children. But before this, the Christian missionaries had started educating the Mizo children.

In 1894, the first Christian missionaries Dr. Rev. J.H. Lorrain and Rev. F.W. Savidge sent by the Arthington Mission, Wales entered the Lushai Hills which resulted in the complete transformation of the Mizo tribe. The pioneer missionaries settled in the then Aijal (now Aizawl), the administrative center of the Northern region. Before the appearance of the Christian missionaries, the Mizo tribe did not have a written language and there was no formal education system in place. The first task of the pioneer missionaries was to learn the 'Duhlian' dialect, the dialect spoken by majority of the Mizo people and reduced it to a written form. The missionaries decided to use the simple Roman script which seemed most suitable. By 1897, they prepared valuable books written in the Duhlian dialect which served as textbooks in the mission schools. They also translated the Gospels of John, Luke, and the Book of

Acts, and wrote ‘A Grammar and Dictionary of the Lushai Language’ which later became the foundation of Education in Mizoram.

The pioneer missionaries started their first informal school in the Northern region on 1st April, 1894 in Aizawl with only two students, Suaka and Thanphunga. Then in 1903, the Christian missionaries started the first mission school in the Southern region in Serkawn. The number of schools gradually increased and with regards to the quality of education imparted, the mission schools far surpassed the government schools. In February 1904, the Chief Commissioner of Assam visited the Lushai Hills and was very impressed with the performance of the mission schools. He proposed to hand over the entire education system to the missionaries and by April 1904, education came under the administration of the Christian missionaries in both the Southern and Northern region of the Lushai Hills.

At the initial stage of school education in the Lushai Hills, the missionaries found it difficult to induct qualified teachers. The most advanced students who have learned to read and write were given the responsibility of teaching new students. The local teachers who were appointed had just passed Lower Primary School Examination and they were untrained as teacher training institute did not exist during this period.

The following Table 4.1 highlighted the historical development of elementary teacher education in Mizoram.

Table 4.1: Historical Development of Elementary Teacher Education in Mizoram

Year	EVENTS
1907	Teacher Training initiated by Christian Missionaries in Serkawn
1914	1 Month Special Teacher Training course was started by Christian Missionaries in Aizawl
1925	Teachers Training Institute was established by Christian Missionaries in Aizawl
1927	Teachers Training Institute was renamed as Guru Training School
1931	Teachers Training Institute was established in Serkawn

1952	Teachers' Training Institute in Serkawn was approved as Guru Training School by the Government
1953	Junior Basic Training Centre(JBTC) was established in Aizawl
1970	Normal Training School(NTS) was established in Aizawl
1974	Amalgamation of Junior Basic Training Centre and Normal Training School into Under Graduate Teacher Training Institute(UGTTI)
	Establishment of Under Graduate Teacher Training Institute(UGTTI) in Lunglei
1980	State Council of Educational Research and Training (SCERT) was established under the Directorate of School Education
	Under Graduate Teacher Training Institute (UGTTI) in Aizawl and Lunglei was upgraded to Teacher Training Institute (TTI)
1988	Teacher Training Institute (TTI) in Aizawl was upgraded to District Institute of Education and Training (DIET)
1993	Teacher Training Institute (TTI) in Lunglei was upgraded to District Institute of Education and Training (DIET)
2000	Sarva Shiksha Abhiyan launched in Mizoram
2005	Telescoped DIETs/DRCs established in Saiha, Champhai, Kolasib, Lawngtlai, Serchhip and Mamit districts
2008	State Council of Educational Research and Training (SCERT) was upgraded to a full-fledged Directorate
2013	Telescoped DIETs/DRCs upgraded to full-fledged DIETs in Saiha, Champhai, Kolasib, Lawngtlai, Serchhip and Mamit districts

4.1.2 Development of Elementary Teacher Education in Pre-Independence Period

The first attempt at teacher training was initiated as early as 1907 by the Christian Missionaries. It was started in the southern region by Dr. Rev. J.H. Lorrain in Serkawn with 24 boys. However, a formal teacher training school was not established at this time. The missionaries groomed the more abled and distinguished students to help them spread education in various parts of the Lushai Hills. Then in 1914, the number of schools in the northern region increased to 40 and the Christian missionaries started organizing month-long special teacher training classes. This

training course continued till 1925. The main eligibility criteria for entering this training course was that, the teacher trainee had to undergo a Teacher Initiation Service conducted in the church before the commencement of the training. A special church service was organized specifically for this purpose. The structure and organization of teacher training programmes were identical in both the northern and southern region.

In 1925, the Welsh Mission established a formal Teachers' Training Institute in Aizawl under Miss Katie Hughes, a missionary and a trained teacher with exceptional experience. She was assisted by Mr. Ch. Pasena, a distinguished Mizo gentleman who had recently undergone teachers' training in London. The Teachers' Training Institute catered to both teachers in the Northern and Southern Region of the Lushai Hills. The duration of the training was 1 year. However, official documents which showed the number of teachers trained during this period were not available. In 1927, the training institute was renamed as Guru Training School and was meant for both pre-service and in-service teachers. At the initial period, the duration of training was 1 year. Then from 1936 - 1945, the duration of the training was raised to 2 years.

In 1931, Rev. H.W. Carter, a highly qualified missionary started Teachers' Training Institute in Serkawn, Lunglei to cater to the Southern region. The duration of training was for 2 years. Besides training in school education, the teachers were also given training in general health, sanitation, making teaching-learning materials and productive manual work such as gardening. They were also trained to conduct and organize Sunday School and conduct church services. As such, teachers became very important members of the church and the community. There was no formal examination and no certificates were awarded to the trainees. Those who were found to have an aptitude for teaching were appointed as teachers in the existing schools. The trained teachers periodically attended a refresher course and they also had a conference every year where evangelists, pastors and other Mission workers also attended.

4.1.3 Development of Elementary Teacher Education in Post-Independence Period

At the time of Independence in 1947, there were only two teacher training institutes in Mizoram, one in Aizawl to cater to the Northern Region and another one in Lunglei to cater to the Southern Region. School administration and teacher training institutes were still under the Christian Missionaries even after Independence till 1952. In 1952, the Lushai Hills Autonomous District Council under the state of Assam came into being and school administration was handed back to the government from the missionaries and consequently, the government approved the Teachers' Training Institute established by the Christian Missionaries as Guru Training School. The number of teachers trained in this institute had grown significantly over the years.

In 1953, Junior Basic Training Centre (JBTC) was established at Chaltlang, Aizawl for preparation of all in-service primary school teachers in the Lushai Hills. This teacher training institute marked the beginning of formal teacher education in the Lushai Hills undertaken by the Government. The duration of the training was 1 year. During this period, Mizoram was just one of the districts under the state of Assam, as such, Junior Basic Training Centre (JBTC) was under the State Board for Elementary Education, Assam. Development of curriculum, conducting examination and awarding certificates/diplomas were done under this Board.

In 1966, the Government announced that from 1967, it will not depute teachers for training in the Guru Training School in both Aizawl and Lunglei and thus the teacher training institutes managed by the Christian missionaries were closed down from this year. So, from 1967, all teacher training programmes were conducted in the government managed Junior Basic Training Centre in Aizawl.

In 1970, Normal Training School was established in Aizawl to prepare Middle School teachers. It was started in a rented classroom of Republic High School in Ramthar Veng with only 20 middle school teachers. The duration of training was 2 years. Normal Training School was under the Examination Board of

Moderators, Mizoram till 1973. Development of curriculum, conducting examination and awarding certificates/diplomas were done under this Board.

The following Table 4.2 shows the total number of primary and middle school teachers trained, the total number of primary and middle school teachers who successfully completed training and pass percentage during the period 1953 - 1972 under JBTC and during the period 1970 – 1972 under NTS.

Table 4.2: Primary and Middle School Teachers Trained after Independence under JBTC (1953 – 72) and NTS (1970 – 72)

Junior Basic Training Center (1953 – 1972)	Total No. of Primary School Teachers Trained	757
	Total No. of Primary School Teachers who Completed	740
	Pass Percentage (%)	97.7%
Normal Training School (1970 – 1972)	Total No. of Middle School Teachers Trained	58
	Total No. of Middle School Teachers who Completed	56
	Pass Percentage (%)	96.5%

Source: Office documents of DIET Aizawl

An analysis of Table 4.2 shows that during the period 1953 – 72, a total of 758 primary school teachers were trained and a total of 58 middle school teachers were trained. Out of 757 primary school teachers enrolled in JBTC, 740 teachers successfully completed the training programme. The pass percentage was 97.75%. Out of 58 middle school teachers enrolled in NTS, 56 teachers successfully completed the training programme. The pass percentage was 96.55%.

4.1.4 Development of Elementary Teacher Education during Union Territory Period

The Union Territory of Mizoram came into being on 21st January, 1972. However, JBTC was still under the State Board of Elementary Education, Assam till 1973 as the Union Territory was in its transitional period and no separate Board had been formed. In 1974, Junior Basic Training Centre (JBTC) and Normal Training

School were amalgamated to form Under Graduate Teacher Training Institute (UGTTI) which catered to both Primary and Middle School teachers. UGTTI was also established in Lunglei at the same time. The duration of training was 2 years. The teacher training programme during this period was mostly meant for in-service teachers, however, a handful of pre-service teachers were also accommodated. Examination under UGTTI was conducted by the UGTTI Examination Board till 1975. In 1975, the Mizoram Board of School Education (MBSE) was established and from 1976, development of curriculum, conduct of examination and award of certificates/diplomas were undertaken by the MBSE.

The following Table 4.3 highlights the number of elementary teachers trained under UGTTI during the period 1974 – 79.

Table 4.3: Elementary Teachers Trained under UGTTI (1974 – 79)

Primary School Teachers	Total No. of Teachers Trained	297
	Total No. of Teachers who Completed	276
	Pass Percentage (%)	92.93%
Middle School Teachers	Total No. of Teachers Trained	289
	Total No. of Teachers who Completed	266
	Pass Percentage (%)	92.04%
Pre – Service Teachers	Total No. of Teachers Trained	14
	Total No. of Teachers who Completed	13
	Pass Percentage (%)	92.86%

Source: Result Book published by MBSE

An analysis of Table 4.3 shows that during the period 1974 – 79, a total of 297 primary school teachers were trained out of which 276 teachers successfully completed the training programme. The pass percentage was 92.93%. A total of 289 middle school teachers were trained out of which 266 teachers successfully completed the training programme. The pass percentage was 92.04%. A total of 14 pre-service teachers were trained out of which 13 teachers successfully completed the training programme. The pass percentage was 92.86%.

In 1980, Under Graduate Teacher Training Institute (UGTTI) in Aizawl and

Lunglei were upgraded to Teacher Training Institute (TTI). After Mizoram became a Union Territory, more colleges were opened which resulted in more graduates entering the teaching profession. These graduates must also undergo teacher training and thus the name Under Graduate Teacher Training Institute was felt inappropriate, and hence, the name was changed. The duration of the course was 2 years. However, from the data retrieved from official documents of DIET Aizawl, it was evident that the duration of training was reduced to one year for under-matriculate and only six months for matriculate from 1988. This was primarily done to rapidly clear the backlog of untrained teachers.

The following Table 4.4 highlights the number of elementary teachers trained under TTI during the period 1980 – 88.

Table 4.4: Elementary Teachers Trained under TTI (1980 – 88)

Primary School Teachers	Total No. of Teachers Trained	799
	Total No. of Teachers who Completed	674
	Pass Percentage (%)	84.35%
Middle School Teachers	Total No. of Teachers Trained	691
	Total No. of Teachers who Completed	511
	Pass Percentage (%)	73.95
Pre – Service Teachers	Total No. of Teachers Trained	68
	Total No. of Teachers who Completed	67
	Pass Percentage (%)	98.53%

Source: Result Book of TTI published by MBSE

An analysis of Table 4.4 shows that during the period 1980 – 88, a total of 799 primary school teachers were trained out of which 674 teachers successfully completed the training programme. The pass percentage was 84.35 %. A total of 691 middle school teachers were trained out of which 511 teachers successfully completed the training programme. The pass percentage was 73.95%. A total of 68 pre-service teachers were trained out of which 67 teachers successfully completed the training programme. The pass percentage was 98.53%. Pre – service teacher training was conducted only during 1980 – 84 and was discontinued in order to clear the backlog of untrained in-service teachers.

4.1.5 Development of Elementary Teacher Education after Statehood

On 20th February 1987, Mizoram became the 23rd State of the Indian Union. The state witnessed various constitutional, political and administrative changes for the past many years. After the attainment of statehood, Mizoram witnessed major developments in all areas of life including education. At the time when Mizoram was conferred statehood, the National Policy on Education (NPE) 1986 which was and still is one of the most important and comprehensive education policy was launched. This education policy aimed at promoting education to all with a focus on imparting quality education at all levels of education.

In the field of elementary education, the policy aimed at providing quality elementary education to all children below 14 years of age by 1995. As a measure for achieving this goal, a massive nationwide scheme ‘Operation Blackboard’ was launched in 1987. The main goal of the scheme was increasing human and physical resource availability in the school which included provision of at least two teachers in each primary school. This necessitated large – scale production of trained teachers. With regards to teacher education, the policy stated that ‘the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers’. Keeping in line with this thought, the policy recommended overhauling the system of teacher education; and thus, the District Institute of Education and Training (DIET) was established with the capacity to organise pre-service and in-service courses for elementary school teachers and for the personnels working in non-formal and adult education.

Development of DIET in Mizoram: As envisaged by the National Policy of Education (1986), Teacher Training Institute (TTI) in Aizawl and Lunglei were upgraded to District Institute of Education and Training (DIET) in 1988 and 1993 respectively under the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education. Chhimituipui District at that time was the only district in Mizoram which did not have a DIET on its own.

The major roles and responsibilities of these DIETs were to provide quality

pre-service and in-service education to teachers and Adult Education (AE)/Non-Formal Education (NFE) personnel, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas. To fulfil these roles and responsibilities, there were 7 branches in DIETs namely, Pre Service Teacher Education (PSTE), In-service programmes, Field Interaction and Innovation Co-ordination (IFIC), Planning & Management (P&M), Curriculum Material Development and Evaluation (CMDE), District Resource Unit (DRU), Educational Technology (ET) and Work Experience (WE). The duration of teacher training under DIET was 2 years. The TTI in Aizawl was upgraded 5 years earlier than the TTI in Lunglei but the course of studies, conduct of examinations and diplomas offered remained the same at all times for both the institutions. The training programmes offered in these two institutions also catered to both pre-service and in-service elementary teachers. Before upgradation to DIET, the Teacher Training Institute (TTI) was under the State Government and all financial requirements including salaries of staffs were borne by the State Government and all the staffs were treated as regular State Government's employee. However, after upgradation under the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education, the Central Government provided 100 % funding and all the posts became co-terminus with the scheme. This change in funding pattern and recruitment policy created numerous problems for employees under DIETs and more so for the teaching staffs. This had been dealt with separately under the fifth objective of this study.

As per the provision for setting up of 'smaller sized' or 'Telescoped DIET' in the Guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989 and consequent to the creation of five (5) new revenue districts in Mizoram, Ministry of Human Resources Development, Govt. of India approved sanction for setting up of six (6) new Telescoped DIETs in the districts of Saiha, Lawngtlai, Serchhip, Champhai, Kolasib and Mamit in the year 2003-04. Thus, Telescoped DIETs were established in the year 2005 in the six Districts of Mizoram where no DIET exists. These Telescoped DIETs had been formally known as District Resource Centres and their main function is focused on In-Service

Teacher Training of Elementary and Secondary stage and Action Research. The District Resource Centres (DRCs) did not undertake pre-service teacher education as this course was conducted by the two full-fledged DIETs of Aizawl and Lunglei. The main task of the institution was to uplift the quality of district elementary education through pre-service and in-service teacher training, on-site academic support to schools and organising workshops, seminars for teachers, headmasters, education officials, NGOs, community leaders etc.

The Guidelines for Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education June 2012 had made a provision that the existing District Resource Centres (DRCs) could be upgraded into full-fledged DIETs on need basis. Acting upon this provision, the state government proposed all six DRCs to be upgraded to DIETs and consequent to the approval by the Central government, all six DRC's of Mizoram were upgraded to full-fledged DIET on 15th April 2013. Thus, from 2016 Pre – Service Teacher Education Programme was started in the newly upgraded 6 DIETs.

NCTE is the regulatory body for teacher education and as such, the course structure, the curriculum, the intake capacity, the evaluation pattern and the recruitment guidelines in DIETs were as prescribed by the NCTE. The nomenclature of the programme, course structure, curriculum and evaluation pattern also changes from time to time. The name of the course offered till 2013 was Diploma in Teacher Education (D.T.Ed) which was of 2 years duration for pre – service teachers and 1 year only for in – service teachers upto 2013. Examination was conducted at the end of each year by the MBSE. In 2014, the nomenclature of the programme was changed to Diploma in Education (D.Ed) and semester system was also introduced from this year. The course was divided into 4 semesters of 6 months duration each for both pre-service and in-service teacher training programme. Examination was conducted by MBSE at the end of each semester. The nomenclature of the programme was again changed to Diploma in Elementary Education (D.El.Ed) in 2015 and is continued to be known by this name till date. However, the change in nomenclature did not bring about any change with regard to the curriculum.

Since the attainment of statehood, the Government of Mizoram had taken steps to clear the backlog of untrained teachers in elementary schools. The number of in-service elementary teachers and pre-service teachers trained during the period 1989 - 2021 under TTI/DIET in Mizoram is presented in the following Table 4.5

Table 4.5: Elementary Teachers Trained under TTI / DIET (1989 – 2021)

Primary School Teachers	Total No. of Teachers Trained	3675
	Total No. of Teachers who Completed	3563
	Pass Percentage (%)	96.95%
Middle School Teachers	Total No. of Teachers Trained	3320
	Total No. of Teachers who Completed	3196
	Pass Percentage (%)	96.27%
Pre – Service Teachers	Total No. of Teachers Trained	3153
	Total No. of Teachers who Completed	3089
	Pass Percentage (%)	97.97%
W.E Teachers	Total No. of Teachers Trained	523
	Total No. of Teachers who Completed	509
	Pass Percentage (%)	97.32%

Source: Result Book of TTI/DIET published by MBSE

An analysis of Table 4.5 shows that during the period 1989 – 2021, a total of 3675 primary school teachers were trained out of which 3563 teachers successfully completed the training programme. The pass percentage was 96.95 %. A total of 3320 middle school teachers were trained out of which 3196 teachers successfully completed the training programme. The pass percentage was 96.27%. A total of 3153 pre-service teachers were trained out of which 3089 teachers successfully completed the training programme. The pass percentage was 97.97%. A total of 523 W.E teachers were trained out of which 509 teachers successfully completed the training. The pass percentage was 97.32%.

Pre – service teacher training was conducted from 1980 – 84 and was discontinued in order to clear the backlog of untrained in-service teachers. It was again conducted from 1991 – 1995 and was again discontinued from 1996 academic session. Then from 2002, pre – service teacher education was again started and had continued till date. Diploma programme for in – service teachers was discontinued

from 2018 as a result of RTE Act 2009 which mandated that only trained teachers must be recruited.

Establishment of SCERT: The State Council of Educational Research and Training (SCERT) was established in 1980 as an academic wing of the School Education Directorate and had been made a separate Directorate on 22nd May 2008. The SCERT is the state counterpart of the National Council of Educational Research and Training (NCERT) New Delhi, dealing with the academic aspects of School Education and Teacher Education. It had also been declared the Academic Authority for the Elementary Education of the State following the enactment of the RTE Act 2009, on 22nd Sept 2010. From its inception, SCERT had grown in size and stature. Teacher Education and Training is one unit among its many programmes. The varied training packages of the SCERT were mostly of short term duration while a few were of longer durations.

SCERT deals with the academic aspects of different levels of education like Primary Education, Secondary Education, Teacher Education, In-service orientation programmes and continuing education. It is concerned with Curriculum and Textbook Development, Science and Mathematics Education, Promotion of English, Vocational Education, Educational and Vocational Guidance and Counseling Services, Integrated Education for Disabled Children, Environmental Education, Computer Aided Education, Distance Education, Educational Research and Non-Formal Education for the general public on specific issues. These concerns were realized through training and research. Educational Training was an important component of SCERT which is related to providing extension and in-service training programmes to teachers, teacher educators, educational supervisors and educational administrators like CEO, DEO, SDEO, Headmasters and Principals of Elementary Schools, High Schools & Higher Secondary Schools. Research work had so far been restricted to action research, case studies and survey projects funded by the Government of India.

Launching of Sarva Shiksha Abhiyan (SSA): SSA, a comprehensive and integrated flagship programme of the Govt. of India for achieving universalization of

elementary education for children in the age group of 6-14 years was launched throughout the country in 2001. It was implemented by the Central Government in partnership with the state governments through a district level decentralized management framework involving local bodies. It aimed to provide useful and relevant education to all children in the 6-14 age groups by 2010 but this goal had not been fully realized till today.

An important goal of the programme was to provide elementary education of satisfactory quality with emphasis on education for life and to bridge all gender and social category gaps. To bring about qualitative improvement in education under SSA, various interventions had been made such as in-service teacher training, curriculum renewal, revision of textbooks, continuous and comprehensive evaluation of students, close monitoring of schools and provision of academic support to teachers on a regular basis.

SCERTs and DIETs were expected to provide academic support to teachers through block and cluster level functionaries. Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) were established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities.

The major academic roles of BRCs/URCs & CRCs as outlined in the Framework for Implementation of SSA (2008) were:

(a) Development of the centre as a rich academic resource with ample reference materials for the teachers.

(b) Development of strong human resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary level.

(c) Regular school visits for addressing emerging pedagogic issues and issues related to school development.

(d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.

At present, 26 BRCs and 171 CRCs are operational in the state of Mizoram. In each block, there are several CRCs and each CRC covered a small number of schools within easy reach. BRCs were headed by Block Resource Centre Co-coordinators and CRCs by Cluster Resource Centre Co-coordinators. The BRC Co-coordinator is the academic co- coordinator / facilitator at block level who is responsible for in-service training of teachers and providing guidance to the CRC Co-coordinators. They also organized training programmes for members of Village Education Committees (VEC) and School Development and Monitoring Committees (SDMCs).

BRC coordinators also collected materials from the District Project Office for distribution among the teachers, SDMCs etc. through CRCs and provide continuous support to teachers while monitoring implementation of pedagogical and other interventions at school level. The tasks of CRC coordinators included providing constant support to the teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centers and liaising with the SDMCs, the community and NGOs working in the area of education. Monthly meetings at cluster level were held and periodic visits to schools were made by CRC Coordinators to monitor teachers' performance and to provide them on-site support.

In a nutshell, the role of BRC/CRC is a mixed set of academic, supervisory, managerial, networking and creative activities; it goes beyond routine monitoring and supervision work as it encompassed providing support to schools and teachers through teacher training and teacher mentoring for their professional growth, strengthening community- school linkage, providing resource support and carrying out action research. In addition, administrators in the system depended on them for multifarious administrative activities as they were easily available work force.

The goal of Sarva Shiksha Abhiyan was not realized even after 18 years from its implementation. As such, Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 was launched by the

Government of India from 2019 with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumed the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

4.2 Objective No.2: To analyse the elementary teacher education programmes under DIET

The pre – service elementary teacher education programme was analysed with reference to ‘Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education under NCTE Norms 2014’ (Appendix - 6). The in-service teacher education programme was analysed in terms of nature and type of programmes, mode of transaction and quantity of programmes conducted.

The researcher collected and analyzed data mostly from the official website of NCTE, official websites and office records like files, newsletters and annual reports of the sampled DIETs. A general information sheet and an information schedule for administrator were also constructed by the researcher to collect necessary information.

DIETs in each district were the only training institution in Mizoram which provides both pre-service and in-service teacher education programmes. A peculiar case with regard to elementary teacher education in Mizoram is that, there were no private teacher education institutions like other states of India. For prospective elementary teachers, DIETs in each district offered Pre-Service Teacher Education programmes namely Diploma in Elementary Education (D.El.Ed). The D.El.Ed course was recognized by the National Council for Teacher Education and the course was of two-years duration divided into 4 (four) Semesters. Diploma in Elementary Education (D.El.Ed) is affiliated to Mizoram Board of School Education (MBSE) but the Course of Study was developed by the State Council of Education and Research (SCERT), Mizoram. In addition to pre-service teacher education, providing continuous support to elementary teachers was one of the important functions of DIETs. As such, DIETs in Mizoram conducted various short course in-service

trainings for the professional development of elementary teachers annually.

4.2.1 Pre-Service Elementary Teacher Education in Mizoram

NCTE Norms 2014 had laid down a number of criteria to be fulfilled by teacher education institutes conducting Diploma in Elementary Education (D.El.Ed) Course. The following observations were made by the researcher regarding the fulfillment of these norms by the sampled DIETs:

- **Duration and Working Days**

The NCTE Norms 2014 stated that ‘The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.’ An analysis of the D.El.Ed Curriculum revealed that the duration of the course is in conformity with the NCTE Norms 2014.

The NCTE Norms stated that ‘(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission. (b) The institute 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 advice, guidance, dialogue and consultation as and when needed. (c) The minimum attendance of student-teachers shall be 80% for all course work including practicum, and 90% for school internship.’

A scrutiny of the students' attendance registers in the sampled DIETs confirmed that the working days are more than 200 days in all the DIETs. As such, the working days of DIETs in Mizoram were as per the NCTE Norms 2014. An analysis of the existing Timetable in each DIETs shows that a six hour work schedule for five days per week is followed. Looking at the D.El.Ed Curriculum, it is also found that the minimum attendance for student teachers was as prescribed by the NCTE Norms, 2014 which is 80% for all theory/practicum courses and 90% for school internship.

- **Intake, Eligibility, Admission procedure and Fees**

Intake: NCTE Norms 2014 stated that 'The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.'

Eligibility: NCTE Norms 2014 stated that '(a) Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for admission. (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.'

Admission Procedure: NCTE Norms 2014 stated that '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 /UT Administration.'

Fees: NCTE Norms 2014 stated that 'The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002.'

The following Table 4.6 highlights the intake capacity, eligibility criteria, admission procedure and fees for D.El.Ed Programme under DIETs.

Table 4.6 Intake, Eligibility, Admission procedure and Fees of D.El.Ed Programme

Name of DIET	Intake	Eligibility	Admission Procedure	Fees
DIETAizawl	120	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Test and Personal Interview	As prescribed by SCERT
DIETLunglei	100	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Test and Personal Interview	As prescribed by SCERT
DIETChamphai	50	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/ PWDs	Entrance Test and Personal Interview	As prescribed by SCERT
DIET Mamit	50	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Test and Personal Interview	As prescribed by SCERT

Source: Office Documents of SCERT

Table 4.6 shows that the intake capacity of DIETs in Lunglei, Champhai and Mamit corresponded with the NCTE Norms 2014 which is 2 units (100 seats), 1 unit (50 seats) and 1 unit (50 seats) respectively. However, there seemed to be an irregularity with the intake capacity of DIET Aizawl which is more than 2 units but less than 3 units (120 seats). This irregularity aroused due to the fact that DIET Aizawl received recognition in 19th July, 1990 and during this time, NCTE was not a regulatory body and the NCTE Norms was not in place yet. Intake capacity was allotted based on the needs and requirements of individual institutions and as such, DIET Aizawl being the only recognized institution in Mizoram at the time was allotted 120 seats.

Table 4.6 shows that the eligibility criteria in all the DIETs in Mizoram were as per the NCTE Norms which is 50% marks in secondary or equivalent examination. However, as per authority given to the state government, relaxation of

5% in marks is granted to ST/SC/OBC and PWDs.

Regarding admission to D.El.Ed Course, the Directorate of SCERT which was the controlling authority of DIETs in Mizoram formulated the admission procedure in conformity with the NCTE Norms 2014. The SCERT laid down guidelines to be followed by each DIET regarding entrance examination, personal interview, publication of results etc. Common question was prepared by SCERT but entrance test and personal interview were carried out individually in each DIET. The final result for admission in order of merit was then compiled and published by the Directorate of SCERT.

Regarding fees for D.El.Ed Programme, DIETs in Mizoram did not seem to follow the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 regarding Constitution of Committees for fixation of fees payable and Procedure to be adopted by the Committee. But regarding the criteria and procedure for determining fees and maintenance of account of fees, DIETs followed NCTE Regulations, 2002 as far as applicable. The Directorate of SCERT in consultation with all the DIETs decided the appropriate amount to be levied. Then, approval was taken from the Government of Mizoram. A study of the fee structure revealed that minimum amount was charged to the students payable at the beginning of 1st Semester and 3rd Semester only. Table 4.7 highlights the details of fees charged for D.El.Ed Course

The following Table 4.7 highlights the existing fee structure for D.El.Ed Programme under DIETs in Mizoram.

Table 4.7: Fees structure for D.El.Ed Programme under DIETs in Mizoram

Fees Payable (At the beginning of 1 st Semester)		Fees Payable (at the beginning of 3 rd Semester)	
Component	Amount	Component	Amount
Admission Fee	Rs. 100	Professional Course Fee	Rs. 1000
Student Aid Fund	Rs. 200	Laboratory Fee	Rs. 200
Professional Course Fee	Rs. 1000	Library Fee	Rs. 200
Identity Card	Rs. 150	Magazine Fee	Rs. 300
Laboratory Fee	Rs. 200	Processing Fee	Rs. 50
Library Fee	Rs. 200	Total	Rs. 1750
Magazine Fee	Rs. 300		
Processing Fee	Rs. 50		
Total	Rs. 2350		

Source: Office Documents of SCERT

- **Curriculum, Programme Implementation and Assessment**

Curriculum: NCTE Norms, 2014 stated that ‘The D.El.Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses, compulsory practicum courses, and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D.El.Ed. Curriculum’.

The existing D.El.Ed Curriculum in Mizoram was prepared by the SCERT, the academic authority for elementary education including elementary teacher education. It was first brought out by MBSE in 2014 but in 2017, it was revised under the guidance and supervision of SCERT and certain modifications were made in conformity with the RTE Act 2009 and the NCFTE 2009. The curriculum was developed and prepared by experts in various fields through a series of workshops.

NCTE Norms 2014 stated that ‘The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas. Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage.’ With regard to Practicum / Field Engagements, the norms further states that, ‘Practicum Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

Besides the theory courses and practicum courses, NCTE Norms 2014 gave importance to school internship programme. It stated that ‘The School Internship programme shall have the following components: A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.’ It further asserted that ‘The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.’

Detailed curriculum of D.El.Ed Course in Mizoram is presented in Table 4.8 below.

Table 4.8 Semester Break up and Curriculum Structure of D.El.Ed Course in Mizoram

1 st SEMESTER					
Course Title	Curricular Area	Suggested Periods	Marks Weightage		
			Int.	Ext	Total
THEORY					
Childhood and the Development of Children Contemporary Indian Society Education, Society, Curriculum and Learners Cognition, Learning and the Socio-Cultural Context Proficiency in English	Child Studies	4 – 5 / week	30	70	100
	Contemporary Studies	4 – 5 / week	30	70	100
	Educational Studies	4 – 5 / week	30	70	100
	Child Studies	4 – 5 / week	30	70	100
	Curriculum & Pedagogic Studies	4 – 5 / week	15	35	50
Total: 450					

2 nd SEMESTER					
THEORY					
Towards Self-Understanding and Evolving an Educational Vision I Pedagogy across the Curriculum Mathematics Education for the Primary School Child Proficiency in Hindi	Educational Studies	2 – 3 / week	20	30	50
	Curriculum & Pedagogic Studies	2 – 3 / week	15	35	50
	Curriculum & Pedagogic Studies	4 – 5 / week	30	70	100
	Curriculum & Pedagogic Studies	2 – 3 / week	15	35	50
PRACTICUM					
Work and Education Children’s Physical and Emotional Health, School Health and Education Pre Internship	PracticumPracticum	2 – 3 / week	50	70	50
	PracticumPracticum	4 – 5 / week	30	-	100
	Internship	2 weeks	50	-	50
Total: 450					
3 rd SEMESTER					
THEORY					
Pedagogy of Environmental Studies Pedagogy of Mizo Towards Self-Understanding and Evolving an Educational Vision II Understanding Language, Early Literacy and Language Education Diversity, Gender and Inclusive Education	Curriculum & Pedagogic Studies	4 - 5 / week	30	70	100
	Curriculum & Pedagogic Studies	4 - 5 / week	30	70	100
	Educational Studies	2 - 3 / week	15	35	50
	Curriculum & Pedagogic Studies	4 – 5 / week	30	70	100
	Curriculum & Pedagogic Studies	4 – 5 / week	30	70	100
Total: 450					
4 th SEMESTER					
THEORY					

School Culture, Leadership and Change	Educational Studies	4 – 5 / week	30	70
	Curriculum & Pedagogic Studies	4 – 5 / week	30	70
Optional Courses (Any One)				
i. Pedagogy of English Language				
ii. Pedagogy of Science				
iii. Pedagogy of Social Science				
iv. Pedagogy of Mizo				
PRACTICUM				
Creative Drama, Fine Arts and Education School Internship	Practicum	2– 3/ week	50	-
		16 weeks	160	40
				Total: 450

Source: DIET Curriculum in Mizoram

An analysis of Table 4.8 shows that the theory courses of the D.El.Ed curriculum in Mizoram was in conformity with the NCTE Norms 2014. The curriculum covered all the curricular areas and courses as suggested by the Norms 2014. There were:

- 2 Theory Courses in Child Studies which is covered in the 1st Semester
- 2 Theory Courses in Contemporary Studies which is covered in the 1st Semester and 3rd Semester
- 4 Theory Courses in Educational Studies which is covered in all the Semesters
- 11 Theory Courses in Curriculum & Pedagogic Studies which is covered in all the Semesters
- 3 Practicum Courses which is covered in the 2nd Semester and 4th Semester

Table 4.8 highlights that there were two school internship programmes in the D.El.Ed Curriculum. The first one to be conducted during the 2nd Semester for a period of 2 weeks was shorter by 2 weeks than the prescribed Norms. The second school internship programme to be conducted during the 4th Semester was as suggested by the Norms, which is for 16 weeks. Only DIET Aizawl and DIET Lunglei had attached practicing school namely, DIET Practising School which is under the Directorate of School Education. However, it was found that all the

sampled DIETs did not have any problem regarding access to the required number of elementary schools for practical activities. Each DIET established close relationship with sufficient government elementary schools in their surrounding area and could utilize them for practical activities whenever required.

- **Programme Implementation**

NCTE Norms 2014 stated that elementary teacher education institutions will have to meet the following specific demands of a professional programme of study:

‘Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school’. An analysis of data collected from the information schedule shows that each DIET prepared an activity calendar at the beginning of each academic session keeping in mind the academic calendar of elementary schools.

‘Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs’. An analysis of data collected through information schedule reveals that, for all school based activities, DIETs obtained prior permission from the District Education Office (DEO) to utilize elementary schools within their districts according to their needs and requirements. In this regard, the data reveals that the DEOs were co-operative and accommodating and provide assistance to the DIETs whenever required.

‘Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty’. The data collected from the information schedule reveals that teacher educators in the sampled DIETs regularly employed seminars, debates, lectures and discussions as a method of transacting the course of studies. Seminars and debates on different educational

issues were sometimes organized as co-curricular activities for the student teachers.

‘Organise academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/teaching in Universities and schools’. Data reveals that workshops, seminars and trainings on various topics were sometimes organized by DIETs. In-house faculty development programmes were also organized from time to time where teacher educators shared their knowledge and expertise with their colleagues. However, the frequencies of these programmes were determined by availability of funds. The teacher educators also attended various workshops, seminars and trainings organized by SCERT, NCERT, NUEPA, Universities and other government and non-government agencies. However, provision of leave for teacher educators under DIETs to pursue higher studies was not available. As such, a number of them availed their earned leave and other admissible leave to pursue higher studies privately.

‘Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation report, observation records and reflective journals, which provide opportunities for reflective thinking’. Data reveals that teacher educators adopted variety of teaching strategies such as discussion, group work, project work etc. in the classroom to develop different types of teaching skills in the students. The student teachers maintained observation record, reflective journals and activity record book during their internship period to enable them to reflect on their performance and make improvements where necessary.

‘The optional pedagogy course for upper primary school teaching shall be selected by the student’. An analysis of the D.El.Ed Curriculum revealed that student-teachers had options to select their optional pedagogy papers. There were six pedagogy courses for primary and upper primary school teaching. In the 3rd Semester, Pedagogy of Environmental Studies and Pedagogy of Mizo were compulsory for all students. In the 4th Semester, student teachers could select one

specialization from Pedagogy of English, Pedagogy of Social Science, Pedagogy of Science and Pedagogy of Mathematics.

‘The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution’. A study of the D.El.Ed Curriculum reveals that the nature of the curriculum and its effective transaction necessarily required a strong partnership between the TEIs and the school. As such, DIETs maintained good relationships with elementary schools in their districts

‘There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal’. An analysis of the data collected from the Information Schedule reveals that DIET Aizawl had set up a Complaints and Grievance Redressal Committee to look after the welfare of the student teachers. Such type of Committee or Cells was not found in other sampled DIETs. However, complaints and grievances of the students were addressed at faculty meeting depending on the nature of the case.

‘For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers’. Data reveals that before the commencement of school internships, DIETs conveyed necessary information and instructions to the headmasters for the smooth execution of school internship programme. Any doubts or problems were discussed beforehand and mutual decision was made before the commencement of school internship programme.

- **Assessment**

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the

ranges specified above. Candidates must be internally assessed on the entire practicum course and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc.

An analysis of the preceding Table 4.8 shows that with respect to assessment of the curriculum, the existing D.El.Ed Curriculum conformed to the NCTE Norms 2014 in most of the curricular areas. For each theory subject, 30% was assigned to internal marks and 70% for external examination. The basis for assessment and criteria were clearly highlighted in the curriculum so that there may be no confusion for the student teachers as well as the teacher educators. There is one practicum course in the 1st Semester namely, Children's Physical & Emotional Health, School Health & Education which was not entirely assessed internally. As highlighted in the table, only 30% was assigned for internal and 70% for external examination. The other two practicum courses, Work and Education and Creative Drama, Fine Arts & Education which were offered in the 3rd and 4th Semester respectively were wholly assessed internally as stated in the Norms. Student teachers were always informed of the grades/ marks they received.

4.2.2 Academic Faculty of DIETs

NCTE Norms 2014 stated that for an intake of up to two basic units of 50 students each, the faculty strength shall be 16. The Principal or HOD is included in the faculty. The distribution of faculty across subject areas and corresponding qualification as per NCTE Norms 2014 is presented in Table 4.9 below.

Table 4.9: Distribution of faculty across subject areas and corresponding qualification as per NCTE Norms 2014

Sl. No.	Faculty	No. Required	Qualification
1.	Principal/HoD	1	i) Postgraduate degree in Science / Social Sciences /Arts/ Humanities with minimum 55 % marks, and M. Ed / M.A (Education)/M.El.Ed with minimum 50% marks. ii) Five years teaching experience in a Teacher Education Institution. Desirable: Degree/Diploma in Educational Administration / Educational Leadership.
2.	Perspectives in Education	3	Teacher Educators in D.El.Ed should have Master's Degree in Social Science /Humanities /Science /Maths / Language with 50% marks, and M.Ed with 50% Marks or M.A (Education) with 50% marks [except (two) positions where the requirement shall be Postgraduate in Philosophy/Sociology/Psychology with 50% marks and B.El.Ed or B.Ed or D.El.Ed with 50% marks, or M. Phil / Ph.D in Education).
3.	Science	2	
4.	Humanities & Social Sciences	2	
5.	Mathematics	2	
6.	Languages	3	
7.	Fine Arts/ Performing Arts	2	
8.	Health & Physical Education	1	Master's degree in Physical Education (M.P.Ed) with minimum 50% marks.

Source: NCTE Norms 2014

In Table 4.10, the number of sanctioned post as per NCTE Norms 2014 and the number of existing faculty in the sampled DIETs is presented.

Table 4.10: Number of Sanctioned Post and Existing Faculty in Sampled DIETs

Sl. No.	Name of DIET	Principal	Sr. Lecturer	Lecturer	Instructors
1.	Aizawl	1	Sanctioned Post - 7 Vacant – 7	Sanctioned Post: 16 Filled up: 14 Deputed to other Dept.: 1 Attached from other DIETs: 13	Sanctioned Post: 1 In position: 4 Attached from other Dept: 3
2.	Lunglei	1	Sanctioned post - 4 Vacant – 4	Sanctioned post: 18 Filled up: 15 Vacant: 3 Attached from other DIETs: 2	Sanctioned Post: 2 In position: 2
3.	Champhai	Vacant	Sanctioned Post-0	Sanctioned Post: 18 Filled up: 10	Sanctioned Post: 0

				Vacant: 8	
4.	Mamit	1	Sanctioned Post-0	Sanctioned Post: 18 Filled up: 13 Vacant: 5 Attached to SCERT: 1	Sanctioned Post: 0

Source: NCTE Norms 2014/ General Information Sheet

An analysis of Table 4.10 shows that in DIET Aizawl, the sanctioned Principal post was 1, Senior Lecturer posts were 7, Lecturer posts were 16 and Instructor post was 1. At present, 1 Principal, 26 Lecturers and 4 instructors were in position at DIET Aizawl. As shown in the table, 2 Lecturer posts were officially vacant whereas 13 Lecturers were attached from other DIETs and one faculty from DIET Aizawl was also deputed to other Department. The Senior Lecturer posts were lying vacant due to legal problems in processing promotion of qualified faculty to the senior posts. There is only 1 post of Instructor at present but 3 Instructors were attached from other Departments.

As shown in the table, DIET Lunglei had a sanctioned post of 1 Principal, 4 Senior Lecturers, 18 Lecturers and 2 Instructors. At present, 1 Principal, 17 Lecturers and 2 Instructors were in position in DIET Lunglei. 3 Lecturer posts were officially vacant but at the same time, 2 Lecturers were attached from other DIETs. The posts of Senior Lecturers in DIET Lunglei were lying vacant due to legal problems in processing promotion of qualified faculty to the senior posts.

As given in the table, DIET Champhai had a sanctioned post of 1 Principal, 18 Lecturers and no Senior Lecturer post. At present, the Principal post was lying vacant in DIET Champhai as there were no Senior Lecturers for promotion to the post. There were only 10 Lecturers in position with 8 posts lying vacant. However, it was found that DIET Champhai catered to only 1 unit (50 seats) of the D.El.Ed Course and as per the Norms, if the intake capacity for two years is 100 or less annually, the faculty strength may be reduced to 8.

As given in the table, DIET Mamit had a sanctioned post of 1 Principal, 18 Lecturers and no Senior Lecturer post. At present, 1 Principal and 13 Lecturers were in position. 1 Lecturer was attached to SCERT at present. There were 5 Lecturer posts lying vacant in DIET Mamit. However, it was found that DIET Mamit

catered to only 1 unit (50 seats) of the D.El.Ed Course and as per the Norms, if the intake capacity for two years is only 100 or less annually, the faculty strength may be reduced to 8.

4.2.3 Qualification

NCTE Norms 2014 stated that the Principal/HoD of D.El.Ed Course must possess Postgraduate degree in Science/ Social Sciences/ Arts/ Humanities with minimum 55% marks, and M.Ed/ MA (Education)/ M.El.Ed with minimum 50% marks along with 5 years teaching experience in a Teacher Education Institution. A Degree/Diploma in Educational Administration/ Educational Leadership is also desirable.

In Table 4.11, the educational qualification of existing Principals in the sampled DIETs is presented.

Table 4.11: Educational Qualification of Principals in Sampled DIETs

Sl.No	Name of DIET	Qualification of Principal
1.	Aizawl	M.A, B.Ed
2.	Lunglei	M.A, B.Ed
3.	Champhai	N.A
4.	Mamit	M.A, B.Ed

Source: General Information Sheet

An analysis of Table 4.11 shows that the existing Principals in DIET Aizawl, DIET Lunglei and DIET Mamit did not possess the required qualification as per NCTE Norms, 2014 since none of them had the required M.Ed degree as stated by the Norms. This was due to the fact that the recruitment rules adopted by the state only required Masters in any subject with B.Ed for the post of Principal. At present, DIET Champhai did not have a Principal since there were no Senior Lecturers qualified for promotion to the post of Principal.

With regards to qualification of teacher educators, NCTE Norms 2014 stated that Master's degree in Social Science /Humanities /Science /Maths / Language with 50% marks, and M.Ed with 50% Marks is required, for M.A

(Education) with 50% marks no additional degree is required and for Postgraduate in Philosophy/Sociology/Psychology 50% marks and B.El.Ed or B.Ed or D.El.Ed with 50% marks, or M. Phil / Ph.D in Education is required. An analysis of the qualification and distribution of teacher educators in curricular areas as per NCTE Norms 2014 is presented in Table 4.12 below

Table 4.12 Qualification and distribution of teacher educators across curricular areas in DIET Aizawl

Curricular Areas	No. Required (As per Norms)	In Position	
		Qualified	Unqualified
Education	3	11	Nil
Science	2	2	Nil
Humanities & Social Sciences	2	8	Nil
Mathematics	2	Nil	Nil
Languages	3	4	Nil
Fine Arts/ Performing Arts	2	1	Nil
Health & Physical Education	1	1	Nil

Source: NCTE Norms 2014/ General Information Sheet

An analysis of Table 4.12 shows that, in DIET Aizawl, while the required faculty strength for Perspectives in Education was 3, there were 11 qualified teacher educators as per the NCTE Norms 2014. In Science, the required faculty strength was 2 and there were 2 qualified teacher educators in position. In Humanities and Social Science, the required faculty strength was 2 and there were 8 teacher educators in position. In Mathematics, there were no qualified teacher educators in position. In languages, while the required faculty strength was 3, there were 4 teacher educators in position. In Fine Arts/Performing Arts, while the required faculty strength was 2, there was only 1 qualified teacher educator in position. In Physical Education, the required faculty strength was 1 and there was 1 qualified teacher educator in position. The excess faculty strength was due to the fact that 13 Lecturers had been attached from other DIETs.

Table 4.13: Qualification and distribution of teacher educators in curricular areas in DIET Lunglei

Curricular Areas	No. Required	In Position	
		Qualified	Unqualified
Education	3	3	

Science	2	2	
Humanities & Social Sciences	2	8	
Mathematics	2	Nil	Nil
Languages	3	2	
Fine Arts/ Performing Arts	2	1	
Health & Physical Education	1	1	

Source: Source: NCTE Norms 2014/ General Information Sheet

By analyzing Table 4.13 we can see that, in DIET Lunglei, the required faculty strength for Perspectives in Education was 3 and there were exactly 3 teacher educators in position. In Science, the required faculty strength is 2 and there were 2 teacher educators in position. In Humanities and Social Science, while the required faculty strength is 2 there were 8 teacher educators in position. In Mathematics, there were no qualified teacher educators in position. In languages, while the required faculty strength was 3, there were 2 teacher educators in position. In Fine Arts/Performing Arts, while the required faculty strength was 2, there was only 1 qualified teacher educator in position. In Physical Education, the required faculty strength was 1 and there was 1 qualified teacher educator in position.

Table 4.14: Qualification and distribution of teacher educators in curricular areas in DIET Champhai

Curricular Areas	No. Required	In Position	
		Qualified	Unqualified
Education	3	3	Nil
Science	2	3	Nil
Humanities & Social Sciences	2	1	Nil
Mathematics	2	1	Nil
Languages	3	2	Nil
Fine Arts/ Performing Arts	2	Nil	Nil
Health & Physical Education	1	Nil	Nil

Source: NCTE Norms 2014/ General Information Sheet

An analysis of Table 4.14 reveals that in DIET Champhai, the required faculty strength for Perspectives in Education was 3 and there were exactly 3 qualified teacher educators in position. In Science, the required faculty strength was 2 and there were 2 teacher educators in position. In Humanities and Social Science, the required faculty strength was 2 and there were 2 teacher educators in position. In Mathematics, the required faculty strength was 2 but there was only 1 teacher

educator in position. In languages, while the required faculty strength was 3, there were 2 teacher educators in position. There were no teacher educators in both Fine Arts/Performing Arts and Health & Physical Education.

Table 4.15: Qualification and distribution of teacher educators in curricular areas in DIET Mamit

Curricular Areas	No. Required	In Position	
		Qualified	Unqualified
Education	3	2	Nil
Science	2	2	Nil
Humanities & Social Sciences	2	4	Nil
Mathematics	2	1	Nil
Languages	3	2	Nil
Fine Arts/ Performing Arts	2	Nil	Nil
Health & Physical Education	1	1	Nil

Source: NCTE Norms 2014/ General Information Sheet

From the analysis of Table 4.15 it can be seen that in DIET Mamit, the required faculty strength for Perspectives in Education was 3 and there were only 2 qualified teacher educators in position. In Science, the required faculty strength was 2 and there were 2 teacher educators in position. In Humanities and Social Science, the required faculty strength was 2 and there were 4 teacher educators in position. In Mathematics, the required faculty strength was 2 but there was only 1 teacher educator in position. In Languages, while the required faculty strength was 3, there were 2 teacher educators in position. There were no teacher educators in Fine Arts/Performing Arts. In Health & Physical Education, the required faculty strength was 1 and there was 1 qualified teacher educator in position.

4.2.4 Administrative and Professional Staff

The NCTE Norms 2014 stated that for D.El.Ed Course, the institution should have the following administrative and professional staff and their qualification will be as prescribed by the State/UT Government:

- UDC/Office Superintendent - 1
- Computer Operator-cum-Store Keeper - 1

- Computer Lab Assistant (BCA / B.Tech with Computer Science) - 1
- Librarian (with B. Lib) – 1

The following table 4.16 highlights the status of administrative and professional staff in the sampled DIETs.

Table 4.16: Status of Administrative and Professional staffs in the sampled DIETs.

Sl.No.	Name of DIET	UDC / Superintendent	Computer Operator-cum- Store Keeper	Computer Lab Assistant	Librarian
1.	Aizawl	2	1	2	1
2.	Lunglei	1	1	1	1
3.	Champhai	2	1	Vacant	1
4.	Mamit	1	1	1	1

Source: NCTE Norms 2014/ General Information Sheet

An analysis of Table 4.16 shows that in DIET Aizawl and DIET Champhai, there were 2 UDC/Superintendent in position which was 1 more than the required number as per NCTE Norms 2014 whereas in DIET Lunglei and DIET Mamit, there was 1 each. In all the sampled DIETs there was 1 Computer Operator-cum- Storekeeper each. In DIET Aizawl there were 2 Lab assistants, in DIET Lunglei and DIET Mamit there was 1 each whereas the post was vacant in DIET Champhai. There was 1 Librarian in all the sampled DIETs.

4.2.5 Terms and Conditions of Service

As stated by NCTE Norms 2014, the terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

DIETs in Mizoram were established under the Restructuring and Reorganization of the Centrally Sponsored Scheme of Teacher Education formulated by the Ministry of Human Resource Development, Department of School Education and Literacy, Government of India. As per the implementation guidelines of this Scheme, the conditions of service for all teaching and non-teaching staff were co-terminus with the scheme. Recruitment of all employees under DIETs was done by a

Special Recruitment Board constituted by the state government. The pay scales and age of superannuation was similar to that of regular state government employees. However, employees under DIETs did not enjoy any pension benefits and other benefits such as Child Care Leave, Medical reimbursement etc enjoyed by the state employees.

4.2.6 Facilities

NCTE Norms 2014 has laid down several guidelines with regards to infrastructural and instructional facilities to be implemented in the DIETs. The availability and adequacy of these facilities in the sampled DIETs are presented below in Table 4.17

- **Infrastructural Facility:** NCTE Norms 2014 stated that for one unit of 50 students, the land area should be 2500 sq.m and for every additional unit, the land area should be increased by 500 sq.m. The built up area for one unit of 50 students should be 1500 sq.m and for every additional unit, the land area should be increased by 500 sq.m. There should be one classroom for every 50 students and one multipurpose hall with a seating capacity of 200 with total area of 2000 sq.ft. There should be a minimum of 1000 books on relevant subjects in the first year of establishment and one hundred standard books must be added every year. For other infrastructural facilities, the NCTE Norms 2014 does not specify the quantity or area required.

The existing infrastructural facilities in the sampled DIETs are presented in Table 4.17 below.

Table 4.17: Availability of Infrastructural Facilities in Sample DIETs

Sl.No	Facilities	Aizawl	Lunglei	Champhai	Mamit
1.	Land Area	20,163sq.mts	41,862sq.mts	65,476sq.mts	12,742sq.mts
2.	Built up Area	2,352 sq.mts	2,006sq.mts	1,650sq.mts	1,649sq.mts
3.	Classroom	6	6	4	2
4.	Multipurpose Hall	2 (200 seats)	1 (200 seats)	1 (100 seats)	1 (100 seats)
5.	Library-Resource Centre	Computerised 6833 books	Computerised 4231 books	NA	2370
6.	Curriculum Lab	1	1	1	NA
7.	Computer Lab	1	1	NA	NA

8.	Arts & Crafts Resource Centre	1	1	1	NA
9.	Health & Physical Education Resource Centre	1	1	1	NA
10.	Principal's Room	1	1	1	1
11.	Staff Room	9	2	1	1
12.	Administrative Office	2	2	1	1
13.	Store Room (2 nos.)	2	1	1	1
14.	Men's Common Room	1	NA	NA	NA
15.	Women's Common Room	1	NA	NA	NA
16.	Canteen	2	1	1	1
17.	Visitor's Room	1	1	NA	NA
18.	Separate Toilet for male & female staff	2	2	2	2
19.	Separate Toilet for male & female students	6	4	2	2
20.	Toilet for PWDs	NA	NA	NA	NA
21.	Parking Space	Available	Available	Available	Available
22.	Open Space for lawn, gardening etc.	Available	Available	Available	Available
23.	Multipurpose playfield	Available	Available	Available	NA

Source: Questionnaire for Administrators

An analysis of Table 4.17 reveals that DIET Aizawl had almost all the required infrastructural facilities as per Norms. The only deficit was found in the number of books available in the Library-Resource Centre and the non-availability of toilet for PWDs. DIET Lunglei also fulfilled almost all the required infrastructural facilities. Deficiency was found only in the number of books available in the Library-Resource Centre, non-availability of common rooms for men and women and toilet for PWDs. DIET Champhai fulfilled most of the requirement but did not have a computer laboratory, common room for men and women, visitor's room and toilet for PWDs. Data was not available on number of books available in the library. Many of the essential infrastructural facilities were not available in DIET Mamit. The institute did not have Curriculum Lab, Computer Lab, Arts & Crafts Resource Centre and Health & Physical Education Resource Centre, common room for men and women, visitor's room, toilet for PWDs and a multipurpose playfield. It can be seen that only basic resources were available.

- **Instructional Resources:** The NCTE Norms 2014 stated that there should be a Library cum Resource Centre in the institution where students and teachers have

access to a variety of materials and resources to enhance the teaching learning process. The materials and resources specified in the Norms and the availability in the sampled DIETs are presented in Table 4.18 given below

Table 4.18: Availability of Materials and Resources Available in Library cum Resource Centre in Sampled DIETs in Mizoram

Sl.No	Materials & Resources	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
1.	Books, Journals, Magazines	Available	Available	Available	Available
2.	Children's Books	Available	Available	Available	Available
3.	Audio Visual Equipments – TV, OHP, DVD Player etc.	Available	Available	Available	Available
4.	Audio Visual Aids – Slides, Films	Available	Available	Available	Available
5.	Teaching Aids – Charts, Pictures	Available	Available	Available	Available
6.	Developmental Assessment Checklists & Measurement Tools	Available	Available	Not Available	Not Available
7.	Photocopying Machine	Available	Available	Available	Available
8.	Satellite Receive Only Terminal	Available	Available	Available	Available
9.	Satellite Interactive Terminal	Not Available	Not Available	Not Available	Not Available

Source: *Questionnaire for Administrators*

An analysis of Table 4.18 shows that all the DIETs had most of the necessary materials and resources in the Library cum Resource Centre as per Norms, except Satellite Interactive Terminal. In DIET Champhai and DIET Mamit, Developmental Assessment Checklists & Measurement Tools were also found to be unavailable.

- **Equipment and Materials for different activities:** NCTE Norms 2014 stated that the equipment and materials available in the institution should be suitable and sufficient in quantity and quality for the variety of activities planned in the programme. The list of equipment and availability in the sampled DIETs are presented in the following Table 4.19

Table 4.19: Availability of Equipment and Materials for different activities in Sampled DIETs

Sl.No	Equipment & Materials	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
1.	Educational kits	Available	Available	Available	Available
2.	Models	Available	Available	Available	Available
3.	Play Materials	Available	Available	Available	Available
4.	Picture Books	Available	Available	Available	Available
5.	Visual Aids – Photographs, Charts, Maps, Flash cards etc	Available	Available	Available	Available
6.	Handbooks	Available	Available	Available	Available
7.	Books on songs, games, activities, worksheets	Available	Available	Available	Available

Source: Questionnaire for Administrators

An analysis of Table 4.19 shows that all the DIETs had the required equipment and materials for conducting different activities in the institution.

- **Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials:** NCTE Norms 2014 specified the Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials that should be available in the institution. The list of equipment, tools and materials required and their availability in the institution is presented in Table 4.20 below.

Table 4.20: Availability of Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials in Sampled DIETs

Sl.No	Equipments, Tools, Raw Materials	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
1.	Wood Working Tools	Not Available	Not Available	Not Available	Not Available
2.	Gardening Tools	Available	Available	Available	Available
3.	Toy/Doll Making Materials	Available	Available	Available	Available
4.	Tailoring/Dress Designing Equipments & Tools	Not Available	Not Available	Not Available	Not Available
5.	Raw materials for making Charts, Models & other Practical Activities	Available	Available	Available	Available
6.	Art Materials	Available	Available	Available	Available
7.	Waste Materials	Available	Available	Available	Available
8.	Stationery	Available	Available	Available	Available

Source: Questionnaire for Administrators

An analysis of Table 4.20 shows that all the DIETs had Gardening Tools, Toy/Doll Making Raw materials for making Charts, Models & other Practical

Activities, Art Materials, Waste Materials and Stationery Materials but they all lack Wood Working Tools and Tailoring/Dress Designing Equipment and Tools.

- **Musical Instruments:** NCTE Norms 2014 stated that there should be simple musical instruments in the Institutions. The available musical instruments in the DIETs is presented in Table 4.21 below

Table 4.21: Availability of Musical Instruments in Sampled DIETs

Sl. No.	Name of DIET	Musical Instruments Available
1.	Aizawl	Piano, Guitar, Traditional Drum
2.	Lunglei	Piano, Guitar, Traditional Drum
3.	Champhai	Piano, Guitar, Traditional Drum
4.	Mamit	Guitar and Traditional Drum

Source: Questionnaire for Administrators

An analysis of Table 4.21 shows that all the DIETs had musical instruments in their institutions as stated in the Norms. The NCTE Norms 2014 did not specify the quantity of instruments that should be available. However, all the DIETs mentioned that they had sufficient instruments to cater to their needs.

- **Games and Sports:** NCTE Norms 2014 stated that adequate games and sports equipment for indoor and outdoor games should be available in the institution. The available equipment in DIETs are presented in Table 4.22 below

Table 4.22: Availability of Games and Sports Equipments in Sampled DIETs

Sl.No	Name of DIET	Indoor Games	Outdoor Games
1.	Aizawl	Chinese Checker, Draught Board, Carrom Board, Table Tennis	Football, Basketball, Volleyball, Javelin,
2.	Lunglei	Chinese Checker, Draught Board, Carrom Board	Football, Volleyball
3.	Champhai	Chinese Checker, Draught Board, Carrom Board	Football, Volleyball
4.	Mamit	Chinese Checker, Draught Board, Carrom Board	Football, , Volleyball

Source: Questionnaire for Administrators

An analysis of Table 4.22 shows that all the DIETs had the required indoor and outdoor sports equipment to cater to the needs of the student teachers.

- **Other Amenities**

NCTE Norms 2014 also stated that besides the above mentioned facilities, there should be:

- Functional and appropriate furniture in required number for instructional and other purposes.
- Separate common rooms for male and female teacher educators/students-teachers.
- Arrangement may be made for parking of vehicles.
- Safe drinking water be provided in the institution.
- The institution's campus, building, facility etc. should be disabled friendly.
- There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided.

The existing amenities available in the sampled DIETs are presented in Table 4.23 below.

Table 4.23: Availability of other Amenities in Sampled DIETs in Mizoram

Sl.No	Amenities	Aizawl	Lunglei	Champhai	Mamit
1.	Functional & Appropriate Furniture	Available	Available	Available	Available
2.	Separate Common Rooms for Male & Female Teacher Educators	Not Available	Not Available	Not Available	Not Available
3.	Separate Common Rooms for Male & Female Student Teachers	Available	Available	Not Available	Not Available
4.	Safe Drinking Water	Available	Available	Available	Available
5.	Disabled Friendly Campus/ building/ facility	Not Available	Not Available	Not Available	Not Available
6.	Parking Space	Available	Available	Available	Available
7.	Playground	Available	Not Available	Not Available	Not Available

An analysis of Table 4.23 shows that all the DIETs had functional and

appropriate furniture. Separate common rooms for male and female teacher educators were not available in any of the DIETs but in DIET Aizawl and Lunglei, separate common room was available for student teachers. Safe drinking water was available in all the DIETs but none of the DIETs had a disabled friendly campus/ building/ facility. Parking space was available in all the DIETs but playground was available only in DIET Aizawl.

4.2.7 Managing Committee

NCTE Norms 2014 stated that the institution shall have a Managing Committee constituted as per the rules, if any, of the concerned State Government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust/Company, Educationists, Primary/Elementary Education Experts and Staff Representatives. It was found that since DIETs in Mizoram were all government institutions, no separate Managing Committee was constituted. They were all under the Directorate of SCERT under the Department of School Education, Government of Mizoram.

4.2.8 In-Service Elementary Teacher Education in Mizoram under DIETs

With the implementation of RTE Act 2009, it was mandated that only trained teachers who had passed the Teacher Eligibility Test must be recruited for elementary teachers. Nevertheless, providing continuous education to trained in-service elementary teachers is essential to improve and maintain the quality and standard of elementary education. It is essential that teachers keep themselves abreast of the changes and development that takes place around them and in particular, in the field of education. They must constantly try to develop and enhance their skills and knowledge so that they will be able to provide the best kind of education to their students.

At present, there are 1496 Primary Schools and 1529 Upper Primary Schools with 6300 teachers at the primary level and 11005 teachers at the upper primary level.(Source:UDISE+ 2020-21) DIETs in each districts were the nodal

agencies for providing in-service education to all the elementary teachers at the district level. The government had not established DIETs in the newly created districts namely, Khawzawl, Saitual and Hnahthial and as such, they were under DIET Champhai, DIET Aizawl and DIET Lunglei respectively with regards to teacher training. Current lists of elementary schools, number of teachers, students' enrolment and teacher pupil ratio in Mizoram (district-wise) is given in Table 4.24

Table 4.24: Details of Elementary Schools, Number of Teachers, Students' Enrolment & Teacher Pupil Ratio (TPR) in Mizoram (District Wise)

District	No. of PS	No. of PS Teachers	Students' Enrolment	TPR	No. of UPS	No. of UPS Teachers	Students' Enrolment	TPR
Aizawl	249	2358	28861	12:1	359	2455	28058	11:1
Lunglei	251	1187	13552	11:1	213	1158	10262	9:1
Saiha	120	827	6161	7:1	89	555	5232	9:1
Champhai	82	562	7683	14:1	111	677	6968	10:1
Lawngtlai	268	1298	16810	13:1	164	1276	11304	9:1
Serchhip	79	502	5590	11:1	97	530	5595	11:1
Kolasib	109	580	8552	15:1	116	686	6918	10:1
Mamit	178	691	10281	15:1	143	789	7243	9:1
Khawzawl	44	280	3113	11:1	55	301	3080	10:1
Saitual	59	402	4704	12:1	83	431	4420	10:1
Hnahthial	57	309	2641	9:1	53	276	2279	8:1
Total	1496	8996	107948	12:1	1529	9134	91359	10:1

Source: Udise+ 2021

A number of programmes on various topics and issues were conducted by DIETs annually. The in-service elementary teacher education provided by DIETs in Mizoram during the past five years is presented year – wise in the following tables.

Table 4.25: Programmes & Activities Conducted by Sampled DIETs for In-Service Elementary Teachers during 2016- 2017 Session:

Sl. No.	Programmes & Activities	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
		No. of Activity	No. of Activity	No. of Activity	No. of Activity
1.	Training for P/S Teachers	2	3	10	2
2.	Training for M/S Teachers	2	4	4	2
3.	Workshop for P/S Teachers	3	Nil	Nil	1
4.	Workshop for M/S Teachers	3	Nil	Nil	1
5.	Refresher Course for BRCC/CRCC	1	Nil	Nil	Nil

6.	Refresher Course for Headmasters (P/S & M/S)	1	1	2	Nil
7.	Publication for P/S Teachers	2	1	Nil	Nil
8.	Publication for M/S Teachers	2	1	Nil	Nil

An analysis of Table 4.25 reveals that during 2016 -17 Academic Session, DIET Aizawl conducted 2 training programmes and 3 workshops for primary school teachers. 1 training module for primary level English teachers and 1 teacher's handbook on the new textbook were published. For middle school teachers, 2 training programmes teachers and 3 workshops were conducted. 1 training manual for middle school English teachers and 1 handbook on the new textbooks were also published. 1 Refresher Course for BRCC/CRCC was conducted and 1 refresher course for elementary school headmasters were also conducted.

DIET Lunglei conducted 3 training programmes for primary school teachers and 4 training programmes for middle school teachers. 1 training module for primary and middle school teachers was also published. 1 Refresher Course was also conducted for elementary school headmasters.

DIET Champhai conducted 10 training programmes for primary school teachers and 4 training programmes for middle school teachers. 2 Refresher Courses were also conducted for elementary school headmasters.

DIET Mamit conducted 2 training programmes for primary school teachers and 2 training programmes for middle school teachers. 1 Workshop was conducted for both primary and middle school teachers.

Table 4.26: Programmes & Activities Conducted by Sampled DIETs for In-Service Elementary Teachers during 2017- 2018 Session:

Sl. No.	Programmes & Activities	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
		No. of Activity	No. of Activity	No. of Activity	No. of Activity
1.	Training for P/S Teachers	In- Service Programmes not conducted during	4	2	7
2.	Training for M/S Teachers		2	2	4
3.	Workshop for P/S Teachers		Nil	Nil	Nil

4.	Workshop for M/S Teachers	2017 – 18 Session	Nil	Nil	Nil
5.	Refresher Course for BRCC/CRCC		Nil	Nil	Nil
6.	Refresher Course for Headmasters (P/S & M/S)		1	Nil	Nil
7.	Publication for P/S Teachers		Nil	Nil	Nil
8.	Publication for M/S Teachers		Nil	Nil	Nil

An analysis of Table 4.26 reveals that during 2017 -18 Academic Session, DIET Aizawl did not conduct any programmes and activities for Elementary teachers in Aizawl District.

DIET Lunglei conducted 4 training programmes for primary school teachers and 2 training programmes for middle school teachers. 1 Refresher Course was also conducted for elementary school headmasters.

DIET Champhai conducted 2 training programmes for primary school teachers and 2 training programmes for middle school teachers.

DIET Mamit conducted 7 training programmes for primary school teachers and 4 training programmes for middle school teachers.

Table 4.27: Programmes & Activities Conducted by Sampled DIETs for In-Service Elementary Teachers during 2018- 2019 Session:

Sl. No.	Programmes & Activities	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
		No. of Activity	No. of Activity	No. of Activity	No. of Activity
1.	Training for P/S Teachers	Programmes not conducted during 2018 – 19 Session	1	1	2
2.	Training for M/S Teachers		1	2	2
3.	Workshop for P/S Teachers		Nil	Nil	-
4.	Workshop for M/S Teachers		Nil	Nil	-
5.	Refresher Course for BRCC/CRCC		Nil	Nil	1
6.	Refresher Course for Headmasters (P/S & M/S)		Nil	Nil	-
7.	Publication for P/S Teachers		Nil	Nil	-
8.	Publication for M/S Teachers		Nil	Nil	-

An analysis of Table 4.27 reveals that during 2018 -19 Academic Session, DIET Aizawl did not conduct any programmes and activities for Elementary teachers in Aizawl District.

DIET Lunglei conducted only 1 training programme for primary school teachers and 1 training programme for middle school teachers.

DIET Champhai conducted 1 training programmes for primary school teachers and 2 training programmes for middle school teachers.

DIET Mamit conducted 2 training programmes for primary school teachers and 2 training programmes for middle school teachers.

Table 4.28: Programmes & Activities Conducted by Sampled DIETs for In-Service Elementary Teachers during 2019 - 2020 Session:

Sl. No.	Programmes & Activities	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
		No. of Activity	No. of Activity	No. of Activity	No. of Activity
1.	Training for P/S Teachers	2	5	3	2
2.	Training for M/S Teachers	1	Nil	2	4
3.	Workshop for P/S Teachers	Nil	Nil	Nil	Nil
4.	Workshop for M/S Teachers	Nil	Nil	Nil	Nil
5.	Refresher Course for BRCC/CRCC	Nil	Nil	Nil	Nil
6.	Refresher Course for Headmasters (P/S & M/S)	Nil	Nil	Nil	Nil
7.	Publication for P/S Teachers	Nil	Nil	Nil	Nil
8.	Publication for M/S Teachers	Nil	Nil	Nil	Nil

An analysis of Table 4.28 reveals that during 2019 - 20 Academic Session, DIET Aizawl conducted 2 training programmes for primary school teachers and only 1 training programme for middle school teachers. No programmes and activities were conducted for middle school teachers, elementary school headmasters, BRCC and CRCC.

DIET Lunglei conducted 5 training programmes for primary school

teachers. No programmes and activities were conducted for middle school teachers, elementary school headmasters, BRCC and CRCC.

DIET Champhai conducted 3 training programmes for primary school teachers and 2 training programmes for middle school teachers covering. No programmes and activities were conducted for middle school teachers, elementary school headmasters, BRCC and CRCC.

DIET Mamit conducted 2 training programmes for primary school teachers and 4 training programmes for middle school teachers. No programmes and activities were conducted for middle school teachers, elementary school headmasters, BRCC and CRCC.

Table 4.29: Programmes & Activities Conducted by Sampled DIETs for In-Service Elementary Teachers during 2020 - 2021 Session:

Sl.No	Programmes & Activities	DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Mamit
		No. of Activity	No. of Activity	No. of Activity	No. of Activity
1.	Training for P/S Teachers	Programmes could not be conducted due to Covid – 19 during 2020 - 21 Session			
2.	Training for M/S Teachers				
3.	Workshop for P/S Teachers				
4.	Workshop for M/S Teachers				
5.	Refresher Course for BRCC				
6.	Refresher Course for Headmasters				
7.	Publication for P/S Teachers				
8.	Publication for M/S Teachers				

An analysis of Table 4.29 reveals that DIETs in Mizoram did not conduct any programmes and activities for in-service elementary teachers during 2020 – 21 due to Covid – 19 Pandemic.

4.3 Objective No.3: To analyse the in – service teacher education programmes for elementary teachers under SCERT

State Council of Educational Research and Training (SCERT) Mizoram, was established in 1980, and later upgraded to a full-fledged Directorate in 2008. In 2020, under Guidelines for Implementation of Teacher Education Programme under the Restructuring and Reorganisation of the Centrally Sponsored Scheme on Teacher Education 2012, SCERT Mizoram was restructured to keep up with the challenges and concerns of education in the state.

The SCERT is the state counterpart of the National Council of Educational Research and Training (NCERT) New Delhi, dealing with academic aspects of School Education and Teacher Education. It was established for qualitative improvement of school education and other institutions and agencies in the Education Department in the State. SCERT was originally visualized to become a centre of excellence in the field of school education. Its functions envisaged organization of in-service training programmes for teachers and supervisory personnel, conduct of conferences and seminars for senior officers (district level and above) of Education Department. Over the years, the role of SCERTs as a state resource institution had expanded to include: providing academic support at all stages of education, undertaking co-ordination of all academic matters relating to school education, maintaining appropriate linkages with other educational organisations and providing supervision/support to the district and sub-district level institutions.

Keeping the roles and functions of SCERT in mind, the in- service elementary teacher education programmes under SCERT were analysed in terms of programmes conducted, availability of academic staffs, para-academic staffs, administrative staffs, availability of physical infrastructure and instructional resources. Availability of academic staffs, para-academic staffs and administrative staffs were analysed based on the posts sanctioned by the Government. Availability of physical infrastructure was analysed in line with the ‘Infrastructural Requirement

of Model SCERT under the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, 2012'. (Appendix-7) Availability of instructional resources was analysed based on the norms specified by NCTE 2014 for elementary teacher training institute. The in – service teacher education programmes for elementary teachers were analysed in terms of the nature and type of programmes, mode of transaction, and number of programmes conducted annually.

The researcher collected and analyzed data mostly from the official websites and office records like files, newsletters and annual reports of SCERT Mizoram. A general information sheet and information schedule for administrator was also formulated to collect necessary information. A checklist was also used by the researcher at the time of collecting data from SCERT to cross check the authenticity of the data gathered through information sheets and questionnaire.

4.3.1 Academic, Para – Academic and Administrative Staff in SCERT Mizoram

With the expansion of school education in the last decade following the implementation of RTE Act 2009 and the increasing demands for inclusive education in all the schools, appraisal of SCERTs was important to strengthen SCERTs through analysis of its strengths and weaknesses to address the gaps within the institution and its linkages with other institutions. Keeping this in view, MHRD had developed guidelines for the strengthening of SCERTs in wider consultations with the states/UTs. The SCERT Mizoram was then restructured in 4th June 2020. There were 9 divisions in the SCERT with multiple departments under each division. These divisions and departments worked together as a team to fulfill the roles and responsibilities of SCERT towards achieving quality and inclusive education at all levels of school education. Programmes and activities conducted for in-service elementary teachers were carried out not only by the Division of Teacher Education but also by other divisions depending on the issues and concerns of the proposed programmes. The different divisions/departments, academic, para-academic and administrative staffs under SCERT Mizoram is presented in Table 4.30 below

Table 4.30: Divisions and Departments in SCERT Mizoram

Sl.No.	Division	Departments
1.	Director	
2.	Joint Directors	
3.	Division of Curriculum Research and Development	Dept. of Mathematics and Science Dept. of Social Sciences Dept. of Languages Dept. of Commerce Studies Dept. of Art Education Dept. of Work Experience & Vocational Education Dept. of Health & Physical Education Dept. of Inclusive & Special Education Dept. of Pre-Primary
4.	Division of Teacher Education	Dept. of Research, Survey & Assessment Dept. of Teacher Education Dept. of Leadership & Management District Institutes of Education & Training (DIETs)
5.	Division of ICT	Dept. of Educational Technology Dept. of EDUSAT
6.	Division of Programme & Monitoring	Area Intensive Education Programme (AIEP) Environmental Orientation to School Education (EOSE) National Population Education Programme (NPEP) Management Information System (MIS) Child Rights Protection Cell
7.	Division of Continuing Professional Development	B.Ed in Special Education (Hearing & Visual Impairment) English Language Teaching Institute (ELTI) Mizoram Institute of Spoken English(MISE)
8.	Division of Library, Documentation and Publication	
9.	Administrative Division	

Source: SCERT Official Website

As presented in Table 4.30, the Director is the administrative head in SCERT with 2 Joint Directors to oversee the overall workings of the Directorate. There were 9 divisions in SCERT Mizoram and under these divisions there were 23 departments working towards the goal of achieving quality and inclusive education at all levels of school education. These divisions/departments were equipped with qualified academic, para-academic and administrative staffs who worked as a team to

provide in-service teacher education for teachers at the elementary level, secondary level and higher secondary level.

The sanctioned posts, number of sanctioned posts, staffs in-position and vacancy is presented in the following Table 4.31

Table 4.31: Academic Staffs in SCERT Mizoram

Academic	Sanctioned Posts	Filled Posts	Vacant Posts	% of Vacant Posts
Director	1	1	0	0.00%
Joint Director	2	1	1	50.00%
Deputy Director	5	4	1	20.00%
Lecturer	12	10	2	16.67%
Tutor	2	2	0	0.00%
Counsellor (Guidance & Counselling)	1	0	1	100.00%
Audio Producer (Technology cell)	2	1	1	50.00%
P.O. (EOSE)	1	0	1	100.00%
Special Education Officer (IEDC)	2	1	1	50.00%
Vocational & Guidance Officer (Guidance & Counselling)	1	1	0	0.00%
Science Consultant (Science Promotion Wing)	3	3	0	0.00%
Computer Programmer (ICT)	1	1	0	0.00%
Project Coordinator (Population Education)	2	2	0	0.00%
Programme Coordinator (EDUSAT)	1	1	0	0.00%
Technical Officer (EDUSAT)	1	1	0	0.00%
APC(AIEP)	1	0	1	100.00%
APO(EOSE)	2	2	0	0.00%

Headmaster (Mizoram Institute of Spoken English)	1	0	1	100.00%
Sound Recordist (Technology cell)	1	1	0	0.00%
Graphic Artist (Technology cell)	1	1	0	0.00%
Asst. Special Education Officer (IEDC)	2	2	0	0.00%
Teacher (Mizoram Institute of Spoken English)	2	1	1	50.00%
Supervisor (AIEP)	2	1	1	50.00%
Science Supervisor	1	0	1	100.00%
Research Assistant (VSE)	1	0	1	100.00%
Total	51	37	14	27.45%

An analysis of the academic faculties in SCERT Mizoram which is presented in Table 4.31 shows that there were 51 sanctioned academic posts in SCERT. Out of the 51 sanctioned posts, only 37 posts were filled up and 14 posts remained vacant. This means that 27.45% of the sanctioned posts were lying vacant. These academic staffs all played an important role in organizing and implementing various programmes and activities for in-service teachers at all levels of education.

Table 4.32: Para Academic Staffs in SCERT Mizoram

Para - Academic	Sanctioned Posts	Filled Posts	Vacant Posts	% of Vacant Posts
Programming Assistant	1	1	0	0.00%
Production Assistant	1	0	1	100.00%
Technician	1	0	1	100.00%
Computer Operator	2	1	1	50.00%
Camerman EDUSAT	1	1	0	0.00%
Process Camerman ICT	1	0	1	100.00%
Laboratory Assistant	1	0	1	100.00%

Lab Bearer/ Attendant	2	1	1	50.00%
Projectionist	1	1	0	0.00%
	11	5	6	54.55%

An analysis of Table 4.32 shows that there were 11 sanctioned para-academic posts in SCERT. Out of these sanctioned posts, only 5 posts were filled up while 6 posts remained vacant. This means that 54.55% of the para-academic posts were lying vacant. The para-academic staffs were crucial human resources who were indispensable for the successful implementation of the programmes and activities for in-service teachers conducted by SCERT.

Table 4.33: Non Academic Staffs in SCERT Mizoram

Non – Academic	Sanctioned Posts	Filled Posts	Vacant Posts	% of Vacant Posts
Deputy Director (Admn.)	1	1	0	0.00%
Superintendent	1	1	0	0.00%
Finance and Account Officer	1	1	0	0.00%
Assistant Librarian	1	0	1	100.00%
Research Officer	1	1	0	0.00%
Steno grade III	4	1	3	75.00%
Office Assistant	5	5	0	0.00%
UDC	10	5	5	50.00%
LDC	7	2	5	71.43%
Driver	10	2	8	80.00%
Duftry	1	0	1	100.00%
Group D	23	15	8	34.78%
Total	65	34	31	47.69%

An analysis of Table 4.33 shows that there were 64 sanctioned non-academic staffs under SCERT Mizoram. Out of the 64 sanctioned posts, only 34 posts were filled up while 31 posts were lying vacant. This means that 47.69% of the non-academic posts remained to be filled up. The non-academic staffs were crucial human resource who significantly contributed to the success of any programmes or activities for in-service teachers organized by SCERT.

4.3.2 Physical Infrastructure in SCERT Mizoram

The physical infrastructure of SCERT Mizoram was analysed based on the recommended ‘Infrastructural Requirement of Model SCERT’ under the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, Guidelines for Implementation published by Government of India, Ministry of Human Resource Development, Department of School Education and Literacy on June, 2012. The infrastructural requirement of ‘Model’ SCERT and existing infrastructure in SCERT Mizoram is given in the Table 4.34 below.

Table 4.34: Infrastructural Requirement of Model SCERT and Existing Infrastructure in SCERT Mizoram

Sl.No	Infrastructural Requirement of Model SCERT	Availability in SCERT Mizoram
1	1 Room for Director with all facilities appropriate for Director’s Room	1
2	1 Conference Room (Connected with Director’s Room)	1
3	1 Room for Joint Director	2
4	4 Seminar Rooms	3
5	2 Classroom for B.Ed Class	2
6	1 Room for “State Research Support Group”	1
7	1 Big Room approximately the size of Hall for Library	1
8	1 Hall where 100 Teacher Educators or Teachers could be addressed	1
9	1 Studio for recording video films	1
10	1 CAL Laboratory	NA
11	1 Art Laboratory	NA
12	1 Science Laboratory	1
13	1 Psychology Laboratory	NA
14	1 Language Laboratory	1
15	1 Cafeteria to accommodate 30 – 35 persons	1
16	1 Store Room	1
17	1 Facility Centre with photo-copy machines	1

An analysis of Table 4.34 shows that with regards to physical

infrastructure, SCERT Mizoram fulfilled most of the requirements recommended in ‘Infrastructural Requirement of Model SCERT’. Infrastructures not available at present were CAL Laboratory, Art Laboratory, Psychology Laboratory and 1 additional Seminar room.

4.3.3. Available Instructional Resources in SCERT Mizoram

There is no specific guideline regarding the instructional materials which is to be made available in SCERTs. The investigator employed the list of instructional resources specified by NCTE Norms 2014 for DIETs to analyse the availability of infrastructural resources under SCERT Mizoram. It was found applicable since both the institutions are agencies for providing in-service elementary teacher education. The instructional resources available in SCERT Mizoram are presented in the following table.

Table 4.35: Available Instructional Resources in SCERT

Sl.No	Materials & Resources	Availability
1.	Books, Journals, Magazines	Books – 20318 Journals – 13 Newspapers – 5(Local) 3(National)
2.	Children’s Books	100
3.	Audio Visual Equipments	TV – 6 OHP – 5 DVD – 0
4.	Audio Visual Aids	200 +
5.	Visual Aids	200+
6.	Developmental Assessment Checklists & Measurement Tools	4
7.	Photocopying Machine	7
8.	Satellite Receive Only Terminal	NA
9.	Satellite Interactive Terminal	50
10.	Educational kits	Available
11.	Models	30+
12.	Play Materials	Available
13.	Picture Books	Available
14.	Handbooks	Available
15.	Books on songs, games, activities, worksheets	Available
16.	Raw materials for making Charts, Models & other Practical Activities	Available
17.	Art Materials	Available
18.	Waste Materials	Available

19.	Stationery	Available
20.	Musical Equipments	Available
21.	Games & Sports Equipments	Available
22.	Safe Drinking Water	Available
23.	Disabled Friendly Campus/Building	NA
24.	Functional & Appropriate Furnitures	Available

An analysis of Table 4.35 shows that there were sufficient instructional resources in SCERT Mizoram for providing in-service teacher education to elementary teachers. On-site observation made by the researcher revealed that these instructional resources were sufficient for conducting programmes and activities for 100 teachers at a time. The institution lacked Satellite Receive only Terminal and the building was not disabled friendly at the time of visit but renovation was underway for a disabled friendly campus.

4.3.4 Programmes and Activities Organized by SCERT Mizoram for In-service Elementary Teachers

The SCERT is the state counterpart of the National Council of Educational Research and Training (NCERT) New Delhi, dealing with academic aspects of School Education and Teacher Education. The SCERTs were expected to organize in-service education and extension programs for all categories of educational personnel. Besides in-service teacher education, Curriculum and Textbook Development, Science and Mathematics Education, Promotion of English, Vocational Education, Educational and Vocational Guidance and Counselling Services, Integrated Education for Disabled Children, Environmental Education, Computer Aided Education, Distance Education, Educational Research and Non-Formal Education for the general public on specific issues were also under the main purview of SCERTs.

The programmes and activities for elementary teachers organized by SCERT Mizoram during the last five years, viz. 2016 -17 to 2020 -21 is presented in the following table.

Table 4.36: Programmes and Activities Organized by SCERT Mizoram for In service Elementary Teachers during 2016 - 17

Sl.No	Programmes & Activities	No. of Programmes/Activities Conducted			
		P/S Teachers	M/S Teachers	P/S Head	M/S Head
1.	Training Programmes	-	-	-	-
2.	Workshop Programmes	-	-	-	-
3.	Sensitization/Awareness Programme	1		-	-
4.	Development of Resource Material	2		1	
5.	On-site Support	1		-	-
6.	Orientation Programme	-	-	-	-

An analysis of Table 4.36 shows that during 2016 – 17, SCERT conducted 5 programmes/activities in total for in-service elementary teachers. Out of the 5 programmes, 1 was on development of resource material for primary and middle school headmasters on institutional planning and management, 2 were on development of resource material (sessional work plan and textbooks) for primary and middle school teachers, 1 was on sensitization on Childs Rights for primary and middle teachers, and 1 on providing on-site support to primary and middle schools. Data on number of participants in these programmes was not available.

Table 4.37: Programmes and Activities Organized by SCERT Mizoram for In-service Elementary Teachers during 2017 - 18

Sl.No	Programmes & Activities	No. of Programmes/Activities Conducted			
		P/S Teachers	M/S Teachers	P/S Head	M/S Head
1.	Training Programmes	1	-	-	2
2.	Workshop Programmes	-	-	-	-
3.	Sensitization/Awareness/ Interactive Programme	1		1	
4.	Development of Resource Material	-	-	-	-
5.	On-site Support	-	-	-	-
6.	Orientation Programme	-	-	-	-

An analysis of Table 4.37 shows that during 2017 – 18, SCERT conducted 5 programmes/activities in total for in-service elementary teachers. For middle school headmasters, 2 training programmes on school management and pedagogy

were conducted. For both primary and middle school headmasters, 1 interactive meeting on school practices was conducted. For primary school teachers, 1 training programme on pedagogy was conducted. For teachers at all levels, 1 consultation meeting on evaluation was conducted. Data on number of participants in these programmes was not available.

Table 4.38: Programmes and Activities Organized by SCERT Mizoram for In-service Elementary Teachers during 2018 - 19

Sl. No	Programmes & Activities	No. of Programmes/Activities Conducted				
		P/S & M/S Teachers	Teachers Only	Teachers Only	P/S Head	M/S Head
1.	Training Programmes	1	-	1	-	-
2.	Workshop Programmes	3	-	1	-	-
3.	Sensitization/Awareness/Interactive Programme	-	-	3	-	-
4.	Development of Resource Material	-	-	1	-	-
5.	On-site Support	-	-	-	-	-
6.	Orientation Programme	1	-	-	-	-

An analysis of Table 4.38 shows that, SCERT conducted 11 programmes/activities in total for elementary teachers during 2018 – 19. Out of the 11 programmes and activities, 6 were meant for middle school teachers and 5 were meant for both middle and primary school teachers. For middle school teachers, 2 sensitization programme on legal provision for child’s rights, 1 educational awareness programme, 1 workshop on pedagogy of Mathematics & Science and 1 short course training on language pedagogy were conducted and 1 resource material for Science was developed. For both primary and middle school teachers, 1 workshop on revision of resource material for learning outcomes, 1 workshop on language textbooks, 1 workshop on development of resource material for school safety, 1 mass orientation on learning outcomes and 1 training programme on legal provision for persons with disabilities were conducted. Data on number of participants in these programmes was not available.

Table 4.39: Programmes and Activities Organized by SCERT Mizoram for In-service Elementary Teachers during 2019 - 20

Sl.	Programmes & Activities	No. of Programmes/Activities Conducted
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No		P/S & M/S Teachers	TeachersOnly	TeachersOnly	P/S Head	M/S Head
1.	Training Programmes			-	-	-
2.	Workshop Programmes	4	1	-	-	-
3.	Sensitization/Awareness/Interactive Programme	1		-	-	-
4.	Development of Resource Material	2		-	1	
5.	On-site Support	-		-	-	-
6.	Orientation Programme	-		-	-	-

An analysis of Table 4.39 shows that during 2019 – 20, SCERT conducted 9 programmes/ activities for in-service elementary teachers. 1 workshop was conducted for primary school teachers to review textbooks. For both primary and middle school teachers, 2 workshops on QR Code content creation on Mizo, Hindi and EVS for DIKSHA, 1 workshop on curriculum development, 1 workshop on developing resource material for evaluation purpose were conducted and 1 consultation meeting on using home activities as teaching strategy were conducted. 2 alternative calendars for elementary schools and 1 online training module on leadership for elementary headmasters were prepared and published.

Table 4.40 Programmes and Activities Organized by SCERT Mizoram for In-service Elementary Teachers during 2020 - 21

Sl. No.	Programmes & Activities	No. of Programmes/Activities Conducted				
		P/S & MS Teachers	TeachersOnly	TeachersOnly	P/S Head	M/S Head
1.	Training Programmes	1	-	-	-	-
2.	Workshop Programmes	4	-	1	-	-
3.	Sensitization/Awareness/Interactive Programme	-	1	-	-	-
4.	Development of Resource Material	3	-	-	1	
5.	On-site Support	-	-	-	-	-
6.	Orientation Programme	-	-	-	-	-
7.	Innovation Programme	1	2	1	-	-

An analysis of Table 4.40 shows that during 2020 – 21, SCERT conducted 15 programmes/ activities for in-service elementary teachers. 3 programmes were specifically for primary teachers, 2 programmes for middle teachers, 1 programme for elementary school heads and 9 programmes for both primary and middle

teachers. For primary school teachers, 1 certificate course in ECCE, 1 Sensitization on ECCE module and 1 online competition was organized. For middle school teachers, 1 certificate course in teaching of English and 1 workshop on developing resource material in Mizo subject was organized. For Elementary school heads, 1 online module on leadership was developed. For both primary and middle school teachers, 4 workshops were conducted to develop low cost teaching learning materials, to prepare sample questions, to analyse English and Mizo textbooks to identify core life skills and to analyse EVS and SS textbooks to identify core life skills. 2 resource materials were translated for training of elementary teachers and 1 sessional work plan was also developed. Production of TV tutorial classes for elementary students was also carried out.

4.4 Analysis of In – Service Teacher Education Programmes for Elementary Teachers under SSA

SSA is a comprehensive and integrated flagship programme of Govt. of India, to attain Universal Elementary Education (UEE) in the country in a mission mode. It was launched in 2000-01 in partnership with the State Government; it aimed to provide useful and relevant education to all children in the 6-14 age groups by 2010.

SSA had achieved significant success and had demonstrated positive trends in several key indicators including enrolment of underprivileged children in schools, reducing gender and caste disparities and provision of basic facilities for quality education. Besides universal enrolment, improvement of the quality of education through regular in-service teacher training programmes and providing academic support through BRCs and CRCs were the major goals of SSA.

The SSA is governed at the Centre by a General Body chaired by the Prime Minister, an Executive Committee and a Project Approval Board. In the states, it was implemented through separately registered societies with staff deputed from the state government or appointed on contract. A Governing Body and an Executive Committee functioned in every state too. A State Project Director oversees the SSA at the state level, in addition to the already existing Director/Commissioner of

Education. At the district level, the existing District Education Officer is the ex-officio District Project Coordinator and oversees the functioning of the BRCs and CRCs. The functionaries in the BRCs and CRCs were either teachers deputed from elementary schools or appointed on contract basis.

In Mizoram, 1 State Project Director and 8 DPCs were appointed to look after the mission at the state and district level. There were 26 BRCs and 171 CRCs in total in the state. For the purpose of teacher training and providing academic support to elementary schools, each BRCs and CRCs were equipped with Resource Persons specifically appointed to conduct training programmes for elementary teachers and to provide necessary academic support to schools.

The in-service elementary teacher education programme under SSA was analysed based on the SSA Framework for Implementation, 2011 with special reference to establishment of BRC and CRC, availability of resource persons in BRCs and CRCs, qualification, teaching experience of resource persons and the number of refresher courses conducted for all elementary teachers.(Appendix 8) However, data was not available on the number of courses/days each teacher attended.

The researcher collected and analyzed secondary data mostly from the official websites and office records like files and annual reports of SSA Mizoram and Office of the District Project Coordinators. For primary data, general information sheet and information schedule for administrator were prepared to collect necessary information.

4.4.4 Establishment of BRC and CRC and Availability of Resource Persons in BRCs and CRCs

As per the Norms for Intervention under SSA Framework for Implementation, 2011, there would ordinarily be one BRC in each Community Development (CD) Block. However, in States, where the sub-district educational administrative structure like educational blocks or circles, have jurisdictions which were not co-terminus with the CD Blocks, then the State may opt to have a BRC in

such a sub-district educational administrative unit. In each BRC, there should be 1 Coordinator, 6 Subject Specific resource persons and 2 CWSN resource persons to impart training to elementary teachers. On an average, 1 CRCC may be placed in charge of 18 schools in a block. (SSA Framework for Implementation – 2011, Ministry of Human Resource Development, Department of Elementary Education and Literacy).

The number of existing BRCs, BRCCs, CRCs and CRCCs in the sampled districts are presented in Table 4.41

Table 4.41: Existing BRCs, BRCCs, CRCs and CRCCs in Sampled Districts

Sl.No.	District	No. of RD Block	No. of BRC	No. of BRCC	No. of CRC	No. of CRCC
1.	Aizawl	4	4	4	48	48
2.	Lunglei	3	3	3	19	19
3.	Champhai	2	2	2	12	12
4.	Mamit	3	3	3	17	17

An analysis of Table 4.41 shows that as stated in the Norms, there were BRCs in each Rural Development (RD) Block in Aizawl, Lunglei, Champhai and Aizawl districts. There were 4 RD Blocks, 4 BRCs, 4 BRCCs, 48 CRCs and 48 CRCCs in Aizawl district. In Lunglei, there were 3 RD Blocks, 3 BRCs, 3 BRCCs, 19 CRCs and 19 CRCCs. In Champhai district there were 2 RD Blocks, 2 BRCs, 2 BRCCs, 12 CRCs and 12 CRCCs. In Mamit district, there were 3 RD Blocks, 3 BRCs, 3 BRCCs, 17 CRCs and 17 CRCCs. It can be seen that BRCs, BRCCs, CRCs and CRCCs were established in these districts as per the Norms for Intervention under SSA Framework for Implementation, 2011

As per the Norms for Implementation, there should be 6 subject specific and 2 CWSN resource persons in each BRC. The number of Resource persons available in each BRC is presented in the following Table 4.42

Table 4.42: Number of Resource Persons Available in BRC

District	Name of BRC	No. of Subject Specific RP	No. of CWSN RP
Aizawl	BRC Aibawk	2	2
	BRC Chhinga Veng	2	1

	BRC Aizawl West	3	2
	BRC Darlawn	2	3
Lunglei	BRC Station	NIL	NIL
	BRC Tlabung		
	BRC Bunghmun		
Champhai	BRC Champhai	2	2
	BRC Khawbung	1	2
Mamit	BRC Mamit	2	2
	BRC Zawlnuam	2	2
	BRC W.Phaileng	2	2

An analysis of Table 4.42 reveals that in all of the BRCs, the available resource persons were not adequate. In Aizawl district, BRC Aibawk had only 2 subject specific resource persons and 2 CWSN resource persons, BRC Chhinga Veng had only 2 subject specific resource person and 1 CWSN resource person, BRC Aizawl West had only 3 subject specific resource persons and 2 CWSN resource persons and BRC Darlawn had only 2 subject specific resource persons and 3 CWSN resource persons which was 1 more than the prescribed norms

In Lunglei district, there were no subject specific resource persons or CWSN resource persons in any of the BRCs.

In Champhai district, BRC Champhai had only 2 subject specific resource persons and 2 CWSN resource persons and BRC Khawbung had only 1 subject specific resource persons and 2 CWSN resource persons.

In Mamit district, BRC Mamit had only 2 subject specific resource persons and 2 CWSN resource persons, BRC Zawlnuam had only 2 subject specific resource persons and 2 CWSN resource persons and BRC W.Phaileng had only 2 subject specific resource persons and 2 CWSN resource persons.

4.4.2 Qualification of Resource Persons in BRC

Norms for Intervention under SSA Framework for Implementation, 2011 stated that ‘States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their experience, qualifications and aptitude for training and research.’ The 27th Meeting of the State Executive Committee, Mizoram Education Mission Society

(MEMS) held on the 7th July, 2011 approved that the required qualification for Resource Person at BRC (Subject Specific) will be Graduate & above, Resource Person at BRC (CWSN) will be Graduate with specialization in Inclusive Education (minimum Foundation Course) and for BRCC and CRCC will be Graduate & above.

The qualification and teaching experience of existing Resource Persons, BRCC and CRCC is presented in the following Table.

Table 4.43: Qualification of Resource Persons, BRCC and CRCC

Sl.No	District		Academic Qualification		Professional Qualification			
			Bachelor' s Degree	Master' s Degree	D.El.Ed (or equivalent)	B.Ed	M.Ed	Untrained
1.	Aizawl	Subject Specific	3	6	1	4	1	3
		CWSN	5	3	2	4		2
		BRCC	3	1	3	-	-	1
		CRCC	-	-	-	-	-	-
2.	Lunglei	Subject Specific	-	-	-	-	-	-
		CWSN	-	-	-	-	-	-
		BRCC	3	-	3	-	-	-
		CRCC	-	-	-	-	-	-
3.	Champhai	Subject Specific	5	3	1	-	-	7
		CWSN	5	3	-	2	-	6
		BRCC	2	-	-	-	-	2
		CRCC	-	-	-	-	-	-
4.	Mamit	Subject Specific	5	1	3	1	-	2
		CWSN	5	1	5	1	-	-
		BRCC	3	-	2	-	-	1
		CRCC	-	-	-	-	-	-

An analysis of Table 4.43 shows that in Aizawl district, all Resource Persons and BRCCs had the required educational qualification as specified by the state government. Out of the 9 existing Subject Specific Resource Persons, 6 of them had also acquired professional degree but 3 of them did not have any professional degree. Out of the 8 existing Resource Persons (CWSN), 6 of them had the required educational qualification but 2 of them did not have the required professional qualification. All 4 BRCCs have the required educational qualification. Besides, 3 of

them had also acquired professional degree. Data was not available regarding qualification of CRCC.

In Lunglei district, there were no Subject Specific and CWSN Resource Persons in position in any of the BRCs. Lunglei district had 3 BRCs and from the table it can be seen that all the posts of BRCCs were filled up with qualified persons as prescribed by the state government. The BRCCs also had an additional professional degree. Data was not available regarding qualification of CRCC.

In Champhai district, there are 2 BRCs with a total of 8 qualified subject specific Resource Persons, 2 qualified CWSN Resource persons and 6 unqualified CWSN Resource Persons. The 2 posts of BRCCs were filled up with qualified persons as prescribed by the state government. Data was not available regarding qualification of CRCC.

In Mamit district, there were 3 BRCs with a total of 6 qualified subject specific resource persons and 6 qualified CWSN Resource Persons. All the 3 BRCs had qualified BRCCs and 2 of them had also acquired an additional professional degree. Data was not available regarding qualification of CRCC.

The teaching experiences of all the Resource Persons in the BRCs are shown in Table 4.44 below.

Table 4.44: Teaching Experiences of Resource Persons in BRC

Sl.No.	District	ss than 5Years	5 – 10 Years	11 – 15 Years	16 – 20 Years	21 Years and above
1.	Aizawl	4	16	-	-	-
2.	Lunglei	-	-	-	-	-
3.	Champhai	-	-	16	-	-
4.	Mamit	-	9	3	-	-
In Percentage (%)		8.3%	52.1%	39.6	-	-

Looking at Table 4.44, it can be concluded that 4 Resource Persons in Aizawl district had less than 5 years of teaching experiences and 16 of them had 5 – 10 years of teaching experiences. In Lunglei district, there were no Resource Persons in place. In Champhai district, all the 16 Resource Persons had 11 – 15 years of teaching experiences. In Mamit district, 9 of the Resource Persons had an experience

of 5 – 10 years while 3 of them had 11 – 15 years of experiences.

4.4.3 Programmes Conducted by BRCs and CRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads

As per the Norms for Intervention under SSA Framework for Implementation, 2011, Refresher Course of 10 days duration must be conducted for all elementary school teachers and headmasters every year by BRC and a meeting of 10 days for all elementary teachers must be conducted annually by CRC. However, since there was no information which showed the number of programmes or duration attended by each teacher, the programmes conducted by BRCs and CRCs were analysed in terms of number of programmes conducted, duration of the programmes and the total number of elementary teachers covered.

The programmes conducted by BRCs were collected over a period of five years viz. 2016 -17 to 2020 – 21 and is presented in the following tables.

Table 4.45: Courses Conducted by BRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads during 2016 - 17

Year	District	Courses Conducted for Primary & Middle School Teachers	Duration
2016 – 17	Aizawl	3	5 days
	Lunglei	Not Conducted	
	Champhai	1	2 days
	Mamit	Not Conducted	

An analysis of Table 4.45 reveals that during 2016 – 17, BRCs in Aizawl district conducted 3 refresher courses for primary and middle school teachers. The total duration of the courses was 5 days. In Lunglei district, no refresher course was conducted during 2016 – 17. In Champhai district, 1 refresher course of 2 days duration was conducted for primary and middle school teachers. In Mamit district, no refresher course was conducted. Refresher Course for Headmasters was not conducted by any of the BRCs in Aizawl, Lunglei, Champhai and Mamit districts.

Table 4.46: Courses Conducted by BRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads during 2017 - 18

Year	District	No. of Courses Conducted	Duration	
2017 – 18	Aizawl	P/S & M/S Teachers	5	10 days
		P/S & M/S Headmasters	1	2 days
	Lunglei	P/S & M/S Teachers	2	4 days

		P/S & M/S Headmasters	Not Conducted	
	Champhai	P/S & M/S Teachers	3	6 days
		P/S & M/S Headmasters	2	4 days
	Mamit	P/S & M/S Teachers	3	6 days
		P/S & M/S Headmasters	Not Conducted	

An analysis of Table 4.46 reveals that during 2017 – 18, BRCs in Aizawl district conducted 5 refresher courses for primary and middle school teachers totaling to 10 days duration. For headmasters of primary and middle schools, only 1 course of 2 days duration was conducted.

BRCs in Lunglei conducted 2 refresher courses for primary and middle school teachers totaling to 4 days duration. Refresher course for headmasters was not conducted during this year.

BRCs in Champhai district conducted 3 Refresher Courses for primary and middle school teachers totaling to 6 days duration. For headmasters of primary and middle schools, 2 refresher courses totaling to 4 days duration were conducted.

BRCs in Mamit district conducted 3 refresher courses for primary and middle school teachers totaling to 6 days duration. Refresher course for headmasters was not conducted during this year.

Table 4.47: Courses Conducted by BRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads during 2018 – 19

Year	District	No. of Courses Conducted		No. of Days
2018 – 19	Aizawl	P/S & M/S Teachers	10	12
		P/S & M/S Headmasters	1	2
	Lunglei	P/S & M/S Teachers	4	8
		P/S & M/S Headmasters	Not Conducted	
	Champhai	P/S & M/S Teachers	7	16
		P/S & M/S Headmasters	2	6
	Mamit	P/S & M/S Teachers	10	15
		P/S & M/S Headmasters	Not Conducted	

An analysis of Table 4.47 reveals that during 2018 – 19, BRCs in Aizawl district conducted 10 refresher courses for primary and middle school teachers totaling to 12 days duration. For headmasters of primary and middle schools, only 1

course of 2 days duration was conducted.

BRCs in Lunglei conducted 4 refresher courses for primary and middle school teachers totaling to 8 days duration. Refresher course for headmasters was not conducted during this year.

BRCs in Champhai district conducted 7 Refresher Courses for primary and middle school teachers totaling to 16 days duration. For headmasters of primary and middle schools, 2 refresher courses totaling to 6 days duration were conducted.

BRCs in Mamit district conducted 10 refresher courses for primary and middle school teachers totaling to 15 days duration. Refresher course for headmasters was not conducted during this year.

Table 4.48: Courses Conducted by BRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads during 2019 – 20

Year	District	Courses Conducted
2019 – 20	Aizawl	Refresher Course not conducted due to Covid 19
	Lunglei	
	Champhai	
	Mamit	

Table 4.48 shows that during 2019 -20, refresher course was not conducted by any of the BRCs in Aizawl, Lunglei, Champhai and Mamit districts

Table 4.49: Courses Conducted by BRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads during 2020 – 21

Year	District	Courses Conducted
2020 – 21	Aizawl	Refresher Course not conducted due to Covid 19
	Lunglei	
	Champhai	
	Mamit	

Table 4.49 shows that during 2019 -20, refresher course was not conducted by any of the BRCs in Aizawl, Lunglei, Champhai and Mamit districts

Table 4.50: Monthly Meeting Conducted by CRCs under SSA in Sampled Districts for In-Service Elementary Teachers and School Heads

Year	District	Target Participants	No.of Meetings	No. of Participants
2016 – 17	Aizawl	P/S & M/S Teachers	7	461
	Lunglei	Meetings not conducted		
	Champhai	P/S & M/S Teachers	1	90
	Mamit	Meetings not conducted		
2017 – 18	Aizawl	P/S & M/S Teachers	3	375
	Lunglei	Meetings not conducted		
	Champhai	P/S & M/S Teachers	1	90
	Mamit	Meetings not conducted		
2018 – 19	Aizawl	P/S & M/S Teachers	9	664
	Lunglei	Meetings not conducted		
	Champhai	P/S & M/S Teachers	4	441
	Mamit	P/S & M/S Teachers	3	125
2019 – 20	Aizawl	P/S & M/S Teachers	9	725
	Lunglei	Meetings not conducted		
	Champhai			
	Mamit			
2020 – 21	Aizawl	Meetings not conducted due to Covid 19		
	Lunglei			
	Champhai			
	Mamit			

An analysis of Table 4.50 reveals that monthly meetings of elementary teachers were not conducted by CRCs as per Norms for Intervention under SSA Framework for Implementation, 2011.

During 2016 – 17, CRCs in Aizawl districts conducted 7 meetings covering 46 primary and middle school teachers, CRCs in Champhai conducted 1 meeting covering 90 primary and middle school teachers and CRCs in Lunglei and Mamit districts did not conduct any meeting.

During 2017 – 18, CRCs in Aizawl district conducted 3 meetings covering 375 primary and middle school teachers, CRCs in Champhai district conducted 1 meeting covering 90 primary and middle school teachers and CRCs in Lunglei and Mamit districts did not conduct any meeting.

During 2018 – 19, CRCs in Aizawl district conducted 9 meeting covering 664 primary and middle school teachers, CRCs in Lunglei district did not conduct

any meeting, CRCs in Champhai district conducted 4 meetings covering 441 primary and middle school teachers and CRCs in Mamit district conducted 3 meetings covering 125 primary and middle school teachers.

During 2019 – 20, CRCs in Aizawl district conducted 9 meetings covering 725 primary and middle school teachers. CRCs in Lunglei, Champhai and Mamit districts did not conduct any meeting.

During 2020 – 21, CRCs in Aizawl, Lunglei, Champhai and Mamit districts did not conduct any meeting due to Covid 19.

4.5 Objective No.5: To analyse the working conditions of elementary teacher educators with respect to their service conditions and professional development.

Human resource development is crucial for the effective development of the education system. In any profession, service conditions and avenues for professional development is directly linked with the ability to attract the best talents, their motivation and productiveness. In order to be a true catalyst for change in the education system, the service conditions and professional development of teacher educators needs to be prioritized so that the best talents can enter the teacher education system.

To find out the service conditions and professional development of elementary teacher educators, a questionnaire constructed by the investigator was given to 50 elementary teacher educators in DIETs and SCERT. The questionnaire consisted of 34 items which were divided into three dimensions namely, service conditions, professional development activities and professional development needs. The responses of the elementary teacher educators were tabulated and analysed using percentage.

4.5.1 Service Conditions of Elementary Teacher Educators

The questionnaire developed by the investigator consisted of 12 items related to service conditions, including salary, promotion opportunities and working environment of elementary teacher educators. All the items in this section had three

alternative options viz. always, sometimes and never. The responses of the existing elementary teacher educators were analysed using percentage.

The following Table 4.51 shows the number and percentage of the responses of elementary teacher educators with respect to their service conditions.

Table 4.51 Service Conditions of Elementary Teacher Educators

Sl.No	Component	Always		Sometimes		Never	
		No. of response	%	No. of response	%	No. of response	%
1.	Promotion is achieved purely on merit basis	0	0%	9	18%	41	82%
2.	Promotion is based only on length of service	42	84%	8	16%	0	0%
3.	Promotion can be achieved only on availability of vacant posts	47	94%	3	6%	0	0%
4.	There is opportunity for advanced and additional training in my work	9	18%	39	78%	2	4%
5.	I am satisfied with my salary	36	72%	12	24%	2	4%
6.	I receive my salary regularly on the first day monthly	2	4%	8	16%	40	80%
7.	Appropriate monthly pension is guaranteed in my job	9	18%	0	0%	41	82%
8.	The government makes fair decision regarding my service condition	4	8%	11	22%	35	70%
9.	I am satisfied with the timely increase of my salary	2	4%	5	10%	43	86%
10.	The working hours in my job is adequate and reasonable	36	72%	13	26%	1	2%
11.	The working environment in my institution is mentally and physically satisfying	12	24%	37	74%	1	2%
12.	The benefits given to all government employees have been denied to me	36	72%	9	18%	5	10%

Item – wise analysis is done on Table 4.51 as given below.

Item 1: 18% of the respondents stated that promotion was sometimes achieved purely on merit basis and 82% of the respondents stated that promotion was never achieved purely on merit basis.

Item 2: 84% of the respondents stated that promotion was always based on length of service and 16% of the respondents stated that promotion was sometimes based only on length of service.

Item 3: 84% of the respondents stated that promotion could be achieved only on

availability of vacant posts and 16% of the respondents stated that promotion could sometimes be achieved only on availability of vacant posts.

Item 4: 18% of the respondents stated that there was always opportunity for advanced and additional training in their work, 78% of the respondents stated that there was sometimes opportunity for advanced and additional training in their work and 4% of the respondents stated that there was never opportunity for advanced and additional training in their work.

Item 5: 72% of the respondents were very satisfied with their salary, 24% of the respondents were somehow satisfied with their salary and 4% of the respondents were not satisfied with their salary.

Item 6: 4% of the respondents stated that they received their salary regularly on the first day monthly, 16% of the respondents stated that they sometimes received their salary regularly on the first day monthly and 80% of the respondents stated that they never received their salary regularly on the first day monthly.

Item 7: 18% of the respondents stated that appropriate monthly pension was guaranteed in their job and 82% of the respondents stated that appropriate monthly pension was not guaranteed in their job.

Item 8: 8% of the respondents stated that the government always made fair decision regarding their service condition, 22% of the respondents stated that the government sometimes made fair decision regarding their service condition and 70% of the respondents stated that the government never made fair decision regarding their service condition

Item 9: 4% of the respondents stated that they were satisfied with the timely increase of their salary, 10% of the respondents stated that they were sometimes satisfied with the timely increased of their salary and 86% of the respondents stated that they were not satisfied with the timely increase of their salary.

Item 10: 76% of the respondents stated that the working hours in their job was adequate and reasonable, 26% of the respondents stated that the working hours in

their job was sometimes adequate and reasonable and 2% of the respondents stated that the working hours in their job was not adequate and reasonable.

Item 11: 24% of the respondents stated that the working environment in their institution was mentally and physically satisfying, 74% of the respondents stated that the working environment in their institution was sometimes mentally and physically satisfying and 2% of the respondents stated that the working environment in their institution was not mentally and physically satisfying.

Item 12: 72% of the respondents stated that the benefits given to all government employees had always been denied to them, 18% of the respondents stated that the benefits given to all government employees had sometimes been denied to them and 10% of the respondents stated that the benefits given to all government employees had never been denied to them.

4.5.2 Professional Development Activities of Elementary Teacher Educators and their Impact

The questionnaire developed by the investigator consists of 11 items related to elementary teacher educators' professional development activities and their impact. Out of the 11 items, 7 items had four alternative options namely, Not Applicable (if not participated in the activity), Small Impact, Moderate Impact and Large Impact. Out of the 11 items in this section, 4 items were open-ended.

The following Table 4.52 shows the percentage of the responses of elementary teacher educators with respect to professional activities and their impact.

Table 4.52 Professional Development Activities of Elementary Teacher Educators and their Impact

Sl. No.	Professional Development Activity	ImpactIn %	Ill ImpactIn %	Moderate Impact In %	ImpactIn %	Not ApplicableIn %
1.	Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	0%	34%	44%	12%	10%

2.	Education conferences or seminars (where teacher educators and/or researchers present their research results and discuss educational problems)	0%	128%	28%	14%	30%
3.	Qualification Courses (e.g. a degree/diploma courses)	0%	28%	24%	4%	44%
4.	Observation visits to other institutions	0%	30%	16%	4%	50%
5.	Individual or collaborative research on a topic of interest to you professionally	0%	34%	16%	2%	48%
6.	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	0%	36%	50%	6%	8%
7.	Engaging in informal discussion with your colleagues on how to improve your professional skills.	0%	48%	40%	12%	0%
8.	How many days of professional development did you attend during the last 2 years?	No. of Days			%	
		Less than 5 days			22%	
		6 days - 10 days			10%	
		More than 11 days			42%	
		Not Applicable			26%	
9.	For the professional development in which you participated in the last 2 years, did you receive remuneration/bonus for undertaking the professional development activities that took place outside regular work hours?	Always	Sometimes		Never	
		36%	8%		56%	
10.	Of the above, how many days were compulsory for you to attend as part of your job as a teacher/educator?	Days			%	
		Less than 5 days			20%	
		6 days - 10 days			8%	
		More than 11 days			12%	
		Not Applicable			60%	
11.	For the professional development in which you participated in the last 2 years, how much did you personally have to pay for?	Amount Paid			%	
		Less than Rs.1000			4%	
		Rs.1000 – Rs.5000			6%	
		More than Rs. 5000			12%	
		Not Applicable			78%	

Item – wise analysis is done on Table 4.52 as given below.

Item 1: 90% of the elementary teacher educators participated in courses/workshops related to subject matter/methods/education related topics. 37.8% of the respondents who participated reported that these courses/workshop had made a small impact, 48.9% of the respondents who participated reported moderate impact and 13.3% of the respondents who participated reported large impact.

Item 2: 70% of the elementary teacher educators participated in educational conferences/seminars. 40% of the respondents who participated reported that education conferences or seminars had made a small impact, 40% of the respondents who participated reported moderate impact and 20% of the respondents who

participated reported large impact.

Item 3: 56% of the elementary teacher educators attended qualification courses. 50% of the respondents who participated reported that Qualification Courses had made a small impact, 42.9% of the respondents who participated reported moderate impact and 7.1% of the respondents who participated reported large impact.

Item 4: 50% of the elementary teacher educators participated in observation visits to other institution. 60% of the respondents who participated reported that observation visits to other institutions had made a small impact, 32% of the respondents who participated reported moderate impact, 8% of the respondents who participated reported large impact.

Item 5: 52% of the elementary teacher educators participated in individual or collaborative research. 65.4% of the respondents who participated reported that individual or collaborative research had made a small impact, 30.8% of the respondents who participated reported moderate impact and 3.8% of the respondents who participated reported large impact.

Item 6: 92% of the elementary teacher educators read professional literature. 39.1% of the respondents who participated reported that reading professional literature had made a small impact, 54.4% of the respondents who participated reported a moderate impact and 6.5% of the respondents who participated reported a large impact.

Item 7: 100% of the elementary teacher educators engaged in informal discussion with colleagues on improving professional skills. 48% of the respondents reported a small impact, 40% of the respondents reported a moderate impact and 12% of the respondents reported a large impact.

Item 8: 74% of the elementary teacher educators participated in professional development activity in the last 2 years over the survey period. 29.7% of the respondents reported less than 5 days of professional development, 13.5% of the respondents reported 6 – 10 days of professional development, 56.8% of the respondents reported more than 11 days of professional development.

Item 9: 36% of the respondents stated that for the professional development in which they participated in the last 2 years, they always received remuneration/bonus for undertaking the professional development activities that took place outside regular work hours, 8% of the respondents stated that for the professional development in which they participated in the last 2 years, they always received remuneration/bonus for undertaking the professional development activities that took place outside regular work hours and 56% of the respondents stated that for the professional development in which they participated in the last 2 years, they always received remuneration/bonus for undertaking the professional development activities that took place outside regular work hours

Item 10: 20% of the respondents who participated in professional development activity reported that less than 5 days was compulsory as part of their job as a teacher educator, 8% of the respondents reported that 6 - 10 days was compulsory as part of their job as a teacher educator, 12% of the respondents reported that more than 11 days was compulsory as part of their job as a teacher educator and 60% of the respondents reported that it was not compulsory to attend professional development during the last 2 years as part of their job as a teacher educator.

Item 11: 4% of the respondents who participated in professional development in the last 2 years have to pay less than Rs.1000, 6% of the respondents who participated in professional development in the last 2 years have to pay between Rs.1000 – Rs.5000, 12% of the respondents who participated in professional development in the last 2 years have to pay more than Rs.5000 and 60% of the respondents who participated in professional development in the last 2 years did not have to pay any money.

4.5.3 Professional Development Needs of Elementary Teacher Educators.

The questionnaire developed by the investigator consists of 11 questions related to professional development needs of elementary teacher educators in a variety of areas and topics. Out of the 11 items, 10 items had four alternative options such as No need, Low level of need, Moderate level of need and High level of need. Out of the 11 items, 1 item had six alternative options where the respondents could choose as many options as applicable.

The following Table 4.53 shows the number and percentage of the responses of elementary teacher educators with respect to professional development needs.

Table 4.53 Professional Development Needs of Elementary Teacher Educators.

Sl. No.	Areas of Professional Development	High Need (in %)	Moderate Need (in %)	Low (in %)	No Need (in %)
1.	Content and performance standards in my main subject field(s)	28%	58%	12%	2%
2.	Student assessment practices	14%	66%	16%	4%
3.	Classroom management	18%	46%	28%	8%
4.	Knowledge and understanding of my main subject field(s)	24%	46%	28%	2%
5.	Knowledge and understanding of instructional practices in my main subject field(s)	26%	46%	26%	2%
6.	ICT skills for teaching	46%	40%	12%	2%
7.	Teaching students with special learning needs	38%	36%	24%	2%
8.	Student discipline and behaviour problems	20%	48%	24%	8%
9.	School management and administration	30%	46%	24%	0%
10.	Teaching in a multicultural setting	22%	54%	20%	4%
11.	In the last 2 years, did you want to participate in more professional development than you did? If 'Yes', which of the following reasons best explain what prevented you from participating in more professional development than you did?	Yes			100%
		I did not have the prerequisites (e.g. qualifications, experience, seniority)			4%
		Professional development was too expensive/I could not afford it			0%
		I was not given the opportunity			52%
		Professional development programmes conflicted with my work schedule			24%
		I didn't have time because of family responsibilities			6%
		There was no suitable professional development offered			24%

Item-wise analysis is done on Table 4.53 and is presented below.

Item 1: 28% of the respondents had high need for professional development on content and performance standards in their main subject field, 58% of the respondents had moderate need for professional development on content and performance standards in their main subject field, 12% of the respondents had low need for professional development on content and performance standards in their main subject field and 2% of the respondents had no need for professional development on content and performance standards in their main subject field,

Item 2: 14% of the respondents had high need for professional development on student assessment practices, 66% of the respondents stated that they had moderate need for professional development on student assessment practices, 16% of the respondents had low need for professional development on student assessment practices and 4% of the respondents had no need for professional development on student assessment practices.

Item 3: 18% of the respondents had high need for professional development on classroom management, 42% of the respondents had moderate need for professional development on classroom management, 32% of the respondents had low need for professional development on classroom management and 8% of the respondents had no need for professional development on classroom management.

Item 4: 24% of the respondents had high need for professional development on knowledge and understanding of their main subject field(s), 46% of the respondents had moderate need for professional development on knowledge and understanding of their main subject field(s), 28% of the respondents had low need for professional development on knowledge and understanding of their main subject field(s) and 2% of the respondents had no need for professional development on knowledge and understanding of their main subject field(s).

Item 5: 26% of the respondents had high need for professional development on knowledge and understanding of instructional practices in their main subject field(s), 46% of the respondents had moderate need for professional development on knowledge and understanding of instructional practices in their main subject field(s), 26% of the respondents had low need for professional development on knowledge and understanding of instructional practices in their main subject field(s) and 2% of the respondents had no need for professional development on knowledge and understanding of instructional practices in their main subject field(s).

Item 6: 46% of the respondents had high need for professional development on ICT skills for teaching, 40% of the respondents had moderate need for professional development on ICT skills for teaching, 12% of the respondents had low need for professional development on ICT skills for teaching and 2% of the respondents had

no need for professional development on ICT skills for teaching.

Item 7: 38% of the respondents had high need for professional development on teaching students with special learning needs, 36% of the respondents had moderate need for professional development on teaching students with special learning needs, 24% of the respondents had low need for professional development on teaching students with special learning needs and 2% of the respondents had no need for professional development on teaching students with special learning needs.

Item 8: 20% of the respondents had high need for professional development on student discipline and behaviour problems, 48% of the respondents had moderate need for professional development on student discipline and behaviour problems, 24% of the respondents had low need for professional development on student discipline and behaviour problems and 8% of the respondents had no need for professional development on student discipline and behaviour problems.

Item 9: 30% of the respondents had high need for professional development on school management and administration, 46% of the respondents had moderate need for professional development on school management and administration, 24% of the respondents had low need for professional development on school management and administration and no respondents had no need for professional development on school management and administration.

Item 10: 22% of the respondents had high need for professional development on teaching in a multicultural setting, 54% of the respondents had moderate need for professional development on teaching in a multicultural setting, 20% of the respondents had low need for professional development on teaching in a multicultural setting and 4% of the respondents had no need for professional development on teaching in a multicultural setting.

Item 11: In the last 2 years, all the respondents wanted to participate in more professional development than they did. 4% of the respondents stated lack of prerequisites (e.g. qualifications, experience, seniority) prevented them from participating in more professional development than they did, no respondents stated

that professional development was too expensive, 52% of the respondents stated that they were not given the opportunity, 24% of the respondents stated that professional development programmes conflicted with their work schedule, 6% of the respondents stated that they did not have time because of family responsibilities, 24% of the respondents stated that no suitable professional development was offered.

4.6. Objective No.6: To analyse the professional competency of elementary teacher educators.

Professional Competency Scale for Elementary Teacher Educators developed by the researcher was administered on 50 teacher educators from DIETs in Aizawl, Lunglei, Champhai and Mamit districts and teacher educators from SCERT. The Scale comprised of 79 items covering 5 dimensions namely, Competencies in Teaching (25 items), Competencies in Subject Matter (13 items), Competencies in Inter-Personal Relationships (13 items), Competencies in Accountability (14 items), Competencies in Professional Development (14 items). The responses obtained from the respondents were properly classified, scored and tabulated for analysis using appropriate statistical techniques. Keeping in mind the objectives of the study, SPSS software and excel spreadsheet were used and the data was treated statistically using z-score, stanine score and percentage. The findings were meaningfully interpreted and systematically presented as follows:

4.6.1 Professional Competency of Elementary Teacher Educators in Mizoram

In order to find out the professional competency of elementary teacher educators, the score of the respondents on the competency scale were classified on the basis of the zscore obtained which was converted into stanine grade. The respondents were categorised into three groups: high professional competency (zscores 0.75 and above), average competency (zscores from -0.75 to 0.75) and low professional competency (zscores -0.75 to less than -1.75)

The following Table 4.54 shows the number and percentage of elementary teacher educators' professional competency.

Table 4.54: Distribution of respondents (elementary teacher educators in Mizoram) professional competency

Zscore	Stanine	Distribution of respondents (out of 50)	Total	Competency	%
less than -1.75	1	1	11	Low Professional Competency	22
-1.75 to -1.25	2	4			
-1.25 to -0.75	3	6			
-0.75 to -0.25	4	8	27	Average Professional Competency	54
-0.25 to 0.25	5	5			
0.25 to 0.75	6	14			
0.75 to 1.25	7	11	12	High Professional Competency	24
1.25 to 1.75	8	0			
above 1.75	9	1			

Table 4.54 provides information about the distribution of the respondents' professional competency. This table shows that out of the 50 elementary teacher educators who responded, 11 (22%) of the elementary teacher educators had low professional competency, 27 (54%) of the elementary teacher educators had average professional competency and 12 (24%) of the elementary teacher educators had high professional competency.

4.6.2 Professional Competency of Elementary Teacher Educators in Mizoram in relation to Gender

Elementary Teacher Educators were categorized into two groups viz. male and female. The following Table 4.55 shows the number and percentage of professional competency of elementary teacher educators in Mizoram.

Table 4.55: Professional Competency of Elementary Teacher Educators in Mizoram in relation to Gender

Gender	High Competency	Average Competency	Low Competency	Total
Male	5 (29%)	8 (47%)	4 (24%)	17

Female	7(21%)	19 (58%)	7 (21%)	33
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Table 4.55 highlights that out of 50 elementary teacher educators in Mizoram, 17 were male and 33 were female. Out of the 17 male elementary teacher educators, 5 (29%) had high professional competency, 8 (47%) had average professional competency and 4 (24%) had low professional competency. Out of the 33 female elementary teacher educators, 7 (21%) had high professional competency, 19 (58%) had average professional competency and 7 (21%) had low professional competency. The above table also highlights that the percentage of male elementary teacher educators with high professional competency is higher than female elementary teacher educators, the percentage of male elementary teacher educators with average professional competency is lower than female elementary teacher educators and the percentage of male elementary teacher educators with low professional competency is only slightly higher than female elementary teacher educators. As shown in the Table, elementary teacher educators with average professional competency had the highest concentration.

4.6.3 Professional Competency of Elementary Teacher Educators in Mizoram in relation to Age

The elementary teacher educators in Mizoram were divided into three categories viz. 31 – 40 years of age, 41 – 50 years of age and 51 – 60 years of age. The following Table 4.6.3 shows the number and percentage of the professional competency of elementary teacher educators in relation to age.

Table 4.56: Professional Competency of Elementary Teacher Educators in Mizoram in relation to Age

Age Group	High Competency	Average Competency	Low Competency	Total
31 – 40	0	11(73%)	4(27%)	15 (30%)
41 – 50	12 (40%)	13(43%)	5(17%)	30 (60%)
51 – 60	0	3(60%)	2(40%)	5 (10%)

Table 4.56 highlights that out of the 50 elementary teacher educators in

Mizoram, 15 were between 31 – 40 years of age out of which there was none with high professional competency, 11 (73%) had average professional competency and 4 (27%) had low professional competency. There were 30 elementary teacher educators in Mizoram between 41 – 50 years of age out of which 12 (40%) had high professional competency, 13 (43%) had average professional competency and 5 (17%) had low professional competency. There were 5 elementary teacher educators in Mizoram between 51 – 60 years of age out of which there was none with high professional competency, 3 (60%) had average professional competency and 2 (40%) had below average professional competency. The table also highlights that elementary teacher educators with high professional competency was present only in the age group of 41 – 50 years.

4.6.4 Professional Competency of Elementary Teacher Educators in relation to Teaching Experience

The elementary teacher educators in Mizoram were divided into three groups viz. less than 10 years of teaching experience, 10 - 15 years of teaching experience and more than 16 years of teaching experience. The following Table 4.57 shows the number and percentage of elementary teacher educators in Mizoram in relation to teaching experience.

Table 4.57: Professional Competency of Elementary Teacher Educators in relation to Teaching Experience

Teaching Experience	High Professional Competency	Average Professional Competency	Low Professional Competency	Total
Less than 10 years	2 (17%)	6 (50%)	4 (33%)	12(24%)
11 – 15 years	3 (14%)	14 (67%)	4 (19%)	21(42%)
More than 16 years	7 (41%)	7 (41%)	3 (18%)	17(34%)
Total	12(24%)	27(54%)	11(22%)	50

Table 4.57 highlights that out of the 50 elementary teacher educators in Mizoram, 12(24%) had high professional competency, 27(54%) had average professional competency and 11(22%) had low professional competency. There were

12 elementary teacher educators with less than 10 years of teaching experience out of which 2 (4%) had high professional competency, 6 (12%) had average professional competency and 4 (8%) had low professional competency. There were 21 elementary teacher educators in Mizoram with 11 - 15 years of teaching experience out of which 3 (6%) had high professional competency, 14 (28%) had average professional competency and 4 (8%) had low professional competency. There were 17 elementary teacher educators in Mizoram with more than 16 years of teaching competency out of which 7 (14%) had high professional competency, 7 (14%) had average professional competency and 3 (6%) had low professional competency.

It can be concluded from Table 4.57 that length of teaching experience was an important factor which determined the professional competency of elementary teacher educators. The percentage of elementary teacher educators with high professional competency increased with the increase in length of teaching experience and the percentage of elementary teacher educators with low professional competency also decreased as the length of teaching experience increases.

CHAPTER V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

This chapter presents the major findings, discussion on the major findings, recommendations and suggestions for further studies. They are presented in the following order:

5.1 Major Findings of the Study and Discussion

5.2 Recommendations

5.3 Suggestions for Further Studies

5.1 Major Findings of the Study and Discussion: The major findings of the study and the subsequent discussion are presented as follows:

5.1.1 Objective No. 1 - Development of elementary teacher education in Mizoram

1. Teacher education though informally, was first initiated by the Christian Missionaries in 1907.

2. The first formal teacher training institute which was later renamed as Guru Training School was set up by the Christian Missionaries in 1925 in Aizawl to cater to the whole of Mizoram.

3. In 1931, Teacher Training Institute was set up in Serkawn to cater to the Southern region of Mizoram. It was later approved by the government as Guru Training School.

4. Education, including teacher training was under the administration of the Christian Missionaries even after India gained Independence in 1947 and

continued till 1952.

5. In 1952, the Lushai Hills Autonomous District Council came into being under the state of Assam, and education including teacher training was handed over to the government.

6. In 1953, Junior Basic Training Center (JBTC), the first government managed teacher training institute was established in Aizawl to provide teacher training for primary school teachers in the Lushai Hills. JBTC was under the State Board for Elementary Education, Assam.

7. From 1953 – 1966, teacher training was conducted simultaneously by the government managed JBTC and mission managed Guru Training School. In 1967, Guru Training School was closed down and teacher training was imparted only by JBTC. JBTC was operational till 1973 and a total of 757 primary school teachers were trained and 740 (97.7%) teachers successfully completed the course.

8. In 1970, Normal Training School (NTS) was established under the Examination Board of Moderators, Mizoram to prepare middle school teachers. NTS was operational till 1973 and a total of 58 middle school teachers were trained and 56 (96.5%) teachers successfully completed the course.

9. In 1974, JBTC and NTS were amalgamated and became Under Graduate Teacher Training Institute (UGTTI). UGTTI was also established in Lunglei in the same year. UGTTI was operational till 1979 and a total of 297 primary school teachers were trained and 276(92.93%) teachers successfully completed the course. A total of 289 middle school teachers were trained and 266 (92.04%) successfully completed the training. A total of 14 pre-service teachers were also trained and 13 (92.86%) successfully completed the course.

10. In 1975, the Mizoram Board of School Education (MBSE) was established and teacher education also came under its purview.

11. In 1980, UGTTI in Aizawl and Lunglei were upgraded to Teacher Training Institute (TTI) to include the graduate middle school teachers. Under TTI, a total of 799 primary school teachers were trained and 674 (84.35%) teachers

successfully completed the course. A total of 691 middle school teachers and 511 (73.95%) successfully completed the course. A total of 68 pre-service teachers were also trained and 67 (98.53%) successfully completed the course.

12. In 1980, SCERT the state counterpart of NCERT was established in Mizoram. It was concerned with the academic aspect of school education and teacher education.

13. In 1988, consequent upon the implementation of NPE 1986, TTI in Aizawl was upgraded to District Institute of Education and Training (DIET) under the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education to provide for both pre- service and in-service elementary teacher education.

14. In 1993, TTI in Lunglei was also upgraded to DIET with the same status and provisions accorded to DIET Aizawl.

15. In 2001, Sarva Shiksha Abhiyan (SSA), a comprehensive and integrated flagship programme of Govt. of India aimed at universalization of elementary education was launched in Mizoram. Under this programme, in-service teacher education was an important intervention aimed at bringing about quality elementary education.

16. In 2005, based on the Guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989, Telescopic DIET also known as District Resource Center were set up in 6 districts of Mizoram namely, Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit. These District Resource Centers focused mainly on In-Service Teacher Training of Elementary and Secondary stage and Action Research and did not provide Pre-service teacher education.

17. Under DIETs, a total of 3675 primary school teachers had undergone training and 3563 (96.95%) had successfully completed the course till 2021. A total of 3320 middle school teachers had undergone training and 3196 (96.27%) had successfully completed the course. A total of 3153 pre-service teachers

had undergone training and 3089 (97.97%) had successfully completed the course. A total of 523 Work Experience teachers were also trained and 509 (97.32%) had successfully completed the training.

18. Diploma programme for in-service elementary teachers was discontinued from 2018 as a result of RTE Act 2009 which mandated that only trained teachers must be recruited.

19. In 2013, based on the Guidelines for Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education June 2012, District Resource Centres in Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit were upgraded to full-fledged DIETs and began to cater to both in-service and pre-service teacher education.

20. In 2019, Samagra Shiksha was launched by the Government of India which subsumed the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) with an aim to provide equal schooling opportunities and equitable learning outcomes for all children from pre-school to Class 12. At present 26 BRCs and 171 CRCs were operational under Samagra Shiksha in Mizoram to provide continuous support to teachers at the elementary and secondary levels of schooling.

Discussion on the findings related to development of elementary teacher education in Mizoram: Mizoram, the ‘Land of the Mizos’ was isolated from the outside world and devoid of any form of formal education till the late 19th Century when the British Government began to occupy the land. It was the Christian Missionaries who painstakingly developed the Mizo alphabet and introduced formal education in 1894. At the time when formal education was started in Mizoram, other parts of India were already highly civilized with well-established education system. With this in mind and the fact that the Mizo people had their own alphabets and a formal education in place only for the past 128 years, it is phenomenal that Mizoram is amongst the state with high literacy percentage.

The development in the field of teacher education and in particular elementary teacher education is also remarkable. Formal teacher education in

Mizoram was started by the Christian Missionaries only some 97 years ago. But today, Mizoram has a well-established elementary teacher training institute, namely DIETs in every district (excluding the three newly constituted districts viz. Saitual, Hnahthial and Khawzawl). Admissions into these institutions were highly coveted and all the available seats were filled up every year. This may be due to the fact that only trained teachers must be recruited following the RTE Act 2009 guidelines. The establishment of SCERT and its subsequent upgradation to a separate Directorate also proved to be a milestone in the field of teacher education. SCERT became the academic authority of elementary teacher education in Mizoram and as such, the development of pre-service teacher curriculum and professional development of in-service teachers were under its purview. As the academic authority in the state, SCERT is expected to take all necessary measures for the qualitative improvement of school education including elementary teacher education in the state. The implementation of SSA in Mizoram also contributes to the professional development of in-service elementary teachers through various teacher training programmes conducted at the block and cluster level. These programmes cater to localized needs of serving teachers and are expected to make significant contributions towards quality education in the state.

In Mizoram, the structures for elementary teacher education are well established and basic infrastructure, human resource and other essential facilities were available to cater to the needs of elementary teachers. However, the infrastructure and other facilities in DIETs are very much in need of renovations and major upgradation since many of them had begun to deteriorate and became outdated. Besides, with the implementation of NEP 2020, all teacher education institutes (TEIs) must transform themselves into multidisciplinary institutions offering an Integrated Teacher Education Programme (ITEP) by 2030. The 4-year integrated B.Ed Course will become the minimum qualification for school teachers and admission to the course will be conducted by the National Testing Agency (NTA) in suitable subjects and aptitude through a National Common Entrance Test. NEP 2020 also recommended revision of National Curriculum Framework for Teacher Education.

The challenging tasks ahead required immediate pro-active approach by the State Government in collaboration with the different stakeholders in the field of elementary teacher education. A state-level NEP 2020 implementing committee has already been created by the Government but no major development or changes have taken place yet. The Government must take immediate actions so that the vision of NEP 2020 is achieved within the given timeframe. To enable the smooth transition of all teacher education institutions into thriving multidisciplinary institutions, the University Grants Commission has already come up with Guidelines for Transforming Higher Education Institutions into multidisciplinary institutions. It is, therefore, imperative for the State Government to take immediate steps in line with the UGC Guidelines so that teacher education institutions will continue to make significant contributions towards the achievement of quality education.

5.1.2 Objective No.2 - Teacher education programmes for elementary teachers under DIET

1. DIETs were the only agencies which provide both pre-service and in- service education for teachers at the elementary level in Mizoram. They were under the state government and private elementary teacher education institution did not exist in the state.

2. The pre-service teacher education programme ‘Diploma in Elementary Education (D.El.Ed)’ was recognised by the National Council of Teacher Education (NCTE) and was affiliated to the Mizoram Board of Education (MBSE).The Course of Study was developed by the State Council of Educational Research and Training (SCERT).

3. With regards to pre-service elementary teacher education, the major findings based on ‘Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education under NCTE Norms 2014’ are given as follows –

- **Duration and Working Days:** As prescribed by the NCTE Norms, 2014, the duration of the D.El.Ed Course was two-years. DIETs followed a seven hour work

schedule for five days of the week which conformed to the Norms.

- **Intake, Eligibility, Admission Procedure and Fees:** As approved by the NCTE, DIETs in Champhai, Serchhip, Saiha, Lawngtlai, Kolasib and Mamit districts had an intake capacity of one unit of 50 seats each, DIET Lunglei had an intake capacity of two units which is 100 seats and DIET Aizawl had an intake capacity of a little over two units which is 120 seats.
- Eligibility criteria for admission to DIETs was as prescribed by the NCTE which was 50% marks in the higher secondary or equivalent examinations with 5% relaxation for SC/ST/OBC/PWDs.
- As prescribed by the NCTE, admission was given on merit based on marks obtained in the higher secondary examination, entrance test and personal interview conducted by the institutions.
- With regard to fees, DIETs in Mizoram more or less followed the NCTE Norms, 2014. The students were charged minimal fees as approved by the Government.
- **Curriculum, Programme Implementation and Assessment:** The D.El.Ed Curriculum was revised by the SCERT Mizoram in 2017 in conformity with the NCTE Norms 2014, RTE Act 2009 and NCFTE 2009.
- Regarding implementation of the D.El.Ed Programme, DIETs followed the guidelines provided in the NCTE Norms 2014 as far as applicable. Academic calendar was prepared before the start of the academic session. All DIETs developed strong partnerships with the District Education Office and collaborates with neighbouring schools for field activities. Academic enrichment programmes were often organized and teacher educators employed a variety of teaching methods and strategies for maximum benefit to the students.
- Regarding assessment, DIETs followed the guidelines provided in the NCTE Norms, 2014. All theory papers had 30% internal marks and 70% external marks. All practicum courses were internally assessed except for one practicum paper in the second semester which was assigned 30% internal and 70% external. The basis for assessment and criteria are clearly highlighted in the curriculum as mentioned in the Norms.
- **Academic Faculty of DIETs:** The strength of sanctioned posts of academic faculty

in DIETs is in conformity with the NCTE Norms 2014 only in DIET Aizawl (which is 16) and all the other DIETs have excess faculty strength of 2 posts. This is because the government did not create the posts of academic faculty based on NCTE Norms, 2014 but on the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education - Guidelines for Implementation 2009. DIET Aizawl have 6 Senior Lecturer posts and DIET Lunglei have 4 Senior Lecturer posts which are all vacant, there is no Senior Lecturer post in other DIETs. DIET Aizawl have 2 lecturer posts which are officially vacant but at the same time, 13 Lecturers are attached from other DIETs and 1 Lecturer is deputed to other Department. DIET Lunglei have 3 Lecturer posts which are officially vacant but at the same time 2 Lecturers are attached from other DIETs. DIET Champhai have 8 vacant Lecturer posts and DIET Mamit have 5 vacant Lecturer posts and 1 Lecturer is attached to SCERT.

- **Qualification and Distribution of Teacher Educators in Curricular Areas:** The existing academic faculty in the DIETs fulfilled the required qualification as laid down by the NCTE Norms 2014. However, the academic faculties are not evenly distributed based on curricular areas as laid down by the Norms. There is a high concentration of faculties in Perspectives in Education as well as in Humanities and Social Science whereas faculties in other curricular areas do not meet the requirement in most of the DIETs. Severe shortage is found particularly in Mathematics and Fine Arts. This seems to arise from the fact that need-based recruitment of teacher educators is not done by the government.
- **Administrative and Professional Staff:** The existing administrative and professional staff in DIETs fulfilled most of the requirements as laid down by the NCTE Norms. Only one vacant post of Computer Lab Assistant is found in DIET Champhai whereas there are two Computer Lab Assistants in DIET Aizawl as against the required one post.
- **Terms and Conditions of Service:** Employees of DIETs in Mizoram are recruited by a Special Recruitment Board constituted by the state government on co-terminus basis under CSS. Most of the benefits given to state employees are denied to them such as, pension benefits, medical reimbursement and childcare leave.
- **Infrastructural Facility:** Most of the required infrastructural facilities laid down by the NCTE Norms are available and sufficient in the DIETs. DIET Aizawl is lacking

only in the number of books available in the Library and availability of toilet for PWDs. In DIET Lunglei, deficiency is found only in the number of books available in the Library, availability of common room for men and women and toilet for PWDs. In DIET Champhai, deficiency is found in availability of computer laboratory, common room for men and women, visitor's room and toilet for PWDs. DIET Mamit is the only institute where there is severe deficiency in infrastructural facilities and only basic facilities are present.

- **Materials and Resources Available in Library cum Resource Centre:** Most of the materials and resources as laid down by the NCTE Norms 2014 are available in all the DIETs. The researcher found that only Satellite Interactive Terminal is not available in all the DIETs and Developmental Assessment Checklists & Measurement Tools are lacking in DIET Champhai and DIET Mamit.
- **Equipment and Materials for different activities:** Based on the lists provided in the NCTE Norms 2014, all the equipment and materials required for conducting different activities are available in all the DIETs.
- **Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials:** DIETs fulfilled most of the required equipment and materials for arts and craft specified by the NCTE Norms 2014. Amongst the various equipment and materials specified by the Norms, only wood working tools and tailoring/dress designing equipments and tools are not available in the DIETs.
- **Musical Instruments:** Basic musical instruments viz. guitar and traditional drums were available in all the DIETs. Piano was also available in DIETs Aizawl, Lunglei and Mamit.
- **Games and Sports:** As specified by the NCTE Norms 2014, sufficient indoor and outdoor games equipments were available in all the DIETs.
- **Other Amenities:** Amongst other amenities that should be available in the DIETs as laid down by NCTE Norms 2014, all the DIETs did not have separate common room for male and female teacher educators and the campuses were not disabled friendly. Only Aizawl DIET has a playground attached to it and separate common room for male and female student teachers were not found in DIET Champhai and DIET Mamit.
- **Managing Committee:** Managing Committee was not created in any of the DIETs

since they were all government managed institutions.

4. With regard to Programmes & Activities conducted by DIETs for in-service elementary teachers data collected covered a period of 5 years viz. 2016 -17 to 2020-21, however, no programmes and activities were conducted during 2020 – 21 due to Covid – 19 pandemic.

- During the period 2016 - 17, DIET Aizawl conducted a total of 5 refresher courses for both P/S and M/S teachers, 1 refresher course for P/S and M/S headmasters, 1 refresher course for BRCCs/CRCCs and 2 publications for both P/S and M/S teachers. DIET Lunglei conducted 3 refresher courses for P/S, 4 refresher courses for M/S teachers, 1 refresher course for headmaster, 1 refresher course for BRCCs/CRCCs and 1 publication for both P/S and M/S teachers. DIET Champhai conducted 10 refresher courses for P/S teachers, 4 refresher courses for M/S teachers and 2 refresher courses for both P/S and M/S teachers. DIET Mamit conducted 3 refresher courses for both P/S and M/S teachers.
- During the period 2017 - 18, DIET Aizawl did not conduct any refresher course/activities for P/S and M/S teachers, P/S and M/S headmasters and BRCCs/CRCCs. DIET Lunglei conducted 4 refresher courses for P/S teachers, 2 refresher courses for M/S teachers and 1 refresher course for headmasters. DIET Champhai conducted 2 refresher courses for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 7 refresher courses for P/S teachers and 4 refresher courses for M/S teachers.
- During the period 2018 - 19, DIET Aizawl did not conduct any refresher course/activities for P/S and M/S teachers, P/S and M/S headmasters and BRCCs/CRCCs. DIET Lunglei conducted 1 refresher course for P/S teachers and 1 refresher course for M/S teachers. DIET Champhai conducted 1 refresher course for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 2 refresher courses for P/S teachers and 2 refresher courses for M/S teachers.
- During the period 2019 – 20, DIET Aizawl conducted 2 refresher courses for P/S teachers and 1 refresher course for M/S teachers. DIET Lunglei conducted 5 refresher courses for P/S teachers. DIET Champhai conducted 3 refresher courses for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 2

refresher courses for P/S teachers and 4 refresher courses for M/S teachers. During the period 2020 – 21, no refresher courses/ activities were conducted by any of the DIETs due to the Covid – 19 pandemic.

Most of the refresher courses/activities were for elementary teachers and refresher courses conducted for headmasters, BRCCs and CRCCs were negligible. The programmes conducted for elementary teachers were mostly concerned with Use of new textbooks, Post-NAS intervention, Learning Outcomes, Pedagogy of different subjects and Development of TLM. A few workshops were also conducted for developing resource materials. Majority of these programmes were transacted through training mode while few programmes were transacted through workshop, seminar and awareness programmes, but these were very few and far between.

Discussion on the findings related to teacher education programmes for elementary teachers under DIET: Pre-Service elementary teacher education in Mizoram is provided only by DIETs in each district. The Diploma in Elementary Education (D.El.Ed) provided in DIETs is recognized by the NCTE. As far as infrastructural and material resources are concerned, most of the DIETs conformed to the Norms specified by the NCTE with minor deficiencies in some aspects. However, most of these resources are worn out and outdated and requires to be modernized. The main concern lies with the poor service conditions of teacher educators, uneven distribution of teacher educators in DIETs based on curricular subjects and high rate of vacancies in some DIETs. It is imperative that the Government take positive actions to improve the service conditions of teacher educators so that they will be motivated to go the extra mile in discharging their duties. Besides, better service conditions will attract the most abled professionals to enter the service. Posting of teacher educators in DIETs must also be done keeping in mind their area of subject specialization so that there will be qualified faculty to teach the different subjects. It is inevitable that shortages in academic faculty will affect the smooth functioning of the institutions, as such any vacancies must be filled up promptly.

Regarding the programmes/professional development for in-service

elementary teachers, DIETs conducted very few programmes during the period under study. This may be due to irregular sanction of funds for in-service teacher education programmes or it may be because of late receipt of funds which is usually the case in most centrally sponsored schemes. However, the topics and issues covered in the various programmes were relevant and suitable for elementary teachers but the mode of transaction commonly used is still the traditional training mode. Workshops and seminars will be more conducive for teachers' development as it is bound to be more participatory and constructivist in nature. An efficient Training Management System needs to be put in place so that the type and number of training attended by each teacher could be tracked, this will be useful in ensuring that each teacher received the proper professional development courses.

The biggest challenge for teacher education programmes under DIETs is concerned with maintaining the quality of professional development provided to prospective and serving elementary teachers. For pre-service teacher education, the NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for Secondary and Elementary Levels respectively. However, accreditation system for teacher education at the elementary level has not been implemented in the State till date. For in – service teachers, the NEP 2022 has recommended the creation of National Professional Standards for Teachers (NPST), Teacher Audit or Performance Appraisals to be conducted at regular intervals, 50 hours of CPD opportunities for teachers every year and CPD related to leadership, school management and for implementing competency-based learning for school heads.

To raise the standards and performance of serving teachers, the quality of teacher education programmes play a very crucial role. Teacher education must develop the proficiency and competence of teachers and empower the teacher to meet the requirements of the profession and face the challenges therein. It is therefore essential to manage the quality of in-service teacher education programmes through effective monitoring so that professional development of serving teachers will provide maximum benefits to the teachers and the society at large.

5.1.3 Objective No.3 - Teacher education programmes for elementary teachers under SCERT

1. The Director is the academic and administrative head in the SCERT Mizoram and oversees the functioning of the different Divisions and Departments, all working towards the achievement of quality and inclusive education at all levels of schooling as well as teacher education in the State.

2. There are 51 sanctioned academic posts under SCERT Mizoram and 37 posts were filled up which means that 27.45% of the academics posts are lying vacant.

3. There are 11 para-academic posts under SCERT Mizoram and only 5 posts were filled up which means that 54.55% of the posts are lying vacant.

4. There are 65 non-academic posts under SCERT Mizoram and only 34 posts were filled up which means that 47.69% of the posts are lying vacant.

5. SCERT Mizoram fulfilled most of the physical infrastructure outlined by the Infrastructural Requirement of Model SCERT under the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, 2012.

6. There are sufficient instructional resources in SCERT Mizoram to carryout in-service teacher education programmes.

7. Regarding in-service elementary teacher education, SCERT conducted the following activities during the period under study:

- During the period 2016 -17, SCERT Mizoram conducted 1 sensitization, provided 1 on-site support, developed 2 resource materials for both P/S and M/S teachers and also developed 1 resource material for P/S and M/S headmasters.
- During the period 2017 – 18, SCERT Mizoram conducted 1 training course for P/S teachers, 1 sensitisation for both P/S and M/S teachers and 1 sensitisation for both P/S and M/S headmasters.
- During the period 2018 – 19, SCERT Mizoram conducted 1 training course, 3

workshops and 1 orientation for P/S teachers. For M/S teachers, 1 training course, 1 workshop, and 3 sensitisation /awareness were conducted and 1 resource material was developed. Programmes/activities were not conducted for P/S and M/S headmasters.

- During the period 2019 – 20, SCERT Mizoram conducted 4 workshops and 1 sensitisation/awareness and developed 2 resource materials. 1 resource material was developed for P/S and M/S headmasters.
- During the period 2020 – 21, SCERT Mizoram conducted 1 training course, 4 workshops and 1 innovative programme. A total of 3 resource materials were developed for both P/S and M/S teachers. 1 sensitisation and 1 innovative programme were specifically conducted for P/S teachers. 1 workshop and 1 innovative programme were specifically conducted for M/S teachers. 1 resource material was also developed for P/S and M/S headmasters.

Majority of these programmes/activities conducted for elementary teachers were focused on development of resource materials, workshops on areas concerned with the teaching-learning process and training on recent developments in the field of elementary education. A few programmes were also organised on awareness/sensitization on legal provisions and policies, orientation course, innovative programme and on-site support to teachers. Programmes organised for headmasters were mostly focussed on leadership, administration and management.

Discussion on the findings related to teacher education programmes for elementary teachers under SCERT: The State Council of Educational Research and Training (SCERT) deals with the academic aspect of school education and teacher education. It was mainly established for qualitative improvement of school education in the state and this goal is achieved mainly through formulation of curriculum, preparation of textbooks, teacher's handbooks, teacher training, monitoring and supervision of elementary teacher training institutes and enhancement of professional competence of teacher educators. It also advised the Government on policy matters relating to school education and teacher education. Besides, the SCERT is the nodal agency at the state level for implementing all initiatives taken up by the NCERT,

NIEPA and other central agencies for the qualitative improvement of school education and teacher education.

SCERT Mizoram is well-equipped and fully functioning in terms of infrastructure and instructional resources. However, there is a high rate of job vacancies under the various Departments/Divisions of SCERT. It can be assumed that the effective functioning of the Directorate will be seriously affected due to the fact that many academic, para academic and administrative posts remained vacant. The existing staffs are entrusted with multiple roles and responsibilities and this will hamper their efficiency and effectiveness to a great extent. It is therefore essential that the SCERT be empowered to function with full staff strength to ensure maximum output which will be beneficial for qualitative improvement in the field of school education and teacher education in the State.

During the period under study, SCERT Mizoram had conducted quite a few numbers of programmes for elementary teachers and headmasters. Most of the programmes were focused on developing resource materials which were expected to guide and enhance the effectiveness of teachers in the transaction of the curriculum and will in turn have a positive impact on the overall quality of school education. The training programmes were found to be relevant and were expected to have a positive impact on the professional development of teachers. However, the number of teachers/headmasters who participated in these programmes was very few as compared to the total teacher population. It is desirable that these programmes have larger coverage so that maximum number of teachers can benefit from it. As such, it may be more effective if SCERT trained the teacher educators from DIETs to be master trainers in all programmes related to the professional development of elementary teachers and entrust them with the tasks of training all the teachers under their jurisdiction so that no teachers are left behind. This cascade model can prove very effective if the master trainers are well equipped to become experts in the required areas.

5.1.4 Objective No.4 - Teacher education programmes for elementary teachers under SSA.

1. Key functionaries under SSA mission in Mizoram comprised of State Project Director, District Project Coordinators in each district, 26 BRCs/BRCCs and 171 CRCs/CRCCs. These BRCs and CRCs played a very important role in improving the quality of elementary education through teacher training and provision of continuous academic support to elementary schools.
2. The establishment of BRC, BRCCs, CRC and CRCCs were as per the 'Norms for Intervention under SSA Framework for Implementation 2011'. For each RD Block in the district, 1 BRC is established and the number of CRCs established depends on the number of schools within each BRC. There is 1 BRCC and 1 CRCC in each BRC and CRC.
3. Subject – Specific Resource Persons available in the BRCs did not conform to the 'Norms for Intervention under SSA Framework for Implementation 2011'. There are only 2 Subject – Specific Resource Persons in most of the BRCs with no Subject - Specific Resource Persons available in any of the BRCs in Lunglei District as against the required 6 stated by the Norms.
4. CWSN Resource Persons available in the BRCs conformed to the 'Norms for Intervention under SSA Framework for Implementation 2011' except in Lunglei District where there were no CWSN Resource Persons in any of the BRCs. There is a slight departure from the Norms in BRC Darlawn with 3 Resource Persons and only 1 Resource Persons in BRC Chhingaveng as against the required 2 stated by the Norms.
5. Majority of the Resource Persons, BRCCs and CRCCs have the required qualification as specified by the State Government. Deviation from the Government norms is found only in Champhai District where 6 of the CWSN Resource Persons do not have the required professional qualification.
6. There are 48 Resource Persons available in the BRCs and out of

these 8.3% have less than 5 years of teaching experience, 52.1% have 5 – 10 years of teaching experience and 39.6% have 11 – 15 years of teaching experience.

7. Regarding in-service elementary teacher education, SSA conducted the following activities under BRC/CRC during the period under study:

- During the period 2016 – 17, refresher courses conducted by BRCs were not in conformity with the ‘Norms for Intervention under SSA Framework for Implementation 2011’ during 2016 – 17. As against the prescribed 10 days refresher course for each teacher, BRCs in Aizawl District conducted a total of only 5 days refresher course for elementary teachers. BRCs in Champhai conducted a total of only 2 days refresher course. Refresher course for Headmasters was not conducted by any of the BRCs in Lunglei District and BRCs in Mamit District did not conduct any refresher course for elementary teachers during this period.
- During the period 2017 – 18, only BRCs in Aizawl District conducted 10 days refresher course for elementary teachers which was in conformity with the Norms 2011, however, refresher course conducted for Elementary Headmasters was for only 2 days. BRCs in Lunglei District conducted only 4 days refresher course for elementary teachers and did not conduct refresher course for headmasters. BRCs in Champhai District conducted 6 Days refresher course for elementary teachers and 4 days for headmasters. BRCs in Mamit District conducted only 6 days refresher course for elementary teachers and did not conduct refresher course for headmasters.
- During the period 2018 – 19, BRCs in Aizawl, Champhai and Mamit districts conducted refresher courses for elementary teachers which were longer than the 10 days stated by the Norms 2014, but refresher courses conducted for headmasters did not meet the prescribed Norms. BRCs in Aizawl District conducted 12 days refresher course for elementary teachers and 2 days for headmasters. BRCs in Lunglei District conducted 8 days refresher course for elementary teachers and did not conduct refresher course for headmasters. BRCs in Champhai District conducted 16 days refresher course for elementary teachers and 6 days for headmasters. BRCs in Mamit District conducted 15 days refresher course for elementary teachers and did not conduct refresher course for headmasters.

- During the period 2019 – 20 to 2020 -21, BRCs in Mizoram did not conduct any Refresher Course for elementary teachers and headmasters due to Covid- 19 pandemic.
- During the period 2016 - 17, CRCs in Aizawl District conducted 7 meetings with 461 participants. CRCs in Lunglei District and Mamit District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants.
- During the period 2017 – 18, CRCs in Aizawl District conducted 3 meetings with 375 participants. CRCs in Lunglei District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants. CRCs in Mamit District did not conduct any meetings.
- During the period 2018 – 19, CRCs in Aizawl District conducted 9 meetings with 664 participants. CRCs in Lunglei District did not conduct any meetings.
- CRCs in Champhai District conducted 3 meetings with 125 participants. CRCs in Mamit District conducted 3 meetings.
- During the period 2019 – 20, CRCs in Aizawl District conducted 9 meetings with 725 participants. CRCs in Lunglei, Champhai and Mamit districts did not conduct any meetings during this period.
- During the period 2020 – 21, meetings were not conducted by any CRCs due to Covid – 19 pandemic.

Discussion on findings related to Teacher education programmes for elementary teachers under SSA: Sarva Shiksha Abhiyan, a centrally sponsored scheme was launched throughout India in 2001 under the Ministry of Human Resource Development (MHRD), Government of India. The major objective of the Scheme is to attain the Universalization of Elementary Education (UEE) in the country. It also includes universal access and retention, bridging gender and social gaps in education and enhancing levels of learning for children.

With the implementation of the RTE Act 2009, the ‘Norms for Intervention under SSA Framework for Implementation’ was revised in 2011. In Mizoram, the establishment of BRCs and CRCs under the SSA mission was in conformity with the revised norms. There are Block Resource Centres in every RD block in Mizoram and CRCs were set up under each block, the number of CRCs depends upon the number

of schools in each block. Each BRCs and CRCs are managed by BRCCs and CRCCs.

The BRCs and CRCs are the most important unit for providing in-service teacher training and on-site support to elementary schools and teachers at the block level. In this regard, the Norms stated that there must be six (6) subject-specific resource persons and two (2) CWSN resource persons to provide necessary training and on-site support to schools and teachers. However, during the period under study, most of the BRCs have only 2 subject-specific resource persons with Lunglei district having no resource persons in any of the BRCs while the specified numbers of CWSN resource persons are in position in most of the BRCs. This anomaly must be rectified at the earliest by the authority so that the BRCs can become resourceful centres for teachers/schools and make significant contribution towards the goal of UEE.

Data collected by the researcher revealed that all the BRCCs, CRCCs and Subject-specific Resource Persons possessed the required qualification specified by the State Government, but quite a few numbers of CWSN Resource Persons did not have the required professional qualification. This deviation from the norms may be due to unavailability of qualified candidates at the time of recruitment and these candidates may have been recruited on condition that they must qualify themselves within a given timeframe. However, at the time of data collection, no evidence was available on whether this assumption may have been the case or not. It is also not known whether the resource persons have since acquired the necessary professional qualifications as their current status has not been officially updated. It is crucial that resource persons imparting teacher education are experts in their respective subjects/areas as this will impact the quality of professional development received by the teachers. As such, it is imperative that recruitment of Resource Persons be done with utmost care so that only the most experienced and abled individuals are appointed for the job.

As per the Norms for Intervention 2011 of SSA, BRCs must conduct compulsory 10 days refresher courses for all elementary teachers and headmasters at

the block level and CRCs must hold 10 meetings for all teachers at the cluster level. During the period under study, all the BRCs did not meet the recommended norms except during the period 2018 -19 where most of the BRCs conducted more courses than as specified by the Norms. It is also alarming that very few courses were conducted for headmasters. Majority of the CRCs held very few meetings for teachers with CRCs in Aizawl district conducting the highest number of meetings. It is also worth mentioning that no courses/meetings were conducted by the BRCs and CRCs during the period 2019 – 20 to 2020 – 21 due to the Covid-19 pandemic. The reasons why very few courses/meetings were conducted may be because of late receipt of funds as is almost always the case with centrally sponsored schemes or it may be due to negligence and inefficiency on the part of the BRCs/CRCs. This matter requires serious contemplation since the quality of teachers determines the quality of education to a great extent. If the teachers and headmasters do not receive proper professional development, it will be detrimental to the overall goal of achieving quality elementary education for all. As such, the Government must take immediate necessary measures to ensure that funds are sanctioned on time and must also closely monitor the functioning of the BRCs and CRCs.

It is essential that proper Training Management System be put in place to enable the effective monitoring of the professional development courses attended by each teacher. This will go a long way in ensuring that each teacher received the necessary support for enhancing their competency and effectiveness.

5.1.5 Objective No.5 - Service conditions and professional development of elementary teacher educators in Mizoram.

1. The major findings related to service condition are as follows:

- Regarding the service condition of elementary teacher educators in Mizoram, majority of the teacher educators (70%) felt that the government did not treat them fairly. This was further supported by the fact that pension benefits and other benefits given to government employees were denied to a vast majority (82%) of elementary teacher educators.
- Promotion opportunity was few and far between considering the fact that there were

very limited posts available for promotion. Promotion could be achieved mostly through length of service and availability of vacant post; promotion by merit seldom took place.

- A vast majority of the teacher educators (72%) were satisfied with the amount of their salary but were discontented with the implementation of pay revisions. Besides, majority of the teacher educators (80%) did not receive their salaries regularly.
- Majority of the teacher educators (74%) felt that the working environment in their institutions was mentally and physically satisfying most of the time, but not always.
- Majority of the teacher educators (72%) were satisfied with their working hours and found it adequate and sufficient.

2. The major findings related to Professional Development Activities are as follows:

- Participation in most of the professional development activities was not compulsory for the elementary teacher educators.
- Majority of the elementary teacher educators (70%) participated in at least some type of professional development activity in the past 2 years over the survey period but the number of persons who did not engage in any professional development activity is quite substantial.
- Amongst the elementary teacher educators who participated in professional development activities, majority of them (65%) attended more than 6 days of professional development which was not much for a two year period.
- The professional development activities with high participation was engaging in informal discussion with colleagues to improve professional skills, reading professional literature and subject-matter/ methods/ education related courses and workshop. However, in all these development activities, majority of the teacher educators reported only small or moderate impact in their professional growth.
- The development activity which had the least participation was observation visits to other institutions and engaging in individual or collaborative research. Further, amongst those who participated, majority of them reported only a small impact in their professional growth.

- A significant number of elementary teacher educators engaged in Qualification Courses but the number of educators reporting large impact was negligible (7%).
- All the professional development activities taken up by the teacher educators were found to have at least a small impact on their professional growth but very few experienced large impact from the activities.
- Majority of the elementary teacher educators (56%) who participated in professional development activity did not receive any remuneration/bonus for undertaking the professional development activities that took place outside regular work hours.

3. The major findings on Professional Development Needs of Elementary Teacher Educators are as follows:

- A significant number of the elementary teacher educators (46%) rated ICT skills for teaching and teaching students with special learning needs (38%) as the aspect of their work in which they had high level of development need.
- A significant number of the elementary teacher educators (36% - 66%) expressed moderate level of development need in all aspects of their work.
- A small proportion of the elementary teacher educators (12% - 28%) expressed low level of development need in all aspects of their work.
- A miniscule proportion of elementary teacher educators (2% - 8%) expressed no need of professional development in almost all aspects of their work.
- School management and administration was the only aspect in which all the elementary teacher educators expressed at least some level of development need.
- All the elementary teacher educators expressed the desire to participate in more professional development. The main reason that prevented them from participating in more professional development as cited by more than half was lack of opportunity. A sizeable number also cited conflict with work schedule and unsuitable professional development offered.

Discussion on findings related to service conditions and professional development of elementary teacher educators in Mizoram: It is a well-known fact that the status and quality of teachers determines the quality of education to a great extent. In the field of teacher education, the importance of prioritising human

resource development and improving the working conditions of teacher educators cannot be overemphasized. As such, a sustained investment in the professional development of teachers and the improvement of their working and employment conditions will directly contribute towards the goal of achieving quality education for all.

The service conditions of elementary teacher educators in Mizoram leave much to be desired. It can be surmised that they are given sub-standard treatment by the Government since most of them do not have any pension benefits, opportunities for promotion is very slim and to top it all off, salaries are disbursed irregularly. The deplorable service condition of the elementary teacher educators may have certain adverse effect on the quality of professional development provided to elementary teachers since it can be safely assumed that the elementary teacher educators will have low morale and motivation. Besides, the profession will not attract the most abled and motivated individuals to enter the service. It is therefore essential to formulate strategic action plans for improving the service conditions of elementary teacher educators to ensure better quality of teacher education, which will in turn contribute to improving the overall quality education in the State.

Professional development for teacher educators encompasses a variety of professional learning, specialized training, or formal education that intends to help them improve their skills, knowledge, and effectiveness. Continuous professional development is crucial for all teacher educators as it enables them to become more proficient in their work. It is, therefore surprising that participation in professional development is not compulsory for elementary teacher educators in Mizoram. However, majority of the teacher educators participated in at least one or the other form of professional development programmes but most of them reported that these programmes have only small or moderate impact in their professional growth and development. This is very discouraging and should be taken seriously because if professional development did not have a large impact on the elementary teacher educators, there will be little professional growth and the quality of elementary teacher education will surely be affected. Measures have to be taken by the Government to ensure that only need-based professional development is provided to

elementary teacher educators. Besides, a strong system must also be in place for continuous monitoring of the quality of these programmes. Elementary teacher educators did not receive any remuneration or bonus for engaging in professional development outside their work, and this can be a large factor for the low participation in any professional development activities especially in the field of research and visit to other teacher education institutes. It is, therefore desirable that engagement in professional development especially in the field of research be made an important criterion for career progression. This will indeed motivate teacher educators to take part in as many professional developments as possible.

All the elementary teacher educators under study expressed their desire to participate in more professional development activities but majority of them expressed only moderate level of development need in most areas of their work. High level of development need is expressed only in the areas of ICT skills and teaching special needs students. School administration and management is the only aspect where all the teacher educators expressed their need for professional development and a small percentage of the educators even expressed that they do not need any professional development in any aspects of their work. Based on the findings related to professional development needs of elementary teacher educators, it can be assumed that the elementary teacher educators are extremely proficient in their work since they do not express high level of development needs in most aspects. But this assumption seemed to be quite contradictory with the findings in the Competency Scale which will be discussed in the next point.

Continuous Professional Development of teacher educators is vital for the qualitative improvement of education at all levels. As Rabindranath Tagore rightly observes “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

5.1.6 Objective No.6 - Professional competency of elementary teachereducators in Mizoram.

1. The major findings related to level of professional competency of elementary teacher educators in Mizoram is given below:

Out of the 50 elementary teacher educators who responded, 11 (22%) of the elementary teacher educators had low professional competency, 27 (54%) of the elementary teacher educators had average professional competency and 12 (24%) of the elementary teacher educators had high professional competency.

Table 5.1: Level of Professional Competency of Elementary Teacher Educators

Competency Level	No. of Teacher Educators	%
Low Professional Competency	11	22%
Average Professional Competency	27	54%
High Professional Competency	12	24%

2. *The major findings related to Professional Competency of Elementary Teacher Educators in Mizoram in relation to Gender:*

There were more female elementary teacher educators (66%) than male elementary teacher educators (34%). The study revealed that there were more male elementary teacher educators (29%) with high professional competency than female elementary teacher educators (21%) but at the same time, there were more female elementary teacher educators (58%) with average professional competency than male elementary teacher educators (47%). The number of elementary teacher educator with low professional competency was slightly higher in male teacher educators (24%) than female teacher educators (21%).

Table 5.2: Professional Competency of Elementary Teacher Educators in Mizoram in relation to Gender

Gender	High Competency	Average Competency	Low Competency	Total
Male	5 (29%)	8 (47%)	4 (24%)	17 (34%)
Female	7(21%)	19 (58%)	7 (21%)	33 (66%)

3. *The major findings related Professional Competency of*

Elementary Teacher Educators in Mizoram in relation to Age:

The study revealed that out of the three age groups of elementary teacher educators, teacher educators in the age group 31 – 40 years of age contributed 30% of the total sample, teacher educators in the the age group 41 – 50 years of age contributed 60% of the total sample and teacher educators in the age group 51 – 60 years of age contributed 10% of the total sample.

High professional competency was found only in the age group 41 – 50 years of age (40%) and this age group also had the least percentage of teacher educators (17%) with low professional competency. The age group 51 – 60 years of age had the highest percentage of teacher educators (46%) with low professional competency. The age group 31 – 40 years of age had the highest percentage of teacher educators with average professional competency (73%) and a substantial percentage of teacher educators (27%) with low professional competency.

Table 5.3: Professional Competency of Elementary Teacher Educators in Mizoram in relation to Age

Age Group	High Competency	Average Competency	Low Competency	Total
31 – 40	0	11(73%)	4(27%)	15 (30%)
41 – 50	12 (40%)	13(43%)	5(17%)	30 (60%)
51 – 60	0	3(60%)	2(40%)	5 (10%)

4. The major findings related to Professional Competency of Elementary Teacher Educators in relation to Teaching Experience:

Elementary teacher educators with more than 16 years of experience had the highest percentage of teacher educators (41%) with high professional competency and the lowest percentage of teacher educators (18%) with low professional competency.

Elementary teacher educators with 11 – 15 years of experience had the highest percentage of teacher educators (67%) with average professional competency

and the lowest percentage of teacher educators (14%) with high professional competency.

Elementary teacher educators with less than 10 years of experience had the highest percentage of teacher educators (33%) with low professional competency.

Table 5.4: Professional Competency of Elementary Teacher Educators in relation to Teaching Experience

Teaching Experience	High Professional Competency	Average Professional Competency	Low Professional Competency	Total
Less than 10 years	2 (17%)	6 (50%)	4 (33%)	12(24%)
11 – 15 years	3 (14%)	14 (67%)	4 (19%)	21(42%)
More than 16 years	7 (41%)	7 (41%)	3 (18%)	17(34%)
Total	12(24%)	27(54%)	11(22%)	50

Discussion on findings related to professional competency of elementary teacher educators in Mizoram: Professional competencies refer to the requisite skills, knowledge and attributes that a person must possess in order to become successful in any profession. In the field of teacher education, the level of teacher educator’s competency will determine the quality of teachers and school education to a great extent.

In the present study, it is found that 22% of the elementary teacher educators have low professional competency, 54% of the elementary teacher educators exhibit average professional competency and only 24% of the elementary teacher educators demonstrate high professional competency. This finding is not in line with the professional development needs expressed by the elementary teacher educators where most of them stated low to moderate professional development needs in most aspects of their work. This contradiction might be due to the fact that the elementary teacher educators have an inaccurate self – perception of their knowledge and

abilities in relation to the teaching profession or, it might be due to lack of awareness on the part of the teacher educators on the importance of continuous professional development for successful execution of their roles and responsibilities. It is, therefore, evident that continuous teacher educator professional development in all aspects of education is crucial to raise the professional competency of elementary teacher educators. Unless the teacher educators are remarkably competent, the goal of maintaining high standards in teacher education and school education will not be successful.

The study revealed that the number of female teacher educators is significantly more than the number of male teacher educators. Based on the popular belief that women are more nurturing than men, it is not surprising that more women are recruited in the field of teacher education. The same is also true in the field of school education as per UDISE Report 2020 – 21. However, the data shows that there are more male teacher educators with high competency level than female teacher educators. As such, the popular assumption that women may be better than men in teaching does not seem to be valid in the case of elementary teacher educators in Mizoram.

The study revealed that out of the three age groups, 41 – 50 years of age had the maximum number of teacher educators and high professional competency was found only in this age group. 51 – 60 years of age had the least number of teacher educators but the percentage of teacher educators with low professional competency was highest in this group. It is believed that with age comes experience and with experience, competency level will also increase. However, the data revealed that with increase in age, the competency level decreased and this may be due to the natural ageing process which slows down brain function or, it might also be due to lack of interest towards the job which can arise out of boredom from doing the same thing over a long period of time. Whatever may be the case, it has to be taken seriously and in-depth study has to be conducted to find out the reasons so that effective remedial measures can be undertaken.

It is common knowledge that experience often leads to proficiency in any line

of work. This assumption seems to be valid in the present study because the data revealed that teacher educators with more than 16 years of teaching experience had the highest percentage of teacher educators with high professional competency and the lowest percentage with low professional competency. Whereas, the number of teacher educators with low professional competency is the highest amongst those with less than 10 years of experience.

5.2 Recommendations

1. With the implementation of NEP 2020, the Government must take immediate actions to transform elementary teacher education institutes providing pre – service teacher education into multidisciplinary institutes as recommended by the Policy.

2. The Government must recruit elementary teacher educators based on their subject specialization. This will facilitate even distribution of teacher educators amongst different institutions which will solve the problem of faculty shortage in certain curricular areas.

3. The Government must take necessary measures to release adequate funds on time. This will enable the teacher education institutes and agencies to properly plan and organize more programmes of exceptional quality for in – service teachers.

4. The Government must take necessary actions to ensure that only experienced and qualified persons are recruited as Resource Persons in the BRCs.

5. Vacant posts under DIETs and SCERT must be filled up immediately to ensure the smooth functioning of the institutions.

6. Better infrastructure and instructional facilities create an environment that not only encourages learning but also motivates and boosts the confidence of teachers and learners. Therefore, the Government must equip the elementary teacher education institutes with better and modernised infrastructural and instructional facilities.

7. The Government must create a system wherein all elementary teacher educators are required to complete certain number of professional development programmes. Points should be credited for attending these programmes which will be used as one of the criterion for career progression.

8. The Government must make provisions for study leave to enable elementary teacher educators who wish to pursue further studies. This will prove beneficial for uplifting the quality of elementary teacher education.

9. A high powered monitoring team/ committee must be set up by the Government to continuously monitor the quality of various teacher education programmes taken up by the different teacher education agencies. The monitoring team must also be entrusted to monitor the quality of professional development programmes for teacher educators.

10. The Government must take prompt appropriate action to improve the service condition of elementary teacher educators. Better service conditions will raise the level of motivation of serving teacher educators as well as attract the most able individuals to the profession.

11. A unified calendar of activities must be formulated by the appropriate authority to ensure that all elementary teacher education institutes are in sync and repetition of the same programme is avoided.

12. The concerned authorities must take necessary action to ensure better linkage between all personnel working in the field of teacher education. This will lead to better co-ordination and will enhance and improve the quality of teacher education as a whole.

13. Effective use of Training Management System must be insisted on all teacher education institutions. This will be helpful in monitoring the training programmes conducted by the TEIs .

5.3 Suggestions for Further Study

In the light of the present study, the researcher suggested the following problems to be taken up for further study:

1. Comparative study of elementary teacher education with other states in India may be conducted.
2. Study on effectiveness of in-service teacher education programmes through pre - test and post - test design.
3. A comparative evaluative study of teacher training programmes in DIETs/SCERT/ SSA with other teacher training institutions.
4. Comparative study of pre – service elementary teacher education curricula of different examining bodies.
5. Evaluation of elementary teacher training programmes in relation to students' academic achievement.
6. Study of existing recruitment rules of teacher educators and principals of teacher education institutions in States and UTs.
7. Study on service conditions of elementary teacher educators in different states/ UTs of India.
8. Study on impact of centrally sponsored schemes for teacher education.
9. Study of accountability and teacher educator professionalism.
10. Study on innovations in professional development of elementary teacher educators/ elementary teachers.

CHAPTER – VI

SUMMARY

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child's physical, intellectual, emotional and social development. The Indian Education Commission (1964 – 66) rightly said, "We believe that provision of free and universal education for every child is an educational objective of the highest priority, not only on grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity". Thus there is no denying the fact that the nation's strength rests on the strong foundation of elementary education. However, no education system can rise above the quality of its teachers.

Recent national policy guidelines such as the National Curriculum Framework 2005 (NCF 2005), National Curriculum Framework for Teacher Education 2009 (NCFTE, 2009), and Right to Education Act (RTE) 2009 envisaged to radically transform India's elementary education system. The NCF 2005 places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools.

At the national level, in - service education is provided by a large network of government owned teacher training institutions at various levels of hierarchy. The National Council of Educational Research and Training (NCERT) along with its six Regional Institutes of Education (RIE) undertake design and implementation of in

service programmes for both teachers and teacher educators. At the state level, the State Councils of Educational Research and Training (SCERT) prepare modules for and conduct teacher training for teachers and teacher educators. At the district level, the District Institutes of Education and Training (DIET) provide in service and pre service education for elementary teachers. Apart from DIETs Resource Centres and Cluster Resource Centres established under SSA provide in-service elementary teacher education.

In Mizoram, the District Institute of Teacher Education and Training (DIET) which are established in all the 8 districts are, SCERT and SSA play a significant role in providing in - service teacher education for elementary teachers. However, in – service teacher education programmes for elementary teachers do not follow a well thought out structure and there is no regulatory mechanism to ensure the relevance, quality and suitability of the training provided. The quality of pre - service education provided for elementary teachers by DIETs also remains unestablished.

The need and importance of professionally trained teacher educators has been underscored in statements on educational policy time and again but the situation on the ground remains grim; there is severe shortage of properly qualified and professionally trained teacher educators at all stages of education and especially at the elementary stage.

In order to realise the national goal of achieving quality elementary education for all, the teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers. As such, teacher education must be given importance so that qualitative transformation of our education system could be achieved.

6.1 Rationale of the Study:

According to NCTE (1998), teachers are the most important element in any educational program. Teachers play a central role in implementation of educational process at any stage. So, the quality of education basically depends on the quality of

teachers. In order to achieve the national goal of achieving quality elementary education, teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers.

In Mizoram, pre – service elementary teacher education is conducted only by DIETs in all the 8 districts and in – service elementary teacher education is conducted by DIETs, SSA Mission and SCERT. Only one study related to elementary teacher education in Mizoram was found for review; and no study was available so far, in relation to the elementary teacher education programmes conducted by SSA Mission and SCERT in Mizoram. Moreover, compared to studies related to various aspects of teacher education as well as on higher levels of teacher education in the Indian context, few studies had been conducted which are explicitly related to elementary teacher education. Therefore, this study attempted to find out the adequacy of elementary teacher education programmes and the sufficiency of the elementary teacher education institutes on various dimensions.

The effectiveness of the elementary teacher education programmes conducted by the teacher education institutes depend largely on the availability of sufficient infrastructural and instructional resources, sufficient and competent human resources, relevance of the issues covered and maximum participation of all teachers. As such, it is necessary to conduct a detailed study on the pre – service and in – service teacher education programmes to find out the inadequacies that may exist in the teacher education institutes and the programmes they conducted. The findings will prove beneficial for the concerned authorities in their effort to improve the quality of elementary teacher education and elementary education in the state. Besides, it will also guide the teacher education institutes to formulate relevant and effective programmes for the professional development of pre – service and in – service elementary teachers.

6.2 Research Questions:

As mentioned in the preceding section, the quality of elementary education

greatly determines the growth and development of a nation. Quality of elementary education in turn greatly depends on the quality of teachers. If teacher education is where the foundation of education quality is initiated, the following questions are thus raised:

1. Are the elementary teacher education programs satisfactory in preparing teachers for their role?
2. Do the elementary teacher education institutes have adequate facilities and human resources for providing effective professional development?
3. Are the professional development programmes systematically planned and properly executed?
4. Do the elementary teachers have enough opportunities for continuous professional development?
4. Are the teacher educators competent enough to provide quality education to teachers?
6. Is the service condition of teacher educators adequate to attract highly skilled professionals to the profession?
7. What are the emerging imperatives for elementary teacher education in Mizoram?

A strong need to seek answers to these questions makes it crucial to have a thorough investigation on the elementary teacher education system in Mizoram.

6.3 Statement of the Problem:

The title of the problem under study reads as “**Elementary Teacher Education in Mizoram: An Evaluative Study**”

6.4 Operational Definition of Key Terms:

In the present study, the words which are used in the title of the topic have the following operational meaning.

Elementary: In the present context it refers to the lower primary and upper primary stages of schooling, i.e. Class I – Class VIII

Teacher education: In the present context it refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher professional development.

6.5 Objectives of the Study:

1. To examine the development of elementary teacher education in Mizoram.
2. To analyse the teacher education programmes for elementary teachers underDIETs.
3. To analyse the in - service training programmes for elementary teachers underSCERT
4. To analyse the in - service training programmes for elementary teachers underSSA
5. To examine the working conditions of elementary teacher educators with respectto their service conditions and professional development.
6. To assess the professional competency of elementary teacher educators.

6.6 Methodology:

The present study employed Descriptive Survey Method, and it uses both qualitative and quantitative perspectives to describe and interpret the existing system with a view to understand the present situation and provide suggestions for future development. The study was undertaken to evaluate elementary teacher education in Mizoram by examining the development of elementary teacher education in Mizoram, analysing the teacher education programmes for elementary teachers under DIETs, SCERT and SSA, examining the working conditions of elementary teacher educators with respect to their service conditions and professional development, and also by assessing the professional competency of elementary teacher educators in Mizoram.

Population:

The study was conducted to evaluate the elementary teacher education in Mizoram. Pre-service training for elementary teachers was conducted by DIETs which had been established in 8 districts of Mizoram, namely, Aizawl, Lunglei, Saiha, Champhai, Kolasib, Lawngtlai, Serchhip and Mamit districts. For in-service elementary teacher education, SCERT is the nodal agency at the state level; at the district level, DIETs, BRCs and CRCs under SSA Mission are the nodal agencies for providing in-service elementary teacher education. Thus, the population for the present study consisted of SCERT Mizoram, all DIETs in 8 districts of Mizoram and SSA Mission in 8 districts of Mizoram and all teacher educators and officials from these institutions.

Sample:

In selecting the sample, the researcher employed purposive sampling to select the sample for collecting appropriate data for each of the objectives in the present study. SCERT Mizoram, DIETs and BRCs/CRCs under SSA Mission were selected from 4 districts viz. Lunglei, Aizawl, Champhai and Mamit Districts keeping in mind the representativeness of eastern, western, southern and northern regions of Mizoram. The selected sample for the present study thus comprised of:

1. Director of SCERT Mizoram from whom data on in-service elementary teacher education programmes and necessary information regarding SCERT Mizoram was collected.

2. Principals of 4 DIETs viz. Aizawl, Lunglei, Champhai and Mamit Districts from whom data on pre-service and in-service elementary teacher education programmes and necessary information regarding DIETs was collected.

3. 50 elementary teacher educators from 4 DIETS viz. Aizawl, Lunglei, Champhai, Mamit and SCERT Mizoram from whom data on the working conditions with respect to their service conditions, professional development and professional competency was collected.

4. 4 DPCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes and other necessary information regarding SSA Mission was collected.

5. 12 BRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

6. 96 CRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

Research Tools:

The following tools were constructed and utilized by the researcher for evaluating the different aspects of elementary teacher education programmes in Mizoram:-

1. General Information Sheet to get basic information about the teacher training institutes, profile of academic and non-academic staffs under DIETs, SCERT and SSA.
2. Information Sheet to get information about the training programmes for elementary teacher educators under DIETs, SCERT and SSA.
3. Information Schedule for Administrators keeping in view the objectives of the study.
4. Questionnaire to find out the service conditions and professional development of elementary teacher educators.
5. Professional Competency Scale for Elementary Teacher Educators to find out the competency of teacher educators.

Besides the mentioned tools, relevant official records, statistical data, reports, journals and other related literature were studied and consulted.

6.7 Major Findings of the Study and Discussion:

The major findings of the study and discussion are presented as follows:

6.7.1 Development of elementary teacher education in Mizoram

- Teacher education though informally, was first initiated by the Christian Missionaries in 1907.
- The first formal teacher training institute which was later renamed as Guru Training School was set up by the Christian Missionaries in 1925 in Aizawl to cater to the whole of Mizoram.
- In 1931, Teacher Training Institute was set up in Serkawn to cater to the Southern region of Mizoram. It was later approved by the government as Guru Training School.
- Education, including teacher training was under the administration of the Christian Missionaries even after India gained Independence in 1947 and continued till 1952.
- In 1952, Lushai Hills Autonomous District Council came into being under the state of Assam and education, including teacher training was handed over to the government.
- In 1953, Diploma Course for primary school teachers was started in the Junior Basic Training Center (JBTC), the first government managed teacher training institute which was established in Aizawl. JBTC was under the State Board for Elementary Education, Assam.
- Diploma Course was conducted simultaneously by the government managed JBTC and mission managed Guru Training School from 1953 till 1966. From 1967, teacher training was imparted only by JBTC. Under JBTC, a total of 757 primary school teachers were enrolled for the Diploma Course and 740 (97.7%) teachers successfully completed the course.
- Diploma Course for middle school teachers was started in 1970 in the Normal Training School (NTS) which was established under the Examination Board of Moderators, Mizoram. Under NTS, a total of 58 middle school teachers were enrolled and 56 (96.5%) teachers successfully completed the course.
- In 1974, JBTC and NTS were amalgamated and became Under Graduate Teacher Training Institute (UGTTI). UGTTI was also established in Lunglei in the same year. Under UGTTI, a total of 297 primary school teachers were enrolled and 276 (92.93%) teachers successfully completed the diploma course. A total of 289 middle

school teachers were enrolled and 266 (92.04%) successfully completed the diploma course. A total of 14 pre-service teachers were also enrolled and 13 (92.86%) successfully completed the diploma course.

- In 1975, the Mizoram Board of School Education (MBSE) was established and teacher education also came under its purview.
- In 1980, UGTTI in Aizawl and Lunglei were upgraded to Teacher Training Institute (TTI) to accommodate the graduate middle school teachers. Under TTI, a total of 799 primary school teachers were enrolled and 674 (84.35%) teachers successfully completed the diploma course. A total of 691 middle school teachers were enrolled and 511 (73.95%) successfully completed the diploma course. A total of 68 pre-service teachers were also enrolled and 67 (98.53%) successfully completed the diploma course.
- In 1980, SCERT the state counterpart of NCERT was established in Mizoram. It deals with the academic aspect of school education and teacher education.
- In 1988, consequent upon the implementation of NPE 1986, TTI in Aizawl was upgraded to District Institute of Education and Training (DIET) under the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education to cater to both pre-service and in-service elementary teacher education.
- In 1993, TTI in Lunglei was also upgraded to DIET with the same provisions as given to DIET Aizawl.
- In 2001, Sarva Shiksha Abhiyan (SSA), a comprehensive and integrated flagship programme of Govt. of India aimed at universalization of elementary education was launched in Mizoram. Under this programme, in-service teacher education was an important intervention aimed at bringing about quality elementary education.
- In 2005, as per the Guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989, Telescopic DIET also known as District Resource Center were set up in 6 districts of Mizoram namely, Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit. These District Resource Centers focused mainly on in-service teacher education of elementary and secondary stage and action research and did not provide pre-service teacher education.
- With the introduction of RTE Act 2009, diploma programme for in-service

elementary teachers was discontinued from 2018 since the Act mandates that only trained teachers must be recruited.

- In 2013, as per the Guidelines for Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education June 2012, District Resource Centres in Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit were upgraded to full-fledged DIETs. The newly upgraded DIETs started then catered to both in-service and pre-service teacher education.
- From 1988 – 2021, a total of 3675 primary school teachers had enrolled and 3563 (96.95%) had successfully completed the diploma course under DIETs Mizoram. A total of 3320 middle school teachers had enrolled and 3196 (96.27%) had successfully completed the diploma course. A total of 3153 pre-service teachers had undergone training and 3089 (97.97%) had successfully completed the diploma course. A total of 523 W.E teachers were also trained and 509 (97.32%) had successfully completed the training.
- In 2019, Samagra Shiksha was launched by the Government of India which subsumed the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) with an aim to provide equal schooling opportunities and equitable learning outcomes for all children from pre-school to Class 12. At present 26 BRCs and 171 CRCs were operational under Samagra Shiksha in Mizoram to provide continuous support to teachers at the elementary and secondary levels of schooling.

Discussion on the findings related to development of elementary teacher education in Mizoram: Mizoram, the ‘Land of the Mizos’ was isolated from the outside world and devoid of any form of formal education till the late 19th Century when the British Government began to occupy the land. It was the Christian Missionaries who painstakingly developed the Mizo alphabet and introduced formal education in 1894. At the time when formal education was started in Mizoram, other parts of India were already highly civilized with well-established education system. With this in mind and the fact that the Mizo people had their own alphabets and a formal education in place only for the past 128 years, it is phenomenal that Mizoram is amongst the state having high literacy percentage.

The development in the field of teacher education and in particular elementary teacher education is also remarkable. Formal teacher education in Mizoram was started by the Christian Missionaries only some 97 years ago. But today, Mizoram has a well-established elementary teacher training institute, namely DIETs in every district (excluding the three newly constituted districts viz. Saitual, Hnahthial and Khawzawl). Admissions into these institutions were highly coveted and all the available seats were filled up every year. This may be due to the fact that only trained teachers must be recruited following the RTE Act 2009 guidelines. The establishment of SCERT and its subsequent upgradation to a separate Directorate also proved to be a milestone in the field of teacher education. SCERT became the academic authority of elementary teacher education in Mizoram and as such, the development of pre-service teacher curriculum and professional development of in-service teachers were under its purview. As the academic authority in the state, SCERT is expected to take all necessary measures for the qualitative improvement of school education including elementary teacher education in the state. The implementation of SSA in Mizoram also contributes to the professional development of in-service elementary teachers through various teacher training programmes conducted at the block and cluster level. These programmes cater to localized needs of serving teachers and are expected to make significant contributions towards quality education in the state.

In Mizoram, the structures for elementary teacher education are well established and basic infrastructure, human resource and other essential facilities were available to cater to the needs of elementary teachers. However, the infrastructure and other facilities in DIETs are very much in need of renovations and major upgradation since many of them had begun to deteriorate and became outdated. Besides, with the implementation of NEP 2020, all Teacher Education Institutes (TEIs) must transform themselves into multidisciplinary institutions offering an Integrated Teacher Education Programme (ITEP) by 2030. The 4-year integrated B.Ed Course will become the minimum qualification for school teachers and admission to the course will be conducted by the National Testing Agency (NTA) in suitable subjects and aptitude through a National Common Entrance Test.

NEP 2020 also recommended revision of National Curriculum Framework for Teacher Education.

The challenging tasks ahead required immediate pro-active approach by the State Government in collaboration with the different stakeholders in the field of elementary teacher education. A state-level NEP 2020 implementing committee has already been created by the Government but no major development or changes have taken place yet. The Government must take immediate actions so that the vision of NEP 2020 is achieved within the given timeframe. To enable the smooth transition of all teacher education institutions into thriving multidisciplinary institutions, the University Grants Commission has already come up with Guidelines for Transforming Higher Education Institutions into multidisciplinary institutions. It is, therefore, imperative for the State Government to take immediate steps in line with the UGC Guidelines so that teacher education institutions will continue to make significant contributions towards the achievement of quality education.

6.7.2 Teacher education programmes for elementary teachers under DIET

- DIETs were the only institution which provided both pre-service and in- service education for elementary teachers in Mizoram. They were under the state government and private elementary teacher education institution did not exist in the state.
- The pre-service teacher education programme ‘Diploma in Elementary Education (D.El.Ed)’ was recognised by the National Council of Teacher Education (NCTE). It was affiliated to the Mizoram Board of Education (MBSE) but the Course of Study was developed by the State Council of Educational Research and Training (SCERT).
- With regard to pre-service elementary teacher education, the major findings based on ‘Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education under NCTE Norms 2014’ are given as follows:
- **Duration and Working Days:** As prescribed by the NCTE Norms, 2014, the duration of the D.El.Ed Course was two-years. DIETs followed a seven hour work schedule for five days of the week which conformed to the Norms.

- **Intake, Eligibility, Admission Procedure and Fees:** As approved by the NCTE, DIETs in Champhai, Serchhip, Saiha, Lawngtlai, Kolasib and Mamit districts had an intake capacity of one unit of 50 seats each, DIET Lunglei had an intake capacity of two units which is 100 seats and DIET Aizawl had an intake capacity of a little over two units which was 120 seats.
- Eligibility criteria for admission to DIETs was as prescribed by the NCTE which was 50% marks in the higher secondary or equivalent examinations with 5% relaxation for SC/ST/OBC/PWDs.
- As prescribed by the NCTE Norms 2014, admission was given on merit basis on marks obtained in the higher secondary examination, entrance test and personal interview conducted by the institutions.
- With regard to fees, DIETs in Mizoram more or less followed the NCTE Norms, 2014. The students were charged minimal fees as approved by the Government.
- **Curriculum, Programme Implementation and Assessment:** The D.El.Ed Curriculum was revised by the SCERT Mizoram in 2017 which was in conformity with the NCTE Norms 2014, RTE Act 2009 and NCFTE 2009.
- Regarding implementation of the D.El.Ed Programme, DIETs followed the guidelines provided in the NCTE Norms 2014 as far as applicable. Academic calendar was prepared before the start of the academic session. All DIETs developed strong partnerships with the District Education Office and collaborated with neighbouring schools for field activities. Academic enrichment programmes were often organized and teacher educators employed a variety of teaching methods and strategies for maximum benefit to the students.
- Regarding assessment, DIETs followed the guidelines provided in the NCTE Norms 2014. All theory papers had 30% internal marks and 70% external marks. All practicum courses were internally assessed except for one practicum paper in the second semester which was assigned 30% internal and 70% external. The basis for assessment and criteria were clearly highlighted in the curriculum as mentioned in the Norms.
- **Academic Faculty of DIETs:** The strength of sanctioned posts of academic faculty in DIETs was in conformity with the NCTE Norms 2014 only in DIET Aizawl

(which was 16 posts) and all the other DIETs had excess faculty strength of 2 posts. This was because the government did not create the posts of academic faculty based on NCTE Norms, 2014 but on the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education - Guidelines for Implementation 2009. DIET Aizawl had 6 Senior Lecturer posts and DIET Lunglei had 4 Senior Lecturer posts which were all vacant, there was no Senior Lecturer post in other DIETs. DIET Aizawl had 2 lecturer posts which were officially vacant but at the same time, 13 Lecturers were attached from other DIETs and 1 Lecturer was deputed to other Department. DIET Lunglei had 3 Lecturer posts which were officially vacant but at the same time 2 Lecturers were attached from other DIETs. DIET Champhai had 8 vacant Lecturer posts and DIET Mamit had 5 vacant Lecturer posts and 1 Lecturer was attached to SCERT.

- **Qualification and Distribution of Teacher Educators in Curricular Areas:** The existing academic faculty in the DIETs fulfilled the required qualification as laid down by the NCTE Norms 2014. However, the academic faculties were not evenly distributed based on curricular areas as laid down by the Norms 2014. There was high concentration of faculties in Perspectives in Education as well as in Humanities and Social Science whereas faculties in other curricular areas did not meet the requirement in most of the DIETs. Severe shortage was found particularly in Mathematics and Fine Arts. This was because of the fact that need-based recruitment of teacher educators was not done by the government.
- **Administrative and Professional Staff:** The existing administrative and professional staff in DIETs fulfilled most of the requirements as laid down by the NCTE Norms 2014. Only one vacant post of Computer Lab Assistant was found in DIET Champhai whereas there were two Computer Lab Assistants in DIET Aizawl as against the required one post.
- **Terms and Conditions of Service:** Employees of DIETs in Mizoram were recruited by a Special Recruitment Board constituted by the state government on co-terminus basis under CSS. Most of the benefits given to state employees were denied to them such as, pension benefits, medical reimbursement and childcare leave.
- **Infrastructural Facility:** Most of the required infrastructural facilities laid down by the NCTE Norms 2014 were available and sufficient in the DIETs. DIET Aizawl was lacking only in the number of books available in the Library and availability of toilet

for PWDs. In DIET Lunglei, deficiency was found only in the number of books available in the Library, availability of common room for men and women and toilet for PWDs. In DIET Champhai, deficiency was found in availability of computer laboratory, common room for men and women, visitor's room and toilet for PWDs. DIET Mamit was the only institute where there was severe deficiency in infrastructural facilities and only basic facilities were present.

- **Materials and Resources Available in Library cum Resource Centre:** Most of the materials and resources as laid down by the NCTE Norms 2014 were available in all the DIETs. The investigator found that only Satellite Interactive Terminal was not available in all the DIETs and Developmental Assessment Checklists & Measurement Tools were lacking in DIET Champhai and DIET Mamit.
- **Equipment and Materials for different activities:** Based on the lists provided in the NCTE Norms 2014, all the equipment and materials required for conducting different activities were available in all the DIETs.
- **Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials:** DIETs fulfilled most of the required equipment and materials for arts and craft specified by the NCTE Norms 2014. Amongst the various equipment and materials specified by the Norms, only wood working tools and tailoring/dress designing equipment and tools were not available in the DIETs.
- **Musical Instruments:** Basic musical instruments viz. guitar and traditional drums were available in all the DIETs. Piano was also available in DIETs Aizawl, Lunglei and Mamit.
- **Games and Sports:** As specified by the NCTE Norms 2014, sufficient indoor and outdoor games equipments were available in all the DIETs.
- **Other Amenities:** Amongst other amenities that should be available in the DIETs as laid down by NCTE Norms 2014, all the DIETs did not have separate common room for male and female teacher educators and the campuses were not disabled friendly. Only Aizawl DIET had a playground attached to it and separate common room for male and female student teachers were not found in DIET Champhai and DIET Mamit.

- **Managing Committee:** Managing Committee was not created in any of the DIETs since they were all government managed institutions.
- Regarding in-service elementary teacher education, data collected for refresher courses/activities conducted by DIETs for in-service elementary teachers covered a period of 5 years viz. 2016 -17 to 2020 -21. However, no refresher courses/ activities were conducted for elementary teachers, headmasters, BRCCs and CRCCs during 2020 – 21 due to the Covid-19 pandemic. The major findings are given below:
 - During the period 2016 - 17, DIET Aizawl conducted a total of 5 refresher courses for both P/S and M/S teachers, 1 refresher course for P/S and M/S headmasters, 1 refresher course for BRCCs/CRCCs and 2 publications for both P/S and M/S teachers. DIET Lunglei conducted 3 refresher courses for P/S, 4 refresher courses for M/S teachers, 1 refresher course for headmaster, 1 refresher course for BRCCs/CRCCs and 1 publication for both P/S and M/S teachers. DIET Champhai conducted 10 refresher courses for P/S teachers, 4 refresher courses for M/S teachers and 2 refresher courses for both P/S and M/S teachers. DIET Mamit conducted 3 refresher courses for both P/S and M/S teachers.
 - During the period 2017 - 18, DIET Aizawl did not conduct any refresher course/activities for P/S and M/S teachers, P/S and M/S headmasters and BRCCs/CRCCs. DIET Lunglei conducted 4 refresher courses for P/S teachers, 2 refresher courses for M/S teachers and 1 refresher course for headmasters. DIET Champhai conducted 2 refresher courses for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 7 refresher courses for P/S teachers and 4 refresher courses for M/S teachers.
 - During the period 2018 - 19, DIET Aizawl did not conduct any refresher course/activities for P/S and M/S teachers, P/S and M/S headmasters and BRCCs/CRCCs. DIET Lunglei conducted 1 refresher course for P/S teachers and 1 refresher course for M/S teachers. DIET Champhai conducted 1 refresher course for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 2 refresher courses for P/S teachers and 2 refresher courses for M/S teachers.
 - During the period 2019 – 20, DIET Aizawl conducted 2 refresher courses for P/S teachers and 1 refresher course for M/S teachers. DIET Lunglei conducted 5 refresher courses for P/S teachers. DIET Champhai conducted 3 refresher courses

for P/S teachers and 2 refresher courses for M/S teachers. DIET Mamit conducted 2 refresher courses for P/S teachers and 4 refresher courses for M/S teachers.

- During the period 2020 – 21, no refresher courses/ activities were conducted by any of the DIETs due to the Covid – 19 pandemic.

Most of the refresher courses/activities were for elementary teachers and refresher courses conducted for headmasters, BRCCs and CRCCs were negligible. The programmes conducted for elementary teachers were mostly concerned with Use of new textbooks, Post-NAS intervention, Learning Outcomes, Pedagogy of different subjects and Development of TLM. A few workshops were also conducted for developing resource materials. Majority of these programmes were transacted through training mode while few programmes were transacted through workshop, seminar and awareness programmes, but these were very few and far between.

Discussion on the findings related to teacher education programmes for elementary teachers under DIET:

Pre-Service elementary teacher education in Mizoram was provided only by DIETs in each district. The Diploma in Elementary Education (D.El.Ed) provided in DIETs was recognized by the NCTE. As far as infrastructural and material resources are concerned, most of the DIETs conformed to the Norms specified by the NCTE with minor deficiencies in some aspects. However, most of these resources were worn out and outdated and required to be modernized. The main concern lies with the poor service conditions of teacher educators, uneven distribution of teacher educators in DIETs based on curricular subjects and high rate of vacancies in some DIETs. It is imperative that the Government take positive actions to improve the service conditions of teacher educators so that they will be motivated to go the extra mile in discharging their duties. Besides, better service conditions will attract the most abled professionals to enter the service. Posting of teacher educators in DIETs must also be done keeping in mind their area of subject specialization so that there will be qualified faculty to teach the different subjects. It is inevitable that shortages in academic faculty will affect the smooth functioning of these institutions; as such

any vacancies must be filled up promptly.

Regarding the programmes/professional development for in-service elementary teachers, DIETs conducted very few programmes during the period under study. This might be due to irregular sanction of funds for in-service teacher education programmes or it might be because of late receipt of funds which is usually the case in most centrally sponsored schemes. However, the topics and issues covered in the various programmes were relevant and suitable for elementary teachers but the mode of transaction commonly used was still the traditional training mode. Workshops and seminars will be more conducive for teachers' development as it is bound to be more participatory and constructivist in nature. An efficient Training Management System needs to be put in place so that the type and number of training attended by each teacher could be tracked, this will be useful in ensuring that each teacher received the proper professional development courses.

The biggest challenge for teacher education programmes under DIETs is concerned with maintaining the quality of professional development provided to prospective and serving elementary teachers. For pre-service teacher education, the NCTE has signed Memorandum of Understanding (MoU) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for Secondary and Elementary Levels respectively. However, accreditation system for teacher education at the elementary level has not been implemented in the State till date. For in – service teachers, the NEP 2022 has recommended the creation of National Professional Standards for Teachers (NPST), Teacher Audit or Performance Appraisals to be conducted at regular intervals, 50 hours of CPD opportunities for teachers every year and CPD related to leadership, school management and for implementing competency-based learning for school heads.

To raise the standards and performance of serving teachers, the quality of teacher education programmes play a very crucial role. Teacher education must develop the proficiency and competence of teachers and empower them to meet the requirements of the profession and face the challenges therein. It is therefore

essential to manage the quality of in-service teacher education programmes through effective monitoring so that professional development of serving teachers will provide maximum benefits to the teachers and the society at large.

6.7.3 Teacher education programmes for elementary teachers under SCERT

- The Director is the academic and administrative head in the SCERT Mizoram and oversees the functioning of the different Divisions and Departments, all working towards the achievement of quality and inclusive education at all levels of schooling as well as teacher education in the State.
- There were 51 sanctioned academic posts under SCERT Mizoram and 37 posts were filled up which meant that 27.45% of the academics posts were vacant.
- There were 11 para-academic posts under SCERT Mizoram and only 5 posts were filled up which meant that 54.55% of the posts were vacant.
- There were 65 non-academic posts under SCERT Mizoram and only 34 posts were filled up which meant that 47.69% of the posts were vacant.
- SCERT Mizoram fulfilled most of the physical infrastructure outlined by the Infrastructural Requirement of Model SCERT under the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, 2012.
- There were sufficient instructional resources in SCERT Mizoram to carry out in-service teacher education programmes.
- Regarding in-service elementary teacher education, SCERT conducted the following activities during the period under study:
 - During the period 2016 -17, SCERT Mizoram conducted 1 sensitization, provided 1 on-site support, developed 2 resource materials for both P/S and M/S teachers and also developed 1 resource material for P/S and M/S headmasters.

- During the period 2017 – 18, SCERT Mizoram conducted 1 training course for P/S teachers, 1 sensitisation for both P/S and M/S teachers and 1 sensitisation for both P/S and M/S headmasters.
- During the period 2018 – 19, SCERT Mizoram conducted 1 training course, 3 workshops and 1 orientation for P/S teachers. For M/S teachers,
- 1 training course, 1 workshop, and 3 sensitisation /awareness were conducted and 1 resource material was developed. Programmes/activities were not conducted for P/S and M/S headmasters.
- During the period 2019 – 20, SCERT Mizoram conducted 4 workshops and 1 sensitisation/awareness and developed 2 resource materials. 1 resource material was developed for P/S and M/S headmasters.
- During the period 2020 – 21, SCERT Mizoram conducted 1 training course, 4 workshops and 1 innovative programme. A total of 3 resource materials were developed for both P/S and M/S teachers. 1 sensitisation and 1 innovative programme were specifically conducted for P/S teachers. 1 workshop and 1 innovative programme were specifically conducted for M/S teachers. 1 resource material was also developed for P/S and M/S headmasters.

Majority of these programmes/activities conducted for elementary teachers were focused on development of resource materials, workshops on areas concerned with the teaching-learning process and training on recent developments in the field of elementary education. A few programmes were also organised on awareness/sensitization on legal provisions and policies, orientation course, innovative programme and on-site support to teachers. Programmes organised for headmasters were mostly focussed on leadership, administration and management.

Discussion on the findings related to teacher education programmes for elementary teachers under SCERT: The State Council of Educational Research and Training (SCERT) deals with the academic aspect of school education and teacher education. It was mainly established for qualitative improvement of school education in the state and this goal is achieved mainly through formulation of curriculum, preparation of textbooks and teacher's handbooks, teacher training, monitoring and

supervision of elementary teacher training institutes and enhancement of professional competence of teacher educators. It also advised the Government on policy matters relating to school education and teacher education. Besides, the SCERT is the nodal agency at the state level for implementing all initiatives taken up by the NCERT, NIEPA and other central agencies for the qualitative improvement of school education and teacher education.

SCERT Mizoram is well-equipped and fully functioning in terms of infrastructure and instructional resources. However, there is a high rate of job vacancies under the various Departments/Divisions of SCERT. It can be assumed that the effective functioning of the Directorate will be seriously affected due to the fact that many academic, para academic and administrative posts remained vacant. The existing staffs were entrusted with multiple roles and responsibilities and this will hamper their efficiency and effectiveness to a great extent. It is therefore essential that the SCERT be empowered to function with full staff strength to ensure maximum output which will be beneficial for qualitative improvement in the field of school education and teacher education in the State.

During the period under study, SCERT Mizoram had conducted quite a few number of courses for elementary teachers and headmasters. Most of the courses were focused on developing resource materials which were expected to guide and enhance the effectiveness of teachers in the transaction of the curriculum and will in turn have a positive impact on the overall quality of school education. The refresher courses were found to be relevant and were expected to have a positive impact on the professional development of teachers. However, the number of teachers/headmasters who participated in these courses could not be ascertained as the records were not properly maintained. It is desirable that these courses covered maximum number of teachers can benefit from it. As such, it may be more effective if SCERT trained the teacher educators from DIETs to be master trainers in all courses related to the professional development of elementary teachers and entrust them with the tasks of training all the teachers under their jurisdiction so that no teachers are left behind. This cascade model can prove very effective if the master trainers are well equipped to become experts in the required areas.

6.7.4 Teacher education programmes for elementary teachers under SSA.

- Key functionaries of SSA mission in Mizoram comprised of State Project Director, District Project Coordinators in each district, Resource Persons, BRCs/ BRCCs and CRCs/CRCCs. These BRCs and CRCs played a very important role in improving the quality of elementary education through teacher training and provision of continuous academic support to elementary schools.
- The establishment of BRC, BRCCs, CRC and CRCCs were as per the 'Norms for Intervention under SSA Framework for Implementation 2011'. For each RD Block in the district, 1 BRC was established and the number of CRCs depended on the number of schools within each BRC. There were 26 BRCC, 26 BRCCs, 171 CRC and 171 CRCCs in Mizoram.
- Availability of Subject – Specific Resource Persons in the BRCs did not conform to the 'Norms for Intervention under SSA Framework for Implementation 2011'. There were only 2 Subject – Specific Resource Persons in most of the BRCs. In Lunglei District, Subject - Specific Resource Persons were not available in any of the BRCs as against the required 6 specified by the Norms.
- Availability of CWSN Resource Persons in most of the BRCs conformed to the 'Norms for Intervention under SSA Framework for Implementation 2011'. However, there were no CWSN Resource Persons in any of the BRCs in Lunglei District, there was an excess of CWSN Resource Person by one in BRC Darlawn as there were 3 Resource Persons as against the required 2 and only 1 Resource Person was in position in BRC Chhingaveng as against the required 2 stated by the Norms 2011.
- Majority of the Resource Persons, BRCCs and CRCCs possessed the required qualification as specified by the State Government. Deviation from the Government norms was found only in Champhai District where 6 of the CWSN Resource Persons did not have the required professional qualification.
- There were 48 Resource Persons available in the BRCs and out of these 8.3% had less than 5 years of teaching experience, 52.1% had 5 – 10 years of teaching experience and 39.6% had 11 – 15 years of teaching experience.

- Regarding in-service elementary teacher education, SSA conducted the following activities under BRC/CRC during the period under study:
 - During the period 2016 – 17, refresher courses conducted by BRCs were not in conformity with the ‘Norms for Intervention under SSA Framework for Implementation 2011’ during 2016 – 17. As against the prescribed 10 days refresher course for each teacher, BRCs in Aizawl District conducted a total of only 5 days refresher course for elementary teachers. BRCs in Champhai conducted a total of only 2 days refresher course. Refresher course for Headmasters was not conducted by any of the BRCs in Lunglei District and BRCs in Mamit District did not conduct any refresher course for elementary teachers during this period.
 - During the period 2017 – 18, only BRCs in Aizawl District conducted 10 days refresher course for elementary teachers which was in conformity with the Norms 2011, however, refresher course conducted for Elementary Headmasters was for only 2 days. BRCs in Lunglei District conducted only 4 days refresher course for elementary teachers and did not conduct refresher course for headmasters. BRCs in Champhai District conducted 6 Days refresher course for elementary teachers and 4 days for headmasters. BRCs in Mamit District conducted only 6 days refresher course for elementary teachers and did not conduct refresher course for headmasters.
 - During the period 2018 – 19, BRCs in Aizawl, Champhai and Mamit districts conducted refresher courses for elementary teachers which were longer than the 10 days stated by the Norms 2014, but refresher courses conducted for headmasters did not meet the prescribed Norms. BRCs in Aizawl District conducted 12 days refresher course for elementary teachers and 2 days for headmasters. BRCs in Lunglei District conducted 8 days refresher course for elementary teachers and did not conduct refresher course for headmasters. BRCs in Champhai District conducted 16 days refresher course for elementary teachers and 6 days for headmasters. BRCs in Mamit District conducted 15 days refresher course for elementary teachers and did not conduct refresher course for headmasters.

- During the period 2019 – 20 to 2020 -21, BRCs in Mizoram did not conduct any Refresher Course for elementary teachers and headmasters due to Covid-19 pandemic.
- During the period 2016 - 17, CRCs in Aizawl District conducted 7 meetings with 461 participants. CRCs in Lunglei District and Mamit District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants.
- During the period 2017 – 18, CRCs in Aizawl District conducted 3 meetings with 375 participants. CRCs in Lunglei District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants. CRCs in Mamit District did not conduct any meetings.
- During the period 2018 – 19, CRCs in Aizawl District conducted 9 meetings with 664 participants. CRCs in Lunglei District did not conduct any meetings. CRCs in Champhai District conducted 3 meetings with 125 participants. CRCs in Mamit District conducted 3 meetings.
- During the period 2019 – 20, CRCs in Aizawl District conducted 9 meetings with 725 participants. CRCs in Lunglei, Champhai and Mamit districts did not conduct any meetings during this period.
- During the period 2020 – 21, meetings were not conducted by any CRCs due to Covid – 19 pandemic.

Discussion on findings related to Teacher education programmes for elementary teachers under SSA: Sarva Shiksha Abhiyan, a centrally sponsored scheme was launched throughout India in 2001 under the Ministry of Human Resource Development (MHRD), Government of India. The major objective of the Scheme is to attain the Universalization of Elementary Education (UEE) in the country. It also included universal access and retention, bridging gender and social gaps in education and enhancing levels of learning for children.

With the implementation of the RTE Act 2009, the ‘Norms for Intervention under SSA Framework for Implementation’ was revised in 2011. In Mizoram, the establishment of BRCs and CRCs under the SSA mission was in conformity with the revised norms. There were Block Resource Centres in every RD block in Mizoram

and CRCs were set up under each block, the number of CRCs depended upon the number of schools in each block. Each BRCs and CRCs were managed by BRCCs and CRCCs.

The BRCs and CRCs are the most important unit for providing in-service teacher training and on-site support to elementary schools and teachers at the block level. In this regard, the Norms stated that there must be six (6) subject-specific resource persons and two (2) CWSN resource persons to provide necessary training and on-site support to schools and teachers. However, during the period under study, most of the BRCs had only 2 subject-specific resource persons and RRCs in Lunglei district did not have any resource persons in any of the BRCs while the specified numbers of CWSN resource persons were in position in most of the BRCs. This anomaly must be rectified at the earliest by the authority so that the BRCs can become resourceful centres for teachers/schools and make significant contribution towards the goal of UEE.

Data collected by the researcher revealed that all the BRCCs, CRCCs and Subject-specific Resource Persons possessed the required qualification specified by the State Government, but quite a few numbers of CWSN Resource Persons did not have the required professional qualification. This deviation from the norms may be due to unavailability of qualified candidates at the time of recruitment and these candidates may have been recruited on condition that they must qualify themselves within a given timeframe. However, at the time of data collection, no evidence was available on whether this assumption may have been the case or not. It is also not known whether the resource persons have since acquired the necessary professional qualifications as their current status has not been officially updated. It is crucial that resource persons imparting teacher education are experts in their respective subjects/areas as this will impact the quality of professional development received by the teachers. As such, it is imperative that recruitment of Resource Persons be done with utmost care so that only the most experienced and abled individuals are appointed for the job.

As per the Norms for Intervention 2011 of SSA, BRCs must conduct

compulsory 10 days refresher courses for all elementary teachers and headmasters at the block level and CRCs must hold 10 meetings for all teachers at the cluster level. During the period under study, all the BRCs did not meet the recommended norms except during the period 2018 -19 where most of the BRCs conducted more courses than as specified by the Norms. It is also alarming that very few courses were conducted for headmasters. Majority of the CRCs held very few meetings for teachers with CRCs in Aizawl district conducting the highest number of meetings. It is also worth mentioning that no courses/meetings were conducted by the BRCs and CRCs during the period 2019 – 20 to 2020 – 21 due to the Covid-19 pandemic. The reasons why very few courses/meetings were conducted may be because of late receipt of funds as is almost always the case with centrally sponsored schemes or it may be due to negligence and inefficiency on the part of the BRCs/CRCs. This matter requires serious contemplation since the quality of teachers determines the quality of education to a great extent. If the teachers and headmasters do not receive proper professional development, it will be detrimental to the overall goal of achieving quality elementary education for all. As such, the Government must take immediate necessary measures to ensure that funds are sanctioned on time and must also closely monitor the functioning of the BRCs and CRCs.

It is essential that proper Training Management System be put in place to enable the effective monitoring of the professional development courses attended by each teacher. This will go a long way in ensuring that each teacher received the necessary support for enhancing their competency and effectiveness.

6.7.5 Service conditions and professional development of elementary teacher educators in Mizoram.

The major findings related to service condition are as follows:

- Regarding the service condition of elementary teacher educators in Mizoram, majority of the teacher educators (70%) felt that the government did not treat them fairly. This was further supported by the fact that pension benefits and other benefits given to government employees were denied to a vast majority (82%) of elementary teacher educators.

- Promotion opportunity was few and far between considering the fact that there were very limited posts available for promotion. Promotion could be achieved mostly through length of service and availability of vacant post; promotion by merit seldom took place.
- A vast majority of the teacher educators (72%) were satisfied with the amount of their salary but were discontented with the implementation of pay revisions. Besides, majority of the teacher educators (80%) did not receive their salaries regularly.
- Majority of the teacher educators (74%) felt that the working environment in their institutions was mentally and physically satisfying most of the time, but not always.
- Majority of the teacher educators (72%) were satisfied with their working hours and found it adequate and sufficient.

The major findings related to Professional Development Activities are as follows:

- Participation in most of the professional development activities was not compulsory for the elementary teacher educators.
- Majority of the elementary teacher educators (70%) participated in at least some type of professional development activity in the past 2 years over the survey period but the number of persons who did not engage in any professional development activity is quite substantial.
- Amongst the elementary teacher educators who participated in professional development activities, majority of them (65%) attended more than 6 days of professional development which was not much for a two year period.
- The professional development activities with high participation was engaging in informal discussion with colleagues to improve professional skills, reading professional literature and subject-matter/ methods/ education related courses and workshop. However, in all these development activities, majority of the teacher educators reported only small or moderate impact in their professional growth.
- The development activity which had the least participation was observation visits to other institutions and engaging in individual or collaborative research. Further, amongst those who participated, majority of them reported only a small impact in

their professional growth.

- A significant number of elementary teacher educators engaged in Qualification Courses but the number of educators reporting large impact was negligible (7%).
- All the professional development activities taken up by the teacher educators were found to have at least a small impact on their professional growth but very few experienced large impact from the activities.
- Majority of the elementary teacher educators (56%) who participated in professional development activity did not receive any remuneration/bonus for undertaking the professional development activities that took place outside regular work hours.

The major findings on Professional Development Needs of Elementary Teacher Educators are as follows:

- A significant number of the elementary teacher educators (46%) rated ICT skills for teaching and teaching students with special learning needs (38%) as the aspect of their work in which they had high level of development need.
- A significant number of the elementary teacher educators (36% - 66%) expressed moderate level of development need in all aspects of their work.
- A small proportion of the elementary teacher educators (12% - 28%) expressed low level of development need in all aspects of their work.
- A miniscule proportion of elementary teacher educators (2% - 8%) expressed no need of professional development in almost all aspects of their work.
- School management and administration was the only aspect in which all the elementary teacher educators expressed at least some level of development need.
- All the elementary teacher educators expressed the desire to participate in more professional development. The main reason that prevented them from participating in more professional development as cited by more than half was lack of opportunity. A sizeable number also cited conflict with work schedule and unsuitable professional development offered.

Discussion on findings related to service conditions and professional development of elementary teacher educators in Mizoram: It is a well-known fact that the status and quality of teachers determines the quality of education to a great

extent. In the field of teacher education, the importance of prioritising human resource development and improving the working conditions of teacher educators could not be overemphasized. As such, a sustained investment in the professional development of teachers and the improvement of their working and employment conditions will directly contribute towards the goal of achieving quality education for all.

The service conditions of elementary teacher educators in Mizoram leave much to be desired. It can be surmised that they were given sub-standard treatment by the Government since most of them did not have any pension benefits, opportunities for promotion was very slim and to top it all off, salaries were disbursed irregularly. The deplorable service condition of the elementary teacher educators might have certain adverse effects on the quality of professional development provided to elementary teachers since it can be safely assumed that the elementary teacher educators will have low morale and motivation. Besides, the profession will not attract the most abled and motivated individuals to enter the service. It is therefore essential to formulate strategic action plans for improving the service conditions of elementary teacher educators to ensure better quality of teacher education, which will in turn contribute to improving the overall quality education in the State.

Professional development for teacher educators encompasses a variety of professional learning, specialized training, or formal education that intends to help them improve their skills, knowledge, and effectiveness. Continuous professional development is crucial for all teacher educators as it enables them to become more proficient in their work. It is, therefore surprising that participation in professional development was not compulsory for elementary teacher educators in Mizoram. However, majority of the teacher educators participated in at least one or the other form of professional development programmes but most of them reported that these programmes had only small or moderate impact in their professional growth and development. This is very discouraging and should be taken seriously because if professional development did not have a large impact on the elementary teacher

educators, there will be little professional growth and the quality of elementary teacher education will surely be affected. Measures have to be taken by the Government to ensure that only need-based professional development is provided to elementary teacher educators. Besides, a strong system must also be in place for continuous monitoring of the quality of these programmes. Elementary teacher educators did not receive any remuneration or bonus for engaging in professional development outside their work, and this can be a large factor for the low participation in any professional development activities especially in the field of research and visit to other teacher education institutes. It is, therefore desirable that engagement in professional development especially in the field of research be made an important criterion for career progression. This will indeed motivate teacher educators to take part in as many professional developments as possible.

All the elementary teacher educators under study expressed their desire to participate in more professional development activities but majority of them expressed only moderate level of development need in most areas of their work. High level of development need is expressed only in the areas of ICT skills and teaching special needs students. School administration and management is the only aspect where all the teacher educators expressed their need for professional development and a small percentage of the educators even expressed that they do not need any professional development in any aspects of their work. Based on the findings related to professional development needs of elementary teacher educators, it can be assumed that the elementary teacher educators are extremely proficient in their work since they did not express high level of development needs in most aspects. But this assumption seemed to be quite contradictory with the findings in the Competency Scale which will be discussed in the next section.

Continuous Professional Development of teacher educators is vital for the qualitative improvement of education at all levels. As Rabindranath Tagore rightly observed “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

6.7.6 Professional competency of elementary teacher educators in Mizoram.

The major findings related to Professional competency of elementary teacher educators in Mizoram are given below:

- Out of the 50 elementary teacher educators who responded, 11 (22%) of the elementary teacher educators had low professional competency, 27 (54%) of the elementary teacher educators had average professional competency and 12 (24%) of the elementary teacher educators had high professional competency.
- There were more female elementary teacher educators (66%) than male elementary teacher educators (34%). The study revealed that there were more male elementary teacher educators (29%) with high professional competency than female elementary teacher educators (21%) but at the same time, there were more female elementary teacher educators (58%) with average professional competency than male elementary teacher educators (47%). The number of elementary teacher educator with low professional competency was slightly higher in male teacher educators (24%) than female teacher educators (21%).
- Out of the three age groups of elementary teacher educators, teacher educators in the age group 31 – 40 years of age contributed 30% of the total sample, teacher educators in the the age group 41 – 50 years of age contributed 60% of the total sample and teacher educators in the age group 51 – 60 years of age contributed 10% of the total sample.
- High professional competency was found only in the age group 41 – 50 years of age (40%) and this age group also had the least percentage of teacher educators (17%) with low professional competency. The age group 51 – 60 years of age had the highest percentage of teacher educators (46%) with low professional competency. The age group 31 – 40 years of age had the highest percentage of teacher educators with average professional competency (73%) and a substantial percentage of teacher educators (27%) with low professional competency.
- Elementary teacher educators with more than 16 years of experience had the highest percentage of teacher educators (41%) with high professional competency and the lowest percentage of teacher educators (18%) with low professional competency.
- Elementary teacher educators with 11 – 15 years of experience had the highest

percentage of teacher educators (67%) with average professional competency and the lowest percentage of teacher educators (14%) with high professional competency.

- Elementary teacher educators with less than 10 years of experience had the highest percentage of teacher educators (33%) with low professional competency.

Discussion on findings related to professional competency of elementary teacher educators in Mizoram: Professional competencies refer to the requisite skills, knowledge and attributes that a person must possess in order to become successful in any profession. In the field of teacher education, the level of teacher educator's competency will determine the quality of teachers and school education to a great extent.

In the present study, it is found that 22% of the elementary teacher educators have low professional competency, 54% of the elementary teacher educators exhibit average professional competency and only 24% of the elementary teacher educators demonstrate high professional competency. This finding is not in line with the professional development needs expressed by the elementary teacher educators where most of them stated low to moderate professional development needs in most aspects of their work. This contradiction might be due to the fact that the elementary teacher educators have an inaccurate self – perception of their knowledge and abilities in relation to the teaching profession or, it might be due to lack of awareness on the part of the teacher educators on the importance of continuous professional development for successful execution of their roles and responsibilities. It is, therefore, evident that continuous teacher educator professional development in all aspects of education is crucial to raise the professional competency of elementary teacher educators. Unless the teacher educators are remarkably competent, the goal of maintaining high standards in teacher education and school education will not be successful.

The study revealed that the number of female teacher educators is significantly more than the number of male teacher educators. Based on the popular belief that women are more nurturing than men, it is not surprising that more women are recruited in the field of teacher education. The same is also true in the field of

school education as per UDISE Report 2020 – 21. However, the data shows that there are more male teacher educators with high competency level than female teacher educators. As such, the popular assumption that women may be better than men in teaching does not seem to be valid in the case of elementary teacher educators in Mizoram.

The study revealed that out of the three age groups, 41 – 50 years of age had the maximum number of teacher educators and high professional competency was found only in this age group. 51 – 60 years of age had the least number of teacher educators but the percentage of teacher educators with low professional competency was highest in this group. It is believed that with age comes experience and with experience, competency level will also increase. However, the data revealed that with increase in age, the competency level decreased and this may be due to the natural ageing process which slows down brain function or, it might also be due to lack of interest towards the job which can arise out of boredom from doing the same thing over a long period of time. Whatever may be the case, it has to be taken seriously and in-depth study has to be conducted to find out the reasons so that effective remedial measures can be undertaken.

It is common knowledge that experience often leads to proficiency in any line of work. This assumption seems to be valid in the present study because the data revealed that teacher educators with more than 16 years of teaching experience had the highest percentage of teacher educators with high professional competency and the lowest percentage with low professional competency. Whereas, the number of teacher educators with low professional competency is the highest amongst those with less than 10 years of experience.

6.8 Recommendations

1. With the implementation of NEP 2020, the Government must take immediate actions to transform elementary teacher education institutes providing pre – service teacher education into multidisciplinary institutes as recommended by the Policy.

2. The Government must recruit elementary teacher educators based on their subject specialization. This will facilitate even distribution of teacher educators amongst different institutions which will solve the problem of faculty shortage in certain curricular areas.

3. The Government must take necessary measures to release adequate funds on time. This will enable the teacher education institutes and agencies to properly plan and organize more programmes of exceptional quality for in – service teachers.

4. The Government must take necessary actions to ensure that only experienced and qualified persons are recruited as Resource Persons in the BRCs.

5. Vacant posts under DIETs and SCERT must be filled up immediately to ensure the smooth functioning of the institutions.

6. Better infrastructure and instructional facilities create an environment that not only encourages learning but also motivates and boosts the confidence of teachers and learners. Therefore, the Government must equip the elementary teacher education institutes with better and modernised infrastructural and instructional facilities.

7. The Government must create a system wherein all elementary teacher educators are required to complete certain number of professional development programmes. Points should be credited for attending these programmes which will be used as one of the criterion for career progression.

8. The Government must make provisions for study leave to enable elementary teacher educators who wish to pursue further studies. This will prove beneficial for uplifting the quality of elementary teacher education.

9. A high powered monitoring team/ committee must be set up by the Government to continuously monitor the quality of various teacher education programmes taken up by the different teacher education agencies. The monitoring team must also be entrusted to monitor the quality of professional development programmes for teacher educators.

10. The Government must take prompt appropriate action to improve the service condition of elementary teacher educators. Better service conditions will raise the level of motivation of serving teacher educators as well as attract the most able individuals to the profession.

11. A unified calendar of activities must be formulated by the appropriate authority to ensure that all elementary teacher education institutes are in sync and repetition of the same programme is avoided.

12. The concerned authorities must take necessary action to ensure better linkage between all personnel working in the field of teacher education. This will lead to better co-ordination and will enhance and improve the quality of teacher education as a whole.

13. Effective use of Training Management System must be insisted on all teacher education institutions. This will be helpful in monitoring the training programmes conducted by the TEIs.

14. Teacher education institutes must conduct substantial number of in-house workshops/ seminars/ trainings on relevant topics for enhancing the competency of teacher educators.

15. Teacher educators must continuously engage themselves in various self-learning activities and join free online courses for their professional development.

6.9 Suggestions for Further Study

In the light of the present study, the researcher suggested the following problems to be taken up for further study:

1. Comparative study of elementary teacher education with other states in India may be conducted.

2. Study on effectiveness of in-service teacher education programmes through pre - test and post - test design.

3. A comparative evaluative study of teacher training programmes in DIETs/SCERT/ SSA with other teacher training institutions.
4. Comparative study of pre – service elementary teacher education curricula of different examining bodies.
5. Evaluation of elementary teacher training programmes in relation to students' academic achievement.
6. Study of existing recruitment rules of teacher educators and principals of teacher education institutions in States and UTs.
7. Study on service conditions of elementary teacher educators in different states/ UTs of India.
8. Study on impact of centrally sponsored schemes for teacher education.
9. Study of accountability and teacher educator professionalism.
10. Study on innovations in professional development of elementary teacher educators/ elementary teachers.

APPENDIX I

General Information Sheet

Name of the Institution:	
Year of Establishment:	
Year of Upgradation: (if applicable) Please provide details	
Postal Address:	
Contact No.	
Email:	
Website:	
Course Offered:	
Name of Principal:	

1. Details of Pre- Service Teacher Education Intake and Enrolment (For DIETs Only)

Course	Duration	Total Intake	Total Intake & Actual Enrolment									
			1 st Year				2 nd Year					
			Total Intake	Girls	Boys	Total	Total Intake	Girls	Boys	Total		

2. Details of Academic Posts

Sl. No.	Posts	Sanctioned	Filled	Vacant

APPENDIX - II :

INFORMATION SHEET

Instructions: Please provide detailed information on the programmes and activities conducted for in-service elementary teachers during the last five years. (2016 – 2021)

DETAILS OF PROGRAMMES AND ACTIVITIES FOR IN-SERVICE TEACHERS

Year	Programme & Activities	Target Group	No. of Participants	Duration

APPENDIX - III :

ELEMENTARY TEACHER EDUCATOR COMPETENCY SCALE

INSTRUCTIONS: *This scale comprises of 5 competencies containing statements related to the competencies of teacher educators in different areas. Please read the statements carefully and tick the option which best depict your judgement/opinion. There is no right or wrong answer and your response will be kept strictly confidential.*

PERSONAL INFORMATION	
NAME:	
AGE:	
SEX:	
EDUCATIONAL QUALIFICATION:	
TEACHING EXPERIENCE:	
POST HELD:	
NAME OF THE INSTITUTION:	
CONTACT NO. & ADDRESS:	

I. COMPETENCIES IN TEACHING:

Sl. No.	Statements	Always	Sometimes	Never
1	I give appropriate feedback while observing trainees' works and invite their honest feedback regarding my teaching.			
2	I invite their honest feedback regarding my teaching.			
3	I give group work to facilitate learning among student teachers.			
4	I use teaching aids which are readily available around the institution.			
5	I facilitate creative learning among students through various activities.			
6	I use different motivation techniques to get the attention of the student teachers.			
7	I share the challenges and success I encountered with my colleagues.			
8	I welcome feedbacks/suggestions from my colleagues.			

9	I am enthusiastic to organize seminars/workshops to gain new knowledge about my subjects.			
10*	I do not prepare systematic lesson plans for each topic I have to teach.			
11	I take classes on time and do not go beyond my allotted time.			
12	I teach each topic keeping in mind the objectives of the subject.			
13	I use different teaching methods/ strategies appropriate for the student teachers.			
14*	I do not summarize the lessons I teach at the end of each class.			
15	I use positive reinforcements to correct the flaws and imperfections of the student teachers.			
16	I try to develop teaching skills and educational planning to student teachers through my own teaching.			
17	I impart knowledge and skills keeping in mind the training needs of student teachers.			
18	I conduct tests and give assignments to assess whether real learning has taken place or not.			
19*	I do not support teaching through examples as they can make the student teachers confused about the subject matter.			
20*	I am impatient with slow learners and underachievers.			
21*	I can teach well without any teaching aids or support materials.			
22*	I do not have time to give individual attention to students.			
23	I value and respect cultural diversities in my classroom.			
24	I conduct action research to solve problems in the classroom and the institution.			
25	I am prepared to learn and master new teaching techniques and devices.			

II. COMPETENCIES IN SUBJECT MATTER:

1	I have complete mastery over the subject I teach.			
2	I work hard on acquiring new knowledge and skills.			
3*	I am not confident in the subject I teach and do not enjoy it.			
4	I am enthusiastic to teach the contents of my subject.			
5	I present subject matter in a way that will be			

	interesting and uncomplicated for the student teachers.			
6	I keep myself updated on general knowledge and current affairs.			
7	I have a clear understanding of the teaching objectives of my subject.			
8*	I cannot teach effectively without looking at the textbooks.			
9	I am well acquainted with the Learning Outcomes of the subject I teach.			
10*	I do not consult my colleagues or other experts to clear any doubts I have regarding the subjects I teach.			
11	I consult different books and journals to gain authentic knowledge on the subject I teach.			
12	I use a variety of teaching techniques and strategies depending on the topic and objectives of the lesson.			
13*	Mastery over subject matter is not the most important factor to teach effectively.			

III. COMPETENCIES IN INTER- PERSONAL RELATIONSHIPS:

1	I give equal and just treatment to all the student teachers.			
2*	I am not available to my students during and after office hours to solve their educational problems.			
3	I give freedom to student teachers to decide their teaching styles.			
4	I encourage student teachers to take part in various activities for their all round development.			
5	I am approached by my students regarding their personal problems.			
6	I maintain a healthy relationship with my students.			
7	I am respectful and friendly towards my colleagues and superiors.			
8	I cooperate with parents for the development and benefit of students.			
9	I have gained the trust and respect of my students, parents and colleagues.			
10	I am entrusted with important official duties by my superiors.			
11*	I am not willing to participate in the various activities organised by my institution.			
12	I am resentful towards colleagues who are not serious about their work.			
13*	I do not tolerate students who disregard rules and regulations.			

IV. COMPETENCIES IN ACCOUNTABILITY

1	I try to develop honesty and truthfulness among my students by being a role model for them.			
2	I believe that all children can learn if they are given proper guidance.			
3	I am willing to go the extra mile to complete any assignments I am entrusted with.			
4	I work with NGOs to develop awareness on different educational issues.			
5	I can call all my students by name.			
6	I accept and respect people as they are.			
7	I can easily adapt myself with new colleagues and situations.			
8	I find working in teams beneficial for personal and professional growth.			
9	I want to participate in the decision making process regarding policies and goals of my institution.			
10*	I am willing to switch my profession for a better salary.			
11*	I deserve a bonus when I take on work beyond my job description.			
12*	I should not be assigned extra work if I am expected to deliver effective teaching.			
13*	It is my responsibility to inform parents about their child's progress and weakness			
14*	The success and failures of my students do not depend on me.			

V. COMPETENCIES IN PROFESSIONAL DEVELOPMENT:

1	I am engaged in research work besides my normal activities in the institution.			
2	I contribute research articles to different educational journals and magazines.			
3	I try to attend seminars, workshops and training related to my work.			
4	I do not utilize modern technological devices to enhance my teaching.			
5	I believe participation in refresher courses and orientation courses is necessary to keep myself abreast of the latest developments in the field of education.			
6	I cooperate and work with school teachers to acquaint myself with the problems and issues related to students and school education.			

7	I try to learn and master new teaching devices, methods and techniques.			
8	I enrol myself in correspondence courses to upgrade my skills and knowledge.			
9	I read and consult numerous books related to the subject I teach.			
10	Proficiency in computer skills is beneficial for all teacher educators.			
11*	I cannot pursue further studies due to unavailability of time.			
81*	I have not been given the opportunity to pursue further studies.			
12*	I am not interested in reading educational journals.			
13	My lack of expertise in technological skills hinders my professional growth and development.			

APPENDIX IV :

QUESTIONNAIRE ON SERVICE CONDITION AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

This questionnaire comprises of statements related to service condition and professional development of teacher educators. Please read the statements carefully and TICK the option which best depict your judgement/opinion. There is no right or wrong answer and your response will be kept strictly confidential.

PERSONAL INFORMATION	
NAME:	
AGE:	
SEX:	
EDUCATIONAL QUALIFICATION:	
TEACHING EXPERIENCE:	
POST HELD:	
NAME OF THE INSTITUTION:	
CONTACT NO. & ADDRESS:	

I. Service Conditions of Elementary Teacher Educators

Sl. No	Component	Always	Sometimes	Never
1.	Promotion is achieved purely on merit basis			
2.	Promotion is based only on length of service			
3.	Promotion can be achieved only on availability of vacant posts			
4.	There is opportunity for advanced and additional training in my work			
5.	I am satisfied with my salary			
6.	I receive my salary regularly on the first day monthly			
7.	Appropriate monthly pension is guaranteed in my job			
8.	The government makes fair decision regarding my service condition			
9.	I am satisfied with the timely increase of my salary			
10.	The working hours in my job is adequate and reasonable			
11.	The working environment in my institution is mentally and physically satisfying			

12.	The benefits given to all government employees have been denied to me			
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II. Professional Development Activities of Elementary Teacher Educators

Sl. No.	Professional Development Activity	No Impact	Small Impact	Moderate	Large Impact	Not Applicable
1.	Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)					
2.	Education conferences or seminars (where teacher educators and/or researchers present their research results and discuss educational problems)					
3.	Qualification Courses (e.g. a degree/diploma courses)					
4.	Observation visits to other institutions					
5.	Individual or collaborative research on a topic of interest to you professionally					
6.	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)					
7.	Engaging in informal discussion with your colleagues on how to improve your professional skills.					
8.	How many days of professional development did you attend during the last 2 years?	No. of Days				
		Less than 5 days				
		6 days - 10 days				
		More than 11 days				
Not Applicable						
9.	For the professional development in which you participated in the last 2 years, did you receive remuneration/bonus for undertaking the professional development activities that took place outside regular work hours?	Always	Sometimes		Never	
10.	Of the above, how many days were compulsory for you to attend as part of your job as a teacher educator?	Days				
		Less than 5 days				
		6 days - 10 days				
More than						

		11 days	
		Not Applicable	
11.	For the professional development in which you participated in the last 2 years, how much did you personally have to pay for?	Amount Paid	
		Less than Rs.1000	
		Rs.1000 – Rs.5000	
		More than Rs. 5000	
		Not Applicable	

III. Professional Development Needs of Elementary Teacher Educators.

Sl. No.	Areas of Professional Development	High Need	Moderate Need	Low Need	No Need
1.	Content and performance standards in my main subject field(s)				
2.	Student assessment practices				
3.	Classroom management				
4.	Knowledge and understanding of my main subject field(s)				
5.	Knowledge and understanding of instructional practices in my main subject field(s)				
6.	ICT skills for teaching				
7.	Teaching students with special learning needs				
8.	Student discipline and behaviour problems				
9.	School management and administration				
10.	Teaching in a multicultural setting				
11.	In the last 2 years, did you want to participate in more professional development than you did? If 'Yes', which of the following reasons best explain what prevented you from participating in more				
		I did not have the prerequisites (e.g. qualifications, experience, seniority)			
		Professional development was too			

professional development than you did?	expensive/I could not afford it	
	I was not given the opportunity	
	Professional development programmes conflicted with my work schedule	
	I didn't have time because of family responsibilities	
	There was no suitable professional development offered	

APPENDIX V :

QUESTIONNAIRE FOR ADMINISTRATORS

Instructions: Please fill up all the applicable component and write NA where inapplicable.

I. General Information

Name of the Head of the Institution :
Contact No :
Year of establishment :
Affiliation(if applicable) :

II. Fulfilment of norms and standards prescribed by NCTE (For DIETs only):

Criteria	Fulfilled	Partially fulfilled	Not fulfilled
Duration and working days			
Academic Staff Strength & qualification			
Administrative & Professional Staff Strength & Qualification			
Physical Infrastructure			
Intake, Eligibility, Admission Criteria			
Curriculum, Programme Implementation & Assessment			
Land and Built up area of the Institution (Please give details)			

III. Infrastructure

Please put a tick (✓) mark to indicate the availability of physical infrastructure in your institution and specify the number if available.

Sl.No.	Physical Infrastructure	Available		Unavailable
		Adequate	Inadequate	
1.	Own Building			
2.	Classroom/ Training Hall			
3.	Principal Room			
4.	Faculty Room			
5.	Administrative Office			
6.	Curriculum Laboratories			
7.	Library/Resource Centre			
8.	Multipurpose Hall			

9.	Computer Laboratory			
10.	Arts & Craft Resource Centre			
11.	Health & Physical Education Resource Centre			
12.	Store Room			
13.	Separate Common Room for male & female student teachers			
14.	Canteen			
15.	Visitors Room			
16.	Separate Toilets for male & female Staffs			
17.	Separate Toilets for male & female student teachers			
18.	Separate Toilet for PWDs			
19.	Parking space			
20.	Open space for lawns, gardening etc.			
21.	Multipurpose Playfield			
22.	Girls Hostel			
23.	Boys Hostel			
24.	Principal Quarter			
25.	Faculty Quarter			
26.	Staff Quarter			
27.	Water Supply			
28.	Electricity			
29.	Transportation for Staffs & Student Teachers			
30.	Internet Facility			

IV. Planning and Implementation of Programmes and Activities

1. Does your institution have an Annual Work Plan? Yes / No

If 'No' please give

reasons: _____

2. Does your institution implement all the programmes and activities proposed in the Annual Work Plan?

Yes / No

If 'No' please give

reasons: _____

3. Does your institution conduct survey on training needs of elementary teachers?

Yes / No

4. On what basis do you select training topics/ themes for in-service elementary teachers?

5. Does your institution prepare training modules for in-service elementary teachers?

Yes / No

6. Does your institution provide handouts/ resource materials in the training programmes for in-service elementary teachers?

Yes / No

7. Does your institution conduct pre-test and post-test in the training programmes for in-service elementary teachers?

Yes / No

If 'Yes', are the expected outcomes of the programmes achieved? Please give details.

8. Does your institution conduct follow-up activities such as school visits to know whether teachers had applied the knowledge acquired from the trainings in actual school situation? Yes / No

9. Does your institution face any challenges in organizing training programmes?

Yes / No

If 'Yes', please specify.

10. Please suggest measures so that in-service training programmes for elementary teachers can have significant contribution towards achieving the goal of quality elementary education for all.

VI. Availability of Teaching Learning Materials (TLM)

Teaching Learning Materials	Available (Specify Nos.)	Not Available
Computer		
Smart Board		
Slide projector		
LCD		
Overhead Projector		
Television		
Audio video recorder		
C.D Player		
Educational CDs		
Film Projector		
Chalk Board		
Display Board		

Flannel Board		
Bulletin Board		
Graphics Board		
Picture Charts		
Posters		
Maps		
Models		
Globe		
Printed Teaching Learning Materials		
Periodicals		
Journals		
Books		
Newspapers		
Any others, please specify		

VI. FINANCE

1. Are the funds received from the government sufficient for the effective functioning of the institution? Yes / No

2. Please specify the amount of funds received as given below:

Year						Total
2016 - 2017						
2017 - 2018						
2018 - 2019						
2019 - 2020						
2020 - 2021						

3. Are the funds sanctioned and received by the institution in a timely manner?
Yes / No

If 'No', please give reasons:

4. Does the institution receive the actual amount of funds as proposed?

Yes / No

If 'No', please give reasons:

5. Any suggestions or remarks regarding fund allocation

VII. Teaching Learning Process (For DIETs only)

1. Methodology of Teaching practiced in your institution:

2. Evaluation Procedure:

a) Internal -

b) External –

3. Practical Teaching Learning Activities conducted in the institution:

a) Theory of teaching followed by demonstration. Yes / No

- | | |
|----------------------------------|----------|
| b) Simulated teaching. | Yes/No |
| c) Micro teaching. | Yes / No |
| d) Lesson planning. | Yes / No |
| e) Peer Observation. | Yes / No |
| f) Construction of test items. | Yes / No |
| g) Preparation of teaching aids. | Yes / No |
| h) Any others please specify: | |

4. Type of schools available for practice teaching:

- | | |
|------------------------------|----------|
| a) Own demonstration schools | Yes / No |
| b) Government schools | Yes / No |
| c) Private schools | Yes / No |
| d) Aided schools | Yes / No |

VIII. Co-Curricular Activities (For DIETs only)

- | | |
|---|----------|
| a) Drama and other Cultural Programmes | Yes / No |
| b) Seminars/Workshops | Yes / No |
| c) Annual Sports | Yes / No |
| d) Annual function | Yes /No |
| e) Educational Tour | Yes / No |
| f) Quiz | Yes / No |
| g) Debate and other literary activities | Yes / No |
| h) SUPW | Yes / No |
| i) Any other please specify | |

IX. Faculty Development

- a) Please mention the mode of recruitment of academic staff.
-

b) Do you depute your academic faculty for Seminars/Workshops/Refresher or Orientation? Yes/No

c) How many academic faculty of your institution have attended refresher or orientation programmes?

- | | |
|----------------|-------|
| i) 2016 - 17 | _____ |
| ii) 2017 - 18 | _____ |
| iii) 2018 - 19 | _____ |
| iv) 2019 - 20 | _____ |
| v) 2020 - 21 | _____ |

d) Do the academic faculty participate in the development of instructional materials/teaching aids? Yes/No

e) Does your institute organize Seminars or any other faculty development programmes? Yes/No

If yes, how many such programmes have been organized by your institution within the last five years?

X. Availability of Other Amenities (Please specify quantity where applicable)

Items	Available	Not Available
Photocopying Machine		
Satellite Receive Only Terminal		
Satellite Interactive Terminal		
Developmental Assessment Checklists & Measurement Tools		
Educational kits		
Models		
Play Materials		
Picture Books		
Photographs, Charts, Maps, Flash cards etc		
Handbooks		
Books on songs, games, activities, worksheets		
Wood Working Tools		
Gardening Tools		
Toy/Doll Making Materials		
Tailoring/Dress Designing Equipments & Tools		
Raw materials for making Charts, Models & other Practical Activities		
Art Materials		
Waste Materials		
Stationery		
Musical instruments (Please Specify type)		
Games & Sports Equipments (Please specify type)		
Functional & Appropriate Furniture		
Separate Common Rooms for Male & Female Teacher Educators		
Safe drinking water		

APPENDIX - VI :

✓ Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education

(D.El.Ed)

1. Preamble

- 1.1 The Diploma in Elementary Education (D.El.Ed) is a two year professional programme of teacher education. It aims to prepare teachers for the elementary stage of education, i.e. classes I to VIII. The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community.
- 1.2 The elementary teacher education programme carries different nomenclatures such as BTC, J.B.T, D.Ed. and (Diploma in Education). Henceforth, the nomenclature of the programme shall be the same across all states and it shall be referred to as the 'Diploma in Elementary Education'(D.El.Ed).

2. Duration and Working Days

2.1 Duration

The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (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 advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall be 80% for all course work including practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

✓ The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

- (a) Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 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 /UT Administration.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (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.

Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The D.El.Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D.El.Ed. curriculum.

(a) Theory Courses

The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas.

Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage.

(b) Practicum

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

(c) School Internship

The D.El.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the teacher and community engagement. The School Internship programme shall have the following components:

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

(d) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

4.2 Programme Implementation

The institution will have to meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.
- (iii) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (iv) Organise academic enrichment programmes including interactions with faculty from parent disciplines;

encourage faculty members to participate in academic pursuits and pursue research, especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/teaching in Universities and schools.

- (v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports, observation records and reflective journals, which provide opportunities for reflective thinking.
- (vi) The optional pedagogy course for upper primary school teaching shall be selected by the student.
- (vii) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the ranges specified above. Candidates must be internally assessed on the entire practicum course and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc.

5. Staff

5.1 Academic Faculty

For an intake of up to two basic units of 50 students each, the faculty strength shall be 16. The Principal or HoD is included in the faculty. The distribution of faculty across subject areas may be as under:

1. Principal/HoD	One
2. Perspectives in Education/Foundations of Education	Three
3. Science	Two
4. Humanities & Social Sciences	Two
5. Mathematics	Two
6. Languages	Three
7. Fine Arts/Performing Arts	Two
8. Health and Physical Education	One

- Note : (i) If the students' strength for two years is one hundred only, the number of faculty shall be reduced to 8. The faculty in specialised areas and some of the pedagogic courses can be shared with the other teacher education programmes.
- (ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available.

5.2 Qualifications

(A) Principal/ HoD

- (i) Postgraduate degree in Science / Social Sciences /Arts/ Humanities with minimum 55 % marks, and M. Ed / M.A (Education) / M.Ed., Ed with minimum 50 % marks.
- (ii) Five years teaching experience in a Teacher Education Institution.

Desirable : Degree / Diploma in Educational Administration / Educational Leadership.

(B) Perspectives in Education/Foundations of Education; & Curriculum and Pedagogy

Teacher Educators in D.El.Ed should have Masters Degree in Social Science /Humanities /Science/Maths / Language with 50% marks, and M.Ed with 50% Marks or M.A (Education) with 50% marks [except (two) positions where the requirement shall be Postgraduate in Philosophy/Sociology/Psychology with 50% marks and B.El.Ed or B.Ed or D.El.Ed with 50% marks, or M. Phil / Ph.D in Education].

(C) Physical Education

- (i) Masters degree in Physical Education (M.P.Ed) with minimum 50% marks.

(D) Visual and Performing Arts

- (i) Masters degree in Fine Arts / Music / Dance / Theatre with 50% marks..

5.3 Administrative and Professional Staff

(a) Number

- | | |
|--|-------|
| (i) UDC/Office Superintendent | - One |
| (ii) Computer Operator-cum-Store Keeper | - One |
| (iii) Computer Lab Assistant
(BCA / B.Tech with Computer Science) | -One |
| (iv) Librarian (with B. Lib) | - One |

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

[Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.]

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

- (a) Land and Built up area for running D.El.Ed programme in combination with other teacher education programmes shall be as under:

Course(s)	Built Up Area (in sqm)	Land Area (in Sqm)
D.El.Ed	1500Sq.mts.	2500
D.El.Ed plus B.Ed.+Education Component of BA/B.Sc. B.Ed.	3000 sq. mts	3000
D.E.C.Ed plus D.El.Ed	2500 sq. mts	3000
D.El.Ed plus B.Ed plus M.Ed	3500 sq. mts	3500
D.El.Ed plus D.E.C.Ed Plus B.Ed plus M.Ed	4000 sq. mts	4000

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

- (b) The institution must have the following infrastructure (each item to include facilitation for PWD):

- (i) One classroom for every 50 students.
- (ii) Multipurpose Hall with seating capacity of two hundred with a dias with total area of 2000 sq. ft (two thousand square feet).
- (iii) Library-cum-Resource Centre.
- (iv) Curriculum Laboratory (with science and maths kits, maps, globes, chemicals, science kits, etc).
- (v) Computer Lab.

- (vi) Arts and Craft Resource Centre.
- (vii) Health and Physical Education Resource Centre.
- (viii) Principal's Office.
- (ix) Staff Room.
- (x) Administrative Office.
- (xi) Store Rooms (two).
- (xii) Common rooms separately for Men and Women student- teachers.
- (xiii) Canteen.
- (xiv) Visitors' Room.
- (xv) Separate Toilet Facility for Men and Women, student-teachers, and staff of which one should be for PWD.
- (xvi) Parking Space.
- (xvii) Open space for lawns, gardening activities, etc.
- (xviii) Store Room.
- (xix) Multipurpose playfield.

Note : Requirement at Sl. No. (i) will multiply with the number of units taken.

6.2 Instructional

- (a) The institution shall establish Library-cum-Resource Centre wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:
 - (i) Books, journals and magazines,
 - (ii) Children's books,
 - (iii) Audio-visual equipment - TV, OHP, DVD Player,
 - (iv) Audio-visual aids, slides, films,
 - (v) Teaching aids - charts, pictures,
 - (vi) Developmental assessments check lists and measurement tools,
 - (vii) Photocopying machine.
- (b) **Equipment and Materials for different Activities**
 The equipment and materials should be suitable and sufficient in quantity and quality for the variety of activities planned in the programme. These include the following:
 Educational kits, models, play materials, simple books on different topics (songs, games, activities, and worksheets), puppets, picture books, photographs, blow-ups, charts, maps, flash cards, handbooks, pictures, pictorial representations of developmental characteristics of children.
- (c) **Equipment, Tools, Raw Material for Teaching Aids, Play Material and Arts and Crafts Activities.**
 One set of wood working tools, one set of gardeners tools, raw materials and equipment required for toy making, doll making, tailoring, dress designing, puppetry, material for preparation of charts, models; and other practical activities to be done by the student-teacher, art material, waste material, stationery (chart paper, mount board etc.), tools like scissors, scales etc., and cloth.
- (d) **Audio Visual Equipment**
 Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, slides, films, charts, pictures. Satellite ROT (Receive Only Terminal) and SIT (Satellite Interactive Terminal) would be desirable.
- (e) **Musical Instruments**
 Simple musical instruments such as Harmonium, Tabla, Flute, Manjira and other indigenous instruments.
- (f) **Books, Journals and Magazines**
 A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, reference books, books on professional education, teachers' handbooks, books on and for children (including comics, stories, picture books/albums, and poems) and the books/resources published and recommended by NCTE. The institution should subscribe to online resources, and the journals published by NCTE, and at least three other refereed journals in the field of Education.
- (g) **Games and Sports**

Adequate games and sports equipment for common indoor and outdoor games should be available.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Separate common rooms for male and female teacher educators/students-teachers.
- (c) Arrangement may be made for parking of vehicles.
- (d) Safe drinking water be provided in the institution.
- (e) The institution's campus, building, facility etc should be disabled friendly.
- (f) There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided.

(Note : 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.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any, of the concerned State Government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust/Company, Educationists, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX VII :

MODEL STRUCTURE OF SCERT UNDER RESTRUCTURING AND REORGANIZATION OF CSSTE GUIDELINES FOR IMPLEMENTATION 2012

S.No.	Designation	Name of the Department	No. of faculty members	Pay Scale (UGC)
1.	Director	SCERT	1	Professor
2.	Joint Director	SCERT (Incharge of DIETs in addition to other normal work of SCERT)	1	Professor
3.	Head	I. Division of Curriculum Studies i) Deptt. of Science & Mathematics ii) Deptt. of Social Sciences iii) Deptt. of Languages iv) Deptt. of Art Education v) Department of Health Education & Physical Education vi) Department of Work Education vii) Deptt. of Educational Measurement and Evaluation	1 4 3 3 3 3 3	<ul style="list-style-type: none"> • Professor • Associate Professor(2) • Assistant Professor(2) • Associate Professor (1) • Assistant Professor (1) • Associate Professor (1) • Assistant Professor (2) • Associate Professor (1) • Associate Professor (2) • Assistant Professor (2) • Associate Professor (2) • Assistant Professor (2)

S.No.	Designation	Name of the Department	No. of faculty members	Pay Scale (UGC)
4.	Head	2. Division of Teacher Education & Foundation (Pre-Service Education-Philosophy, Psychology, Sociology; In-Service Education	10	<ul style="list-style-type: none"> • Professor(1) • Associate Professor (5) • Assistant Professor(5)
5.	Head	III Division of Technological Services (ICT) i) Deptt. of Computer Education ii) Deptt of Technological Aids	3	<ul style="list-style-type: none"> • Professor(1) • Associate Professor (1) • Assistant Professor (1)
6.	Head	IV. Division of Educational Surveys, Research & Policy Perspective	3	<ul style="list-style-type: none"> • Professor(1) • Associate Professor (1) • Assistant Professor (1)
7.	Head	V. Division of Special Needs & Social Justice i) Inclusive Education ii) Women Empowerment Cell iii) Education for SC/ST and Minority cell iv) ECCE Cell	7	<ul style="list-style-type: none"> • Professor(1) • Associate Professor (3) • Assistant Professor (3)
8.	Head	Division of Library & Documentation	4	<ul style="list-style-type: none"> • Librarian(1) • Assistant Librarian (1) • Professional Assistant(2)
9	Technical Staff	Technical Staff for different departments	5	<ul style="list-style-type: none"> • Computer Assistant(1) • Semi-Professional Assistant (2) • Laboratory Assistant(2)

S.No.	Designation	Name of the Department	No. of faculty members	Pay Scale (UGC)
10.	Project Staff	Project Staff for different departments for 2 years	6	<ul style="list-style-type: none"> • Junior Project Fellow
11.	Chief Administrative Officer	Administrative Section	11	<p>Office:</p> <ul style="list-style-type: none"> • Chief Administrative officer • Accountant • Office Assistant (2) • Data Entry Operator • Group D (3) • Section Officer (DIET) • Data Entry Operator (2) • Office Assistant <p>Hostel</p> <ul style="list-style-type: none"> • Bursar for Hostel (1) • Group D (2)

Infrastructural Requirement of "Model" SCERT

1. 1 Room for Director with all facilities appropriate for Director's Room viz. furniture side almira and the Director's Room should be connected with: - 1 Conference Room.
2. 1 Room for Joint Director
3. 4 Seminar Rooms
4. 2 Class – Room's for B.Ed Class
5. 1 Room for "State Research Support Group"
6. 1 Big Room approximately the size of Hall for Library
7. 1 Hall where 100 Teacher Educators or Teachers could be addressed.
8. 1 Studio for recording video films
9. 1 CAL LAB

S.No	Head's	Associates
1	Division of Curriculum. Studies	2 Rooms
2	Department of Science & Maths Professor (2) Assistant (2)	2 Rooms 2 Rooms 1 Rooms
3	Department of Social Science Professor (2) Assistant (2)	(2) Room (1) Room
4	Department of Languages Professor (1) Assistant professor (1) Assistant professor (1)	1 Room (1 Room)
5	Department of Art Education Assistant professor (2) Associates professor (1)	1 Room 1 Room

S.No	Head's	Associates
6	Department of Work Education & Phy. Education Assistant professor (2) Associate professor (2)	1 Room 1 Room
7	Department of Work & Education (3)	1 Room
8	Department of Education Meast & Eval (3)	1 Room
9.	Technical Staff *Computer Assistant (1) *Semi Professor Assistant (2) *Lab Assistant (2)	In Cal Lab In ET Lab 1 with department of SC, 1 with department of work experience 8 Phy. Education
10	Project Staff to have one separate room for J.P.F	1 Room
11	Admin Staff in on Hall or Two Room	1 Hall
12	One open Ampy - Theatre	1 Room
13	1 Auditorium	1 Room

10. Separate Room for Head's -

1	Head	Division of Teacher Education & Foundation (pre-service education- philosophy, psychology, sociology, In-service	*Professor (11) *Associate professor (15) *Assistant professor (5)	1 Room 2 Room 2 Room
2.	Head	Division of Technological Service	*Professor (1) *Associate professor (1) *Assistant professor (1)	1 Room 1 Room 1 Room
3.	Head	Division of Education Surveys Research & Policy	*Professor (1) *Associate professor (1) *Assistant professor (2)	1 Room 1 Room 1 Room

4.	Head	Division of Special Needs & Social Justice	*Professor (1) *Associate professor (3) *Assistant professor (3)	1 Room 1 Room 1 Room
5.	Head	Division of Library & Documentation	*Library (1) *Assistant Lib (1) *Professional Assistant (1)	All to be part of Library

Provision of Art Lab, Science Lab & Psychology Lab & Language Lab be also made : (4 labs)

Cafeteria to accommodate 30 – 35 persons : (1 Cafeteria)

1 Store – Room : (1 Room)

1 Room as facility center where photo- copy machines. : (1 Room)

APPENDIX VIII:

SSA NORMS FOR INTERVENTION 2011

NORMS FOR INTERVENTIONS

	<p>teachers / trainers, etc. is specified.</p> <p>(v) Role of key players like teachers, CRCs, BRCs, DIETs, community etc. in the implementation of the programme is defined.</p> <p>(vi) External evaluation for the intervention is included, and</p> <p>(vii) There is no duplication of costs with any other component, including textbooks.</p>	
<p>(i) SSA will support training support as per the following norms:- For Teachers:</p> <p>a) Refresher residential in-service training of 10 days for all teachers each year at BRC level and above @ ₹ 200/- per teacher per day.</p> <p>b) One-day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year @ ₹ 100/- per teacher per day at CRC level.</p>	<p>For Teachers</p> <p>a) In-service training of teachers in Government, Local Body and aided schools, including teachers in Madaras desirous of introducing the State Curriculum, to enable them to see pedagogical practices from the child's perspective and continuously upgrade their knowledge and teaching skills. In-service training of teachers will also include training for conducting Special Training for out-of-school children.</p>	<p>12. Training</p>

	<p>b) Training of untrained teachers to enable them to acquire professional qualifications.</p> <p>c) Pre-service Training for Teachers as provided by DIETs and Teacher Education Institutions.</p> <p>For Head Teachers</p> <p>d) To instill new skills and broadened perspective to ensure school functioning from the point of view of children's rights which need to be protected every day.</p> <p>For Resource Persons</p> <p>e) To understand child centric pedagogy and active classroom processes.</p> <p>For Education Administrators</p> <p>f) To move away from an inspectorial approach to that of a mentor.</p>	<p>c) Residential Induction training for newly recruited teachers for 30 days @ ₹ 200/- per day.</p> <p>d) Grant towards training of untrained teachers to enable them to acquire professional qualifications @ ₹ 6000/- per teacher per year for two years.</p> <p>For Head Teachers:</p> <p>a) Refresher residential in-service training of 10 days for all teachers each year at BRC level and above @ ₹ 200/- per teacher per day.</p> <p>For Resource Persons:</p> <p>a) Refresher residential training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for 10 days each year @ ₹ 200/- per person per day.</p> <p>For Education Administrators:</p> <p>a) Training for implementation of RTE. Funds to be sourced from the Management costs and rate to be approved by the State Executive Committee.</p>
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13.	Academic support through BRC/URC/CRC	<p>a) BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA, will strengthen faculty and infrastructure support to BRC/URC and CRCs.</p> <p>b) States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their</p>	<p>(ii) The average batch for any training should not exceed 30 per group.</p> <p>(iii) The ceiling of unit cost would not be automatically allowed as a default costing norm. Actual unit costs need to be budgeted. The number of days of training would be decided by the State / UT. The unit costs for training inputs, including training material, resource persons/master trainers and other training norms would be based on the inter se norms for training as approved by the State SSA's Executive Committee.</p> <p>(iv) Support for SCERT/DIET is provided under the existing Teacher Education Scheme.</p>
			<p>SSA will provide support for BRC/URC and CRC as per the following norms: For BRC/URC:</p> <p>a) There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-</p>

	<p>experience, qualifications and aptitude for training and research.</p> <p>c) States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty.</p> <p>d) Functional linkage between BRCs/URCs and CRCs with DIETs and district level resource groups should be strengthened.</p>	<p>district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened.</p> <p>b) In urban areas, academic resource centers would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs.</p> <p>c) The following resource support should be provided for BRC/URC:</p> <ul style="list-style-type: none"> i. Six Resource persons for subject specific teaching. ii. Two Resource Persons for Inclusive Education for children with special needs. iii. One MIS Coordinator and one Data Entry Operator. iv. One Accountant-cum-support staff per 50 schools to be appointed on
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			<p>contract basis. These accountants will be mobile and provide support to schools and block to help them maintain their record properly.</p> <p>d) BRC/URC Coordinator and faculty should be professionally qualified, and have at least five years teaching experience.</p> <p>e) BRC/URC may be located in school campuses as far as possible. Construction will be as per the Schedule of Rates (SoR) applicable in the area in question.</p> <p>f) One time grant @ ₹ 5 lakh for augmenting BRC/URC training infrastructure will be available, wherever necessary within the overall ceiling of civil works.</p> <p>g) Provisions for BRCs/URCs.</p> <p>i. ₹ 1,00,000/- towards furniture, computers, TLE for a new BRC/URC</p> <p>ii. Replacement of furniture, computer, TLE @ ₹ 1,00,000/- per BRC/URC once in five years.</p>
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	<ul style="list-style-type: none"> iii. Contingency grant of ₹ 50,000/- per BRC/URC. iv. Meeting, Travel allowance ₹ 2500/- per month per BRC/URC,. v. TLM grant ₹10,000/- per year per BRC/URC. vi. Maintenance Grant of ₹ 10,000/- per year per BRC/URC. <p style="text-align: center;">CRC</p> <ul style="list-style-type: none"> a) On an average, one CRC Coordinator may be placed in charge of 18 schools in a block. b) CRC construction cost will be as per Schedule of Rates notified by the State for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held. c) Provisions for CRCs <ul style="list-style-type: none"> i. Procurement of furniture, computer, TLE for new CRC @ ₹ 10,000/- 		
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14.	Teaching Learning Equipment (TLE) for new primary and upper primary schools	<p>a) Section 19 of the RTE Act stipulates that TLE shall be provided to each class as required.</p> <p>b) TLE will be as per local specific context and requirement/need to be determined by the teachers and/or School Management Committees. States may disseminate an indicative list of basic school requirements, with scope for local contextualization after approval of State SSA Executive Committee.</p> <p>c) Teachers and parents should be involved in the selection and procurement of TLE.</p>	<p>ii. Replacement of furniture, computer, TLE @ ₹ 10,000/- per CRC once in five years.</p> <p>iii. Contingency grant of ₹ 10,000/- per year per CRC.</p> <p>iv. Meeting, travel allowance @ ₹ 1000/- per month per CRC.</p> <p>v. TLM grant ₹ 3000/- per year per CRC.</p> <p>vi. Maintenance Grant of ₹ 2,000/- per year per CRC.</p>
		<p>a) Provision for TLE for:</p> <p>i. New primary schools @ ₹ 20,000/- in all States.</p> <p>ii. New upper primary schools @ ₹ 50,000/- in all States.</p> <p>iii. Integration of class V in primary schools @ ₹ 5000/- and class VIII in upper primary @ ₹ 15,000/- to facilitate States following a seven year elementary education cycle to move towards an eight year elementary education cycle</p>	

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A Study on Quality of Training Programmes for In-Service Elementary -Teachers in Aizawl District

Lalrinsangi Fanai*
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Abstract

The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, "The status of the teacher reflects the socio-cultural ethos of a society; no people can rise above the level of its teachers." It is therefore necessary that teachers be provided with effective training programmes. The present qualitative study is undertaken to find out the quality of in service elementary teacher education under DIET Aizawl and SCERT in Aizawl district. The findings of this study indicate that in-service training programmes are considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially with regards to the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl do not seem to have a huge impact in the quality aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Keywords: *Qualitative, DIET, SCERT, In-service, Training programmes*

Introduction

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child's physical, intellectual, emotional and social development. The quality of elementary education is highly determined by the quality of teachers. In this regard, the National Policy on Education, 1986 has stated that, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.

It is common knowledge that teacher education is central to bringing about qualitative development in education. Sustained and systemic teacher professional development practices

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can ensure that teachers adapt to the changing learning needs of children and society and support a more student-centred learning environment. Teachers provided with proper trainings and up-to-date information and new researches in classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. Effective education transformation can help increase student competitiveness, build relevant skills and competencies, support economic development and provide social cohesion. And thus, teachers are and will remain the backbone of the education system.

For achieving the goal of Universalization of Elementary Education and to improve the quality of elementary education, it is therefore necessary that teachers be provided with effective training programmes. There has been little research conducted on elementary teacher education as a whole and quality of in-service training provided for elementary teachers in particular in Aizawl District. As such, a study to investigate the quality of training programmes provided by two main elementary teacher training institutions, DIET and SCERT has been taken up for the present study in order to find out the capacity and quality of elementary teacher education in Aizawl District.

Objectives of the study

To investigate the quality of training programmes for in-service elementary teacher conducted by SCERT and DIET Aizawl in improving school education in Aizawl District.

Methodology

For the present study, a descriptive survey method was followed.

Population and Sample.

The population for the proposed study consist of DIET Aizawl, SCERT, and all elementary level teachers in Aizawl District.

The sample of the study comprises of DIET Aizawl and SCERT. A total number of 50 elementary teachers were taken as sample from Aizawl District. Representativeness of Middle School and Primary School was kept in mind while selecting sample teachers.

Tools used for data collection

Primary data was collected from questionnaire prepared by the investigator. Secondary data was collected from various office documents.

Procedure of Data Collection

Data collection was done by the investigator. Documents were obtained from the Library of SCERT, Mizoram and DIET Aizawl and also from various departments or wings/cells. Questionnaire was distributed to the teachers and collected after a few days after completion of the responses.

Procedure of Data Analysis

The collected data through questionnaire was scored, tabulated and analyzed by using simple statistical methods like percentage as and when necessary. Analysis was done for various documents collected and conjoined in a descriptive way.

Analysis and Interpretation of data

For the present study, analysis and interpretation was done from questionnaires distributed to 50 elementary teachers who attended training programmes in DIET Aizawl and SCERT. Document analysis was used in which various documents were interpreted by the investigator to give voice and meaning around the topic of study.

Quality of Training Programmes for Elementary Teacher in Aizawl district

DIET Aizawl and SCERT cater to the qualitative improvement in the school system through various capacity building programmes for teachers. The various training programmes have been conducted with the objective of improving the quality of teachers in particular and the whole educational system in general. In order to find out the quality of these trainings which in turn affect the teaching learning process and education system, a questionnaire was developed and administered by the investigator to 50 teachers (25 males and 25 females) from different elementary schools. The responses of the teachers attending training under SCERT and DIET Aizawl were then analysed to see the quality of training programmes in improving school education. The following are the main findings on the basis of the response of the sampled teachers.

Analysis of respondents

All the respondents i.e. the teachers attended in-service training in SCERT and DIET Aizawl and they are from Elementary Schools. Amongst them, 30 of them are trained graduate, 13 are post graduates, 4 are higher secondary school passed and 2 are Matriculate and 1 is Under matric who is a W.E. teacher.

The teaching experiences of the respondents are as below:

More than 15 years	- 43
Between 11 – 15 years	- 2
Between 6-10 years	- 5
0 to 5 Years	- 0

Teacher's response regarding the quality of in-service training

I. Physical Facilities for Training

The physical facilities at SCERT and DIETs were found to be good by 78% of the trainees, average by 22% and poor by 0% as none of the respondents tick this category.

II. Academic Aspects of the Training:

Following Table 1.1 shows factor of academic aspects of training and responses given by the respondents.

Table 1.1: Academic aspects of training and responses

Sl. No.	Factors of academic aspects	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Objectives of the training	64	32	4	-
B	Content	18	16	2	2
C	Material Supplied	40	52	12	-
D	Use of Audio- Visual aids	58	34	6	2
E	Organization of Group Activities	76	20	-	2
F	Competency of Resource Persons	72	26	-	0

a) *Objectives of the training*

The objectives of the training provided were found to be good by 64% of the trainees, average by 32% and poor by 4%

b) *Content*

The content of the facilities provided were found to be good by 80% of the trainees, average by 16% and poor by 2% of the respondents, however, 2% of the respondents could not respond to this opinion.

c) *Material Supplied*

The materials supplied for the training were found to be good by 40% of the trainees, average by 52% and poor by 12%.

d) *Use of Audio- Visual aids*

The use of audio- visual aids in the trainings were found to be good by 58% of the trainees, average by 34% and poor by 6%, however, 2% of the respondents could not respond to this opinion.

e) *Organization of Group Activities*

The group activities organized in the training conducted were found to be good by 76% of the trainees, average by 20% and poor by none of the respondents, however, 2% of the respondents could not respond to this opinion.

f) *Competency of Resource Persons*

The resource persons of the trainings were found to be good by 72% of the respondents, average by 26% and poor by 0%, however, 2% of the respondents could not respond to this opinion

III. Contributions of SCERT and DIET Aizawl in Achieving Minimum Level of Learning, Developing Motivation, Enhancing School Enrolment & Sustaining higher rates of standards

Following Table 1.2 shows contribution of SCERT and DIET given by the respondents.

Table 1.2: Contribution of SCERT and DIET

Sl. No.	Components	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Achieving target of minimum level of learning	54	42	4	-
B	Developing Motivation	50	38	8	4
C	Enhancing enrolment in Schools	42	50	8	-
D	Sustaining higher rates of standards in classes	32	60	8	-

a) *Achieving target of minimum level of learning*

The role played by the training in achieving target of minimum level of learning were found to be good by 54% of the trainees, average by 42% and poor by 4% of the trainees.

b) *Developing Motivation*

The role of training received by teachers in developing motivation were found to be good by 50% of the trainees, average by 38% of the trainees and poor by 8% of the trainees, however ,4% of the respondents could not respond to this opinion.

c) *Enhancing enrolment in Schools*

The role played by teacher education in enhancement of enrolment in school were claimed to be good by 42%, average by 50% and poor by 8% of the respondents.

d) *Sustaining higher rates of standards in classes*

The role played by the training conducted in sustaining higher rate of standard in classes were found to be good, average and poor by 32%, 60% and 8% of the trainees respectively.

IV. Availability of Training Materials

Following Table 1.3 shows availability of teaching aids given by the respondents.

Table 1.3: Availability of Training Materials

Sl. No.	Training Materials	Responses (in %)			No Responses (in %)
		Good	Average	Poor	
A	Curriculum and Syllabi	66	24	10	-
B	Textbooks	60	28	12	-
C	Supplementary books	38	58	4	-
D	Teacher Guide/ Manual	48	40	12	-

E	Training Package	60	32	4	-
F	Photocopied publications/materials	46	50	4	-

a) *Curriculum and Syllabi*

The impact of the training in improving competency in using different method of teaching were found to be good by 66% of the trainees, average by 24% and poor by 10% of the trainee.

b) *Textbooks*

The availability of textbooks was found to be good by 60% of the respondents, average by 28% and poor by 12% of the trainees.

c) *Supplementary books*

The supply of supplementary books was found to be good by 38%, average by 58% and poor by 4% of the respondents.

d) *Teacher Guide/ Manual*

The teacher guide/manuals were claimed as good by 48%, average by 40% and poor by 12% of the respondent.

e) *Training Package*

The training package were found to be good by 64%, average by 32% and poor by 4% of the respondents who attended the training programme

f) *Photocopied publications/materials*

The Xeroxed publications/materials given out were found to be good by 46%, average by 50% and poor by 4% of the trainees.

Major findings of the study

Major findings of the present study were discussed in the following paragraph based on the objectives of the study:

The quality of training programmes for elementary teachers was analysed through the responses of in-service teachers in Aizawl district who undergo various training programmes at DIET and SCERT.

Majority of the respondents (78%) found the physical infrastructure facilities to be good and no respondents found it to be poor and thus the facilities for teacher education in Aizawl can be considered to be good enough to cater to the needs of the teachers.

The Academic aspects of the training was considered on the following areas – Objectives of the training, content, material supplied, use of audio-visual aids, organisation of group activities and competency of resource persons. Apart from the material supplied, majority of

the respondents found all other features to be good. However, the material supplied was rated average by 52% of the respondents and good by 40% of the respondents. Considering the overall scenario, the academic aspect of the training imparted by SCERT and DIET Aizawl was found to be good.

The contributions of SCERT and DIET Aizawl was considered on the following features - Achieving target of minimum level of learning, Developing Motivation, Enhancing enrolment in Schools and Sustaining higher rates of standards in classes. Apart from Achieving target of minimum level of learning (54%) and Developing Motivation (50%), the respondents rate the contribution of SCERT and DIET Aizawl to be average in enhancing enrolment in Schools (50%) and sustaining higher rates of standards in classes (60%). Thus, looking at the overall scenario, the contribution of SCERT and DIET Aizawl may be considered to be average or fairly well but not to the expected limit.

The availability of training materials was considered on the following features – Curriculum and Syllabi, Textbooks, Supplementary books, Teacher Guide/ Manual, Training Package, Photocopied publications/materials. In all the Curriculum and Syllabi, Textbooks and Training Package were considered to be good by majority of the respondents and Supplementary books, Teacher Guide/ Manual and Photocopied publications/materials were considered to be average by majority of the respondents. Thus, the training materials provided can be considered as average in the training programmes conducted for in-service teachers by the SCERT and DIET Aizawl.

Regarding the contributions of SCERT and DIETs in improving school education in the district, the responses of the sample of 50 teachers who has attended training in SCERT and DIET Aizawl were analysed. The findings from the responses to the questionnaire revealed that in various aspects of the training like physical facilities, academic aspects, availability of training materials, contributions made by SCERT and DIET Aizawl in improving the school status, percentages of response were high, only in sustaining higher rates of standards in class and enhancing enrolment in school, the highest percentage of response were average. Thus, the contributions of SCERT and DIETs in improving school education appeared to be good as perceived by the teachers.

Discussion of results

From the major findings of the study, SCERT and DIET Aizawl can be largely considered to be the sole performing institutes for promoting elementary teacher education in the district. Although not yet perfect by a long shot, SCERT Mizoram and DIET Aizawl have infrastructure and manpower to see through the various teacher education aspects which includes training of in-service teacher especially up to the elementary level. The in-service training programmes conducted were considered to be good in most aspects by most of the teachers who participated in the trainings. However, there is room for improvement especially in the training materials distributed and used in these training programmes. At the same time, these training programmes conducted by SCERT and DIET Aizawl did not seem to have a huge impact in the quality

aspect of school education especially in enhancing and retention of enrolment as well as standards of teaching in the classroom.

Implications and conclusions of the study

The study was carried out so that more will be understood about the teacher education in the district especially with respect to in-service teacher education at the elementary level. It also seeks to identify the sufficiency of the programmes conducted for Elementary School teachers with an impact of those programmes to the teachers as well as the satisfaction level.

On the basis of the study, the investigator found that SCERT Mizoram and DIET Aizawl are capable of engaging teachers to provide efficient in-service teacher training. The campus and the buildings were quite good; it can satisfy the requirement for conducting training of teachers. The institutions were well equipped with basic amenities like furniture and equipment for conducting training to hundreds of teachers.

As far as the quality of in-service training programmes was concerned, Elementary School teachers in Aizawl District were satisfied with the programmes conducted by DIET Aizawl and SCERT. On the other hand, preference to improve mode of transaction of curricular contents suitable for classroom practices and the felt need to increase the number of quality training programmes in order to provide appropriate in-service training to the teachers to enhance the quality of teaching is also there.

The findings from the present study can have an implication for the policy makers. Most of these implications relate directly to strategies that can be implemented by policy-makers to emphasise on the future of teacher education. The future trend will be on new development and changes and how fruitfully the face of teacher education will change the teaching learning process. It has become imperative to view the future not in isolation but to ensure the changed role of the teacher education institution and teacher educator, the teacher and the learner and also of the content to converge and grow in tandem.

Suggestions for further research

The present study provides a glimpse of the position of SCERT Mizoram and DIET Aizawl on the ground of providing in-service trainings to the teachers of Elementary Schools in Aizawl district. At the same time, there are eight full-fledged DIETs in Mizoram, hence, future studies could be performed to cover all DIETs in Mizoram.

The present study seeks to find out the quality of training programmes and its impact on teachers of Elementary Schools upon the sufficiency and effectiveness of teachers in their normal practice. Likewise, further studies could be performed to study the effectiveness to actual targeted groups who were the students and their families.

In studying the quality of in-service training programmes, the investigator selected only 50 (fifty) teachers for the sample of the study due to shortage of time. Future studies could be performed with larger numbers of teacher population to attain more reliable study and findings.

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ABSTRACT

**ELEMENTARY TEACHER EDUCATION IN MIZORAM:
AN EVALUATIVE STUDY**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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ABSTRACT

**ELEMENTARY TEACHER EDUCATION IN MIZORAM:
AN EVALUATIVE STUDY**

BY

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Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of
Philosophy in Education of Mizoram University, Aizawl**

ELEMENTARY TEACHER EDUCATION IN MIZORAM: AN EVALUATIVE STUDY

Introduction:

Elementary education is considered as the base of the educational structure. It is elementary education which lays strong foundation for the child's physical, intellectual, emotional and social development. The Indian Education Commission (1964 – 66) rightly said, "We believe that provision of free and universal education for every child is an educational objective of the highest priority, not only on grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity". Thus there is no denying the fact that the nation's strength rests on the strong foundation of elementary education. However, no education system can rise above the quality of its teachers.

Recent national policy guidelines such as the National Curriculum Framework 2005 (NCF 2005), National Curriculum Framework for Teacher Education 2009 (NCFTE, 2009), and Right to Education Act (RTE) 2009 envisaged to radically transform India's elementary education system. The NCF 2005 places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools.

At the national level, in - service education is provided by a large network of government owned teacher training institutions at various levels of hierarchy. The National Council of Educational Research and Training (NCERT) along with its six Regional Institutes of Education (RIE) undertake design and implementation of in service programmes for both teachers and teacher educators. At the state level, the

State Councils of Educational Research and Training (SCERT) prepare modules for and conduct teacher training for teachers and teacher educators. At the district level, the District Institutes of Education and Training (DIET) provide in service and pre service education for elementary teachers. At the block and cluster level, Block Resource Centres and Cluster Resource Centres established under SSA provide in-service elementary teacher education.

In Mizoram, the District Institute of Teacher Education and Training (DIET) which are established in all the 8 districts are the main institutions which provide both pre – service and in – service elementary teacher education. Apart from DIETs, SCERT and SSA play a significant role in providing in - service teacher education for elementary teachers. However, in – service elementary teacher education programmes do not follow a well thought out structure and there is no regulatory mechanism to ensure the relevance, quality and suitability of the training provided. The quality of pre - service education provided for elementary teachers by DIETs also remains unestablished.

The need and importance of professionally trained teacher educators has been underscored in statements on educational policy time and again but the situation on the ground remains grim; there is severe shortage of properly qualified and professionally trained teacher educators at all stages of education and especially at the elementary stage.

In order to realise the national goal of achieving quality elementary education for all, the teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers. As such, teacher education must be given importance so that qualitative transformation of our education system could be achieved.

Rationale of the Study:

According to NCTE (1998), teachers are the most important element in any educational program. Teachers play a central role in implementation of educational

process at any stage. So, the quality of education basically depends on the quality of teachers. In order to achieve the national goal of achieving quality elementary education, teacher training institutes must be well equipped so as to produce sufficient number of highly trained teachers.

In Mizoram, pre – service elementary teacher education is conducted only by DIETs in all the 8 districts and in – service elementary teacher education is conducted by DIETs, SSA Mission and SCERT. Only one study related to elementary teacher was found for review and no study is available so far in relation to the elementary teacher education programmes conducted by SSA Mission and SCERT in Mizoram. Moreover, while there are many studies related to teacher education on various aspects in the Indian context, very few studies had been conducted which are explicitly related to elementary teacher education. Therefore, this study will attempt to find out the adequacy of elementary teacher education programmes and the sufficiency of the elementary teacher education institutes on various dimensions.

The effectiveness of the elementary teacher education programmes conducted by the teacher education institutes depend largely on the availability of sufficient infrastructural and instructional resources, sufficient and competent human resources, relevance of the issues covered and maximum participation of all teachers. As such, it is necessary to conduct a detailed study on the pre – service and in – service teacher education programmes to find out the inadequacies that may exist in the teacher education institutes and the programmes they conducted. The findings will prove beneficial for the concerned authorities in their effort to improve the quality of elementary teacher education and elementary education in the state. Besides, it will also guide the teacher education institutes to formulate relevant and effective programmes for the professional development of pre – service and in – service elementary teachers.

Research Questions:

As mentioned in the preceding section, the quality of elementary education greatly determines the growth and development of a nation. Quality of elementary

education in turn greatly depends on the quality of teachers. If teacher education is where the foundation of education quality is initiated, the following questions are thus raised:

1. Are the elementary teacher education programs satisfactory in preparing teachers for their role?
2. Do the elementary teacher education institutes have adequate facilities and human resources for providing effective professional development?
3. Are the professional development programmes systematically planned and properly executed?
4. Do the elementary teachers have enough opportunities for continuous professional development?
4. Are the teacher educators competent enough to provide quality education to teachers?
6. Is the service condition of teacher educators adequate to attract highly skilled professionals to the profession?
7. What are the emerging imperatives for elementary teacher education in Mizoram?

A strong need to seek answers to these questions makes it crucial to have a thorough investigation on the elementary teacher education system in Mizoram.

Statement of the Problem:

The title of the problem under study reads as “**Elementary Teacher Education in Mizoram: An Evaluative Study**”

Operational Definition of Key Terms:

In the present study, the words which are used in the title of the topic have the following operational meaning.

Elementary: In the present context it refers to the lower primary and upper primary stages of schooling, i.e. Class I – Class VIII

Teacher education: In the present context it refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher professional development.

Objectives of the Study:

1. To examine the development of elementary teacher education in Mizoram.
2. To analyse the teacher education programmes for elementary teachers under DIETs.
3. To analyse the in - service training programmes for elementary teachers under SCERT
4. To analyse the in - service training programmes for elementary teachers under SSA
5. To examine the working conditions of elementary teacher educators with respect to their service conditions and professional development.
6. To assess the professional competency of elementary teacher educators.

Methodology:

The present study employed Descriptive Survey Method, and it uses both qualitative and quantitative perspectives to describe and interpret the existing system with a view to understand the present situation and provide suggestions for future development. The study was undertaken to evaluate elementary teacher education in Mizoram by examining the development of elementary teacher education in Mizoram, analysing the teacher education programmes for elementary teachers under DIETs, SCERT and SSA, examining the working conditions of elementary teacher educators with respect to their service conditions and professional development, and also by assessing the professional competency of elementary teacher educators in Mizoram.

Population:

The study was conducted to evaluate the elementary teacher education in Mizoram. Pre-service training for elementary teachers was conducted by DIETs which had been established in 8 districts of Mizoram, namely, Aizawl, Lunglei, Saiha, Champhai, Kolasib, Lawngtlai, Serchhip and Mamit districts. For in-service elementary teacher education, SCERT is the nodal agency at the state level; at the district level, DIETs, BRCs and CRCs under SSA Mission are the nodal agencies for providing in-service elementary teacher education. Thus, the population for the

present study consisted of SCERT Mizoram, all DIETs in 8 districts of Mizoram and SSA Mission in 8 districts of Mizoram and all teacher educators and officials from these institutions.

Table 1: Elementary Teacher Training Institutions in Mizoram

Teacher Training Institution	No. of Institution/ Resource Centre	Type of Training Provided	No. of Teacher Educators/ Resource Persons
SCERT Mizoram	1	In-Service	37
DIETs	8	Pre-Service/In-Service	113
BRCs	26	In-Service	120
CRCs	171	In-Service	171

Sample:

In selecting the sample, the researcher employed simple random sampling to select the sample for collecting appropriate data for each of the objectives in the present study. SCERT Mizoram, DIETs and BRCs/CRCs under SSA Mission were selected from 4 districts viz. Lunglei, Aizawl, Champhai and Mamit Districts keeping in mind the representativeness of eastern, western, southern and northern regions of Mizoram. The selected sample for the present study comprised of:

1. Director of SCERT Mizoram from whom data on in-service elementary teacher education programmes and necessary information regarding SCERT Mizoram was collected.
2. Principals of 4 DIETs viz. Aizawl, Lunglei, Champhai and Mamit Districts from whom data on pre-service and in-service elementary teacher education programmes and necessary information regarding DIETs was collected.
3. 50 elementary teacher educators from 4 DIETS viz. Aizawl, Lunglei, Champhai, Mamit and SCERT Mizoram from whom data on the working conditions with respect to their service conditions and professional development as well as professional competency was collected.
4. 4 DPCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes and other necessary information regarding SSA Mission was collected.

5. 12 BRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

6. 96 CRCCs under SSA Mission in Aizawl, Lunglei, Champhai and Mamit Districts from whom data on in-service elementary teacher education programmes was collected.

Table 2: Distribution of Sample

Institution/ Agency	No. of Institution/ Resource Centre	No. of Principal/ Director/ DPC	No. of Teacher Educators	No. of BRCC/ CRCC
Aizawl DIET	1	1	50	NA
Lunglei DIET	1	1		
Champhai DIET	1	1		
Mamit DIET	1	1		
SCERT	1	1		
BRC	12	4	NA	12
CRC	96			96
Total	113	9	50	108

Research Tools:

The following tools were constructed and utilized by the researcher for evaluating the different aspects of elementary teacher education programmes in Mizoram:-

1. General Information Sheet to get basic information about the teacher training institutes, profiles of teacher educators, infrastructure and facilities under DIETs, SCERT and SSA.
2. Professional Competency Scale for Elementary Teacher Educators to find out the competency of teacher educators.
3. Information Sheet to get information about the training programmes for elementary teacher educators under DIETs, SCERT and SSA.
4. Questionnaire to find out the service conditions and professional development of elementary teacher educators.

5. Information Schedule for Administrators keeping in view the objectives of the study.

Besides the mentioned tools, relevant official records, statistical data, reports, journals and other related literature were studied and consulted.

Administration of Tools:

For collection of necessary information from the sample, the scholar physically visited all the sampled institutions/ resource centres and administered the various tools constructed for the purpose of the present study.

First of all rapport was established with the administrators/ teacher educators/ coordinators. Then the purpose of the scale, questionnaire and information schedule was explained to them. The respondents were assured that information given by them would be kept strictly confidential and will be used only for the purpose of the present research. They were asked to feel comfortable while responding to the items given in the scale, questionnaire and information schedule. The investigator provided necessary support when the respondents faced any problem or confusion with the statement in the scale and questionnaire. The investigator also made sure that no items were left unanswered. After collecting requisite information, the investigator thanked the respondents for their valuable inputs and cooperation.

Analysis of Data:

Data on different aspects of elementary teacher education programme was interpreted keeping in view the objectives of the present study. In the present study, the collected data were analysed both qualitatively and quantitatively keeping in consideration the objectives and the nature of data in hand.

To analyse the first objective of the present study, which was to examine the development of elementary teacher education in Mizoram, 'Documentary analysis' had been carried out. In order to analyse the second, third and fourth objectives of the present study which was, to analyse the elementary teacher education programmes

under DIETs, SCERT and SSA, both qualitative and quantitative analysis had been done. Information gathered through official documents and related literature were analysed in a descriptive manner whereas, information gathered through information sheet and information schedule from administrators were analysed in a descriptive manner as well as quantitatively using percentage analysis. The fifth objective of the present study which was, to examine the working conditions of elementary teacher educators with respect to their service conditions and professional development, data gathered from the questionnaire formulated for this purpose was analysed quantitatively using percentage analysis and qualitatively where necessary. For the sixth and last objective of the present study which is, to assess the professional competency of elementary teacher educators, data gathered from the Competency Scale constructed by the researcher for this purpose was analysed based on

Major Findings of the Study and Discussion:

The major findings of the study are presented as follows:

Development of elementary teacher education in Mizoram

1. Teacher education though informally, was first initiated by the Christian Missionaries in 1907.
2. The first formal teacher training institute which was later renamed as Guru Training School was set up by the Christian Missionaries in 1925 in Aizawl to cater to the whole of Mizoram.
3. In 1931, Teacher Training Institute was set up in Serkawn to cater to the Southern region of Mizoram. It was later approved by the government as Guru Training School.
4. Education, including teacher training was under the administration of the Christian Missionaries even after India gained Independence in 1947 and continued till 1952.
5. In 1952, Lushai Hills Autonomous District Council came into being under the state of Assam and education, including teacher training was handed over to the government.

6. In 1953, Junior Basic Training Center (JBTC), the first government managed teacher training institute was established in Aizawl to provide teacher training for primary school teachers in the Lushai Hills. JBTC was under the State Board for Elementary Education, Assam.

7. Teacher training was conducted simultaneously by the government managed JBTC and mission managed Guru Training School from 1953 till 1966. From 1967, teacher training was imparted only by JBTC. Under JBTC, a total of 757 primary school teachers were trained and 740 (97.7%) teachers successfully completed the course.

8. In 1970, Normal Training School (NTS) was established under the Examination Board of Moderators, Mizoram to prepare middle school teachers. Under NTS, 58 middle school teachers were trained and 56 (96.5%) teachers successfully completed the course.

9. In 1974, JBTC and NTS were amalgamated and became Under Graduate Teacher Training Institute (UGTTI). UGTTI was also established in Lunglei in the same year. Under UGTTI, 297 primary school teachers were trained and 276(92.93%) teachers successfully completed the course. 289 middle school teachers were trained and 266 (92.04%) successfully completed the training. 14 pre-service teachers were also trained and 13 (92.86%) successfully completed the course.

10. In 1975, the Mizoram Board of School Education (MBSE) was established and teacher education also came under its purview.

10. In 1980, UGTTI in Aizawl and Lunglei were upgraded to Teacher Training Institute (TTI) to include the graduate middle school teachers. Under TTI, 799 primary school teachers were trained and 674 (84.35%) teachers successfully completed the course. 691 middle school teachers and 511 (73.95%) successfully completed the course. 68 pre-service teachers were also trained and 67 (98.53%) successfully completed the course.

11. In 1980, SCERT the state counterpart of NCERT was established in Mizoram. It deals with the academic aspect of school education and teacher education.

12. In 1988, consequent upon the implementation of NPE 1986, TTI in Aizawl was upgraded to District Institute of Education and Training (DIET) under

the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education to provide for both pre- service and in-service elementary teacher education.

13. In 1993, TTI in Lunglei was also upgraded to DIET with the same provisions as given to DIET Aizawl.

14. In 2001, Sarva Shiksha Abhiyan (SSA), a comprehensive and integrated flagship programme of Govt. of India aimed at universalization of elementary education was launched in Mizoram. Under this programme, in-service teacher education was an important intervention aimed at bringing about quality elementary education.

15. In 2005, based on the Guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989, Telescopic DIET also known as District Resource Center were set up in 6 districts of Mizoram namely, Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit. These District Resource Centers focused mainly on In-Service Teacher Training of Elementary and Secondary stage and Action Research and do not provide Pre-service teacher education.

16. Under DIET, 3675 primary school teachers had undergone training and 3563 (96.95%) had successfully completed the course till 2021. 3320 middle school teachers had undergone training and 3196 (96.27%) had successfully completed the course. 3153 pre-service teachers had undergone training and 3089 (97.97%) had successfully completed the course. 523 W.E teachers were also trained and 509 (97.32%) had successfully completed the training.

17. Diploma Programme for in-service elementary teachers was discontinued from 2018 as a result of RTE Act 2009 which mandates that only trained teachers must be recruited.

18. In 2013, based on the Guidelines for Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education June 2012, District Resource Centres in Saiha, Lawngtlai, Champhai, Kolasib, Serchhip and Mamit were upgraded to full-fledged DIETs providing both in-service and pre-service teacher education.

19. In 2019, Samagra Shiksha was launched by the Government of India which subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya

Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) with an aim to provide equal schooling opportunities and equitable learning outcomes for all children from pre-school to Class 12. At present 26 BRCs and 171 CRCs are operational under Samagra Shiksha in Mizoram to provide continuous support to teachers at the elementary and secondary levels of schooling.

Discussion on the findings related to development of elementary teacher education in Mizoram: Mizoram, the ‘Land of the Mizos’ was isolated from the outside world and devoid of any form of formal education till the late 19th Century when the British Government began to occupy the land. It was the Christian Missionaries who painstakingly developed the Mizo alphabet and introduced formal education in 1894. At the time when formal education was started in Mizoram, other parts of India were already highly civilized with well-established education system. With this in mind and the fact that the Mizo people had their own alphabets and a formal education in place only for the past 128 years, it is phenomenal that Mizoram is amongst the state with high literacy percentage.

The development in the field of teacher education and in particular elementary teacher education is also remarkable. Formal teacher education in Mizoram was started by the Christian Missionaries only some 97 years ago. But today, Mizoram has a well-established elementary teacher training institute, namely DIETs in every district (excluding the three newly constituted districts viz. Saitual, Hnahthial and Khawzawl). Admissions into these institutions were highly coveted and all the available seats were filled up every year. This may be due to the fact that only trained teachers must be recruited following the RTE Act 2009 guidelines. The establishment of SCERT and its subsequent upgradation to a separate Directorate also proved to be a milestone in the field of teacher education. SCERT became the academic authority of elementary teacher education in Mizoram and as such, the development of pre-service teacher curriculum and professional development of in-service teachers were under its purview. As the academic authority in the state, SCERT is expected to take all necessary measures for the qualitative improvement of school education including elementary teacher education in the state. The implementation of SSA in Mizoram also contributes to the professional development

of in-service elementary teachers through various teacher training programmes conducted at the block and cluster level. These programmes cater to localized needs of serving teachers and are expected to make significant contributions towards quality education in the state.

In Mizoram, the structures for elementary teacher education are well established and basic infrastructure, human resource and other essential facilities were available to cater to the needs of elementary teachers. However, the infrastructure and other facilities in DIETs are very much in need of renovations and major upgradation since many of them had begun to deteriorate and became outdated. Besides, with the implementation of NEP 2020, all teacher education institutes (TEIs) must transform themselves into multidisciplinary institutions offering an Integrated Teacher Education Programme (ITEP) by 2030. The 4-year integrated B.Ed Course will become the minimum qualification for school teachers and admission to the course will be conducted by the National Testing Agency (NTA) in suitable subjects and aptitude through a National Common Entrance Test. NEP 2020 also recommended revision of National Curriculum Framework for Teacher Education.

The challenging tasks ahead required immediate pro-active approach by the State Government in collaboration with the different stakeholders in the field of elementary teacher education. A state-level NEP 2020 implementing committee has already been created by the Government but no major development or changes have taken place yet. The Government must take immediate actions so that the vision of NEP 2020 is achieved within the given timeframe. To enable the smooth transition of all teacher education institutions into thriving multidisciplinary institutions, the University Grants Commission has already come up with Guidelines for Transforming Higher Education Institutions into multidisciplinary institutions. It is, therefore, imperative for the State Government to take immediate steps in line with the UGC Guidelines so that teacher education institutions will continue to make significant contributions towards the achievement of quality education.

Teacher education programmes for elementary teachers under DIET

1. DIETs are the only agencies which provide both pre-service and in-service education for teachers at the elementary level in Mizoram. They are under the state government and private elementary teacher education institution does not exist in the state.

2. The pre-service teacher education programme ‘Diploma in Elementary Education (D.El.Ed)’ is recognised by the National Council of Teacher Education (NCTE). It is affiliated to the Mizoram Board of Education (MBSE) but the Course of Study is developed by the State Council of Educational Research and Training (SCERT).

3. With regard to pre-service elementary teacher education, the major findings based on ‘Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education under NCTE Norms 2014’ are given as follows –

- **Duration and Working Days:** As prescribed by the NCTE Norms, 2014, the duration of the D.El.Ed Course is two-years. DIETs followed a seven hour work schedule for five days of the week which conformed to the Norms.
- **Intake, Eligibility, Admission Procedure and Fees:** As approved by the NCTE, DIETs in Champhai, Serchhip, Saiha, Lawngtlai, Kolasib and Mamit districts have an intake capacity of one unit of 50 seats each, DIET Lunglei has an intake capacity of two units which is 100 seats and DIET Aizawl has an intake capacity of a little over two units which is 120 seats.

Eligibility criteria for admission to DIETs is as prescribed by the NCTE which is 50% marks in the higher secondary or equivalent examinations with 5% relaxation for SC/ST/OBC/PWDs.

As prescribed by the NCTE, admission is given on merit which is based on marks obtained in the higher secondary examination, entrance test and personal interview conducted by the institutions.

With regard to fees, DIETs in Mizoram more or less followed the NCTE Norms, 2014. The students are charged minimal fees as approved by the Government.

- **Curriculum, Programme Implementation and Assessment:** The D.El.Ed Curriculum was revised by the SCERT Mizoram in 2017 which is in conformity with the NCTE Norms 2014, RTE Act 2009 and NCFTE 2009.
- Regarding implementation of the D.El.Ed Programme, DIETs followed the guidelines provided in the NCTE Norms 2014 as far as applicable. Academic calendar was prepared before the start of the academic session. All DIETs developed strong partnerships with the District Education Office and collaborates with neighbouring schools for field activities. Academic enrichment programmes were often organized and teacher educators employed a variety of teaching methods and strategies for maximum benefit to the students.
- Regarding assessment, DIETs followed the guidelines provided in the NCTE Norms, 2014. All theory papers have 30% internal marks and 70% external marks. All practicum courses are internally assessed except for one practicum paper in the second semester which is assigned 30% internal and 70% external. The basis for assessment and criteria are clearly highlighted in the curriculum as mentioned in the Norms.
- **Academic Faculty of DIETs:** The strength of sanctioned posts of academic faculty in DIETs is in conformity with the NCTE Norms 2014 only in DIET Aizawl (which is 16) and all the other DIETs have excess faculty strength of 2 posts. This is because the government did not create the posts of academic faculty based on NCTE Norms, 2014 but on the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education - Guidelines for Implementation 2009. DIET Aizawl have 6 Senior Lecturer posts and DIET Lunglei have 4 Senior Lecturer posts which are all vacant, there is no Senior Lecturer post in other DIETs. DIET Aizawl have 2 lecturer posts which are officially vacant but at the same time, 13 Lecturers are attached from other DIETs and 1 Lecturer is deputed to other Department. DIET Lunglei have 3 Lecturer posts which are officially vacant but at the same time 2 Lecturers are attached from other DIETs. DIET Champhai have

8 vacant Lecturer posts and DIET Mamit have 5 vacant Lecturer posts and 1 Lecturer is attached to SCERT.

- **Qualification and Distribution of Teacher Educators in Curricular Areas:** The existing academic faculty in the DIETs fulfilled the required qualification as laid down by the NCTE Norms 2014. However, the academic faculties are not evenly distributed based on curricular areas as laid down by the Norms. There is a high concentration of faculties in Perspectives in Education as well as in Humanities and Social Science whereas faculties in other curricular areas do not meet the requirement in most of the DIETs. Severe shortage is found particularly in Mathematics and Fine Arts. This seems to arise from the fact that need-based recruitment of teacher educators is not done by the government.
- **Administrative and Professional Staff:** The existing administrative and professional staff in DIETs fulfilled most of the requirements as laid down by the NCTE Norms. Only one vacant post of Computer Lab Assistant is found in DIET Champhai whereas there are two Computer Lab Assistants in DIET Aizawl as against the required one post.
- **Terms and Conditions of Service:** Employees of DIETs in Mizoram are recruited by a Special Recruitment Board constituted by the state government on co-terminus basis under CSS. Most of the benefits given to state employees are denied to them such as, pension benefits, medical reimbursement and childcare leave.
- **Infrastructural Facility:** Most of the required infrastructural facilities laid down by the NCTE Norms are available and sufficient in the DIETs. DIET Aizawl is lacking only in the number of books available in the Library and availability of toilet for PWDs. In DIET Lunglei, deficiency is found only in the number of books available in the Library, availability of common room for men and women and toilet for PWDs. In DIET Champhai, deficiency is found in availability of computer laboratory, common room for men and women, visitor's room and toilet for PWDs. DIET Mamit is the only institute

where there is severe deficiency in infrastructural facilities and only basic facilities are present.

- **Materials and Resources Available in Library cum Resource Centre:** Most of the materials and resources as laid down by the NCTE Norms 2014 are available in all the DIETs. The researcher found that only Satellite Interactive Terminal is not available in all the DIETs and Developmental Assessment Checklists & Measurement Tools are lacking in DIET Champhai and DIET Mamit.
- **Equipment and Materials for different activities:** Based on the lists provided in the NCTE Norms 2014, all the equipment and materials required for conducting different activities are available in all the DIETs.
- **Equipment, Tools, Raw Materials, Play Material and Arts and Crafts Materials:** DIETs fulfilled most of the required equipment and materials for arts and craft specified by the NCTE Norms 2014. Amongst the various equipment and materials specified by the Norms, only wood working tools and tailoring/dress designing equipments and tools are not available in the DIETs.
- **Musical Instruments:** Basic musical instruments viz. guitar and traditional drums were available in all the DIETs. Piano was also available in DIETs Aizawl, Lunglei and Mamit.
- **Games and Sports:** As specified by the NCTE Norms 2014, sufficient indoor and outdoor games equipments were available in all the DIETs.
- **Other Amenities:** Amongst other amenities that should be available in the DIETs as laid down by NCTE Norms 2014, all the DIETs did not have separate common room for male and female teacher educators and the campuses were not disabled friendly. Only Aizawl DIET has a playground attached to it and separate common room for male and female student teachers were not found in DIET Champhai and DIET Mamit.
- **Managing Committee:** Managing Committee was not created in any of the DIETs since they were all government managed institutions.

- **Programmes & Activities Conducted by DIETs for In-Service Elementary Teachers:** Data collected for programmes and activities conducted by DIETs for in-service elementary teachers covered a period of 5 years viz. 2016 -17 to 2020 -21, however, no programmes were conducted during 2019 – 21 due to the Covid – 19 pandemic. Most of these programmes were for elementary teachers and programmes conducted for headmasters, BRCCs and CRCCs were negligible. The programmes conducted for elementary teachers were mostly concerned with Use of new textbooks, Post-NAS intervention, Learning Outcomes, Pedagogy of different subjects and Development of TLM. A few workshops were also conducted for developing resource materials. Majority of these programmes were transacted through training mode while few programmes were transacted through workshop, seminar and awareness programmes, but these were very few and far between.

Discussion on the findings related to teacher education programmes for elementary teachers under DIET: Pre-Service elementary teacher education in Mizoram is provided only by DIETs in each district. The Diploma in Elementary Education (D.El.Ed) provided in DIETs is recognized by the NCTE. As far as infrastructural and material resources are concerned, most of the DIETs conformed to the Norms specified by the NCTE with minor deficiencies in some aspects. However, most of these resources are worn out and outdated and requires to be modernized. The main concern lies with the poor service conditions of teacher educators, uneven distribution of teacher educators in DIETs based on curricular subjects and high rate of vacancies in some DIETs. It is imperative that the Government take positive actions to improve the service conditions of teacher educators so that they will be motivated to go the extra mile in discharging their duties. Besides, better service conditions will attract the most abled professionals to enter the service. Posting of teacher educators in DIETs must also be done keeping in mind their area of subject specialization so that there will be qualified faculty to teach the different subjects. It is inevitable that shortages in academic faculty will

affect the smooth functioning of the institutions, as such any vacancies must be filled up promptly.

Regarding the programmes/professional development for in-service elementary teachers, DIETs conducted very few programmes during the period under study. This may be due to irregular sanction of funds for in-service teacher education programmes or it may be because of late receipt of funds which is usually the case in most centrally sponsored schemes. However, the topics and issues covered in the various programmes were relevant and suitable for elementary teachers but the mode of transaction commonly used is still the traditional training mode. Workshops and seminars will be more conducive for teachers' development as it is bound to be more participatory and constructivist in nature. An efficient Training Management System needs to be put in place so that the type and number of training attended by each teacher could be tracked, this will be useful in ensuring that each teacher received the proper professional development courses.

The biggest challenge for teacher education programmes under DIETs is concerned with maintaining the quality of professional development provided to prospective and serving elementary teachers. For pre-service teacher education, the NCTE has signed Memorandum of Understanding (MoUs) with the NAAC and Quality Council of India (QCI) for the Accreditation of Teacher Education Programmes for Secondary and Elementary Levels respectively. However, accreditation system for teacher education at the elementary level has not been implemented in the State till date. For in – service teachers, the NEP 2022 has recommended the creation of National Professional Standards for Teachers (NPST), Teacher Audit or Performance Appraisals to be conducted at regular intervals, 50 hours of CPD opportunities for teachers every year and CPD related to leadership, school management and for implementing competency-based learning for school heads.

To raise the standards and performance of serving teachers, the quality of teacher education programmes play a very crucial role. Teacher education must

develop the proficiency and competence of teachers and empower the teacher to meet the requirements of the profession and face the challenges therein. It is therefore essential to manage the quality of in-service teacher education programmes through effective monitoring so that professional development of serving teachers will provide maximum benefits to the teachers and the society at large.

Teacher education programmes for elementary teachers under SCERT

1. The Director is the academic and administrative head in the SCERT Mizoram and oversees the functioning of the different Divisions and Departments, all working towards the achievement of quality and inclusive education at all levels of schooling as well as teacher education in the State.

2. There are 51 sanctioned academic posts under SCERT Mizoram and 37 posts are filled up which means 27.45% of the academics posts are lying vacant.

3. There are 11 para-academic posts under SCERT Mizoram and only 5 posts are filled up which means 54.55% of the posts are lying vacant.

4. There are 65 non-academic posts under SCERT Mizoram and only 34 posts are filled up which means 47.69% of the posts are lying vacant.

5. SCERT Mizoram fulfilled most of the physical infrastructure outlined by the Infrastructural Requirement of Model SCERT under the Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, 2012.

6. There are sufficient instructional resources in SCERT Mizoram to carry out in-service teacher education programmes.

7. During the last five years viz. 2016 -17 to 2020 – 21, SCERT Mizoram organized 5 programmes/activities for P/S teachers, 8 programmes/Activities for M/S teachers, 26 common programmes/activities for both P/S and M/S teachers, 2 programmes/activities for M/S Headmasters and 4 common programmes/activities for both P/S and M/S Headmasters. Majority of these programmes/activities conducted for elementary teachers are focussed on development of resource materials, workshops on areas concerned with the teaching-learning process and training on recent developments in the field of elementary education. A few programmes were also organised on awareness/sensitization on legal provisions and

policies, orientation course, innovation programme and on-site support to teachers. Programmes organised for headmasters are mostly focussed on leadership, administration and management.

Discussion on the findings related to teacher education programmes for elementary teachers under SCERT: The State Council of Educational Research and Training (SCERT) deals with the academic aspect of school education and teacher education. It was mainly established for qualitative improvement of school education in the state and this goal is achieved mainly through formulation of curriculum, preparation of textbooks, teacher's handbooks, teacher training, monitoring and supervision of elementary teacher training institutes and enhancement of professional competence of teacher educators. It also advised the Government on policy matters relating to school education and teacher education. Besides, the SCERT is the nodal agency at the state level for implementing all initiatives taken up by the NCERT, NIEPA and other central agencies for the qualitative improvement of school education and teacher education.

SCERT Mizoram is well-equipped and fully functioning in terms of infrastructure and instructional resources. However, there is a high rate of job vacancies under the various Departments/Divisions of SCERT. It can be assumed that the effective functioning of the Directorate will be seriously affected due to the fact that many academic, para academic and administrative posts remained vacant. The existing staffs are entrusted with multiple roles and responsibilities and this will hamper their efficiency and effectiveness to a great extent. It is therefore essential that the SCERT be empowered to function with full staff strength to ensure maximum output which will be beneficial for qualitative improvement in the field of school education and teacher education in the State.

During the period under study, SCERT Mizoram had conducted quite a few numbers of programmes for elementary teachers and headmasters. Most of the programmes were focused on developing resource materials which were expected to guide and enhance the effectiveness of teachers in the transaction of the curriculum

and will in turn have a positive impact on the overall quality of school education. The training programmes were found to be relevant and were expected to have a positive impact on the professional development of teachers. However, the number of teachers/headmasters who participated in these programmes was very few as compared to the total teacher population. It is desirable that these programmes have larger coverage so that maximum number of teachers can benefit from it. As such, it may be more effective if SCERT trained the teacher educators from DIETs to be master trainers in all programmes related to the professional development of elementary teachers and entrust them with the tasks of training all the teachers under their jurisdiction so that no teachers are left behind. This cascade model can prove very effective if the master trainers are well equipped to become experts in the required areas.

Teacher education programmes for elementary teachers under SSA.

1. SSA mission in Mizoram comprised of State Project Director, District Project Coordinators in each district, 26 BRCs/ BRCCs and 171 CRCs/CRCCs. These BRCs and CRCs played a very important role in improving the quality of elementary education through teacher training and provision of continuous academic support to elementary schools.

2. The establishment of BRC, BRCCs, CRC and CRCCs are as per the 'Norms for Intervention under SSA Framework for Implementation 2011'. For each RD Block in the district, 1 BRC is established and the number of CRCs established depends on the number of schools within each BRC. There is 1 BRCC and 1 CRCC in each BRC and CRC.

3. Subject – Specific Resource Persons available in the BRCs did not conform to the 'Norms for Intervention under SSA Framework for Implementation 2011'. There are only 2 Subject – Specific Resource Persons in most of the BRCs with no Subject - Specific Resource Persons available in any of the BRCs in Lunglei District as against the required 6 stated by the Norms.

4. CWSN Resource Persons available in the BRCs conformed to the 'Norms for Intervention under SSA Framework for Implementation 2011' except in Lunglei District where there were no CWSN Resource Persons in any of the BRCs. There is a

slight departure from the Norms in BRC Darlawn with 3 Resource Persons and only 1 Resource Persons in BRC Chhingaveng as against the required 2 stated by the Norms.

5. Majority of the Resource Persons, BRCCs and CRCCs have the required qualification as specified by the State Government. Deviation from the Government norms is found only in Champhai District where 6 of the CWSN Resource Persons do not have the required professional qualification.

6. There are 48 Resource Persons available in the BRCs and out of these 8.3% have less than 5 years of teaching experience, 52.1% have 5 – 10 years of teaching experience and 39.6% have 11 – 15 years of teaching experience.

7. Refresher Courses conducted by BRCs were not in conformity with the 'Norms for Intervention under SSA Framework for Implementation 2011' during 2016 – 17. As against the prescribed 10 days Refresher Course for each teacher, BRCs in Aizawl District conducted a total of only 5 days Refresher Course for elementary teachers. BRCs in Champhai conducted a total of only 2 days Refresher Course. Refresher Course for Headmasters was not conducted by any of the BRCs and BRCs in Lunglei District and Mamit District did not conduct any Refresher Course for elementary teachers during this period.

8. During the period 2017 – 18, only BRCs in Aizawl District conducted 10 days Refresher Course for Elementary teachers which were in conformity with the Norms. Refresher Course conducted for Elementary Headmasters was for only 2 days. BRCs in Lunglei District conducted only 4 days Refresher Course for elementary and did not conduct Refresher Course for headmasters. BRCs in Champhai District conducted 6 Days Refresher Course for elementary teachers and 4 days for headmasters. BRCs in Mamit District conducted only 6 days Refresher Course for elementary teachers and did not conduct Refresher Course for headmasters.

9. During the period 2018 – 19, BRCs in Aizawl, Champhai and Mamit districts conducted Refresher Courses for elementary teachers which were longer than the 10 days stated by the Norms but Refresher Courses conducted for headmasters did not meet the prescribed Norms. BRCs in Aizawl District conducted 12 days Refresher Course for elementary teachers and 2 days for headmasters. BRCs

in Lunglei District conducted 8 days Refresher Course for elementary teachers and did not conduct Refresher Course for headmasters. BRCs in Champhai District conducted 16 days Refresher Course for elementary teachers and 6 days for headmasters. BRCs in Mamit District conducted 15 days Refresher Course for elementary teachers and did not conduct Refresher Course for headmasters.

10. During the period 2019 – 20 to 2020 -21, BRCs in Mizoram did not conduct any Refresher Course for elementary teachers and headmasters due to Covid-19 pandemic.

11. During the period 2016 - 17, CRCs in Aizawl District conducted 7 meetings with 461 participants. CRCs in Lunglei District and Mamit District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants.

12. During the period 2017 – 18, CRCs in Aizawl District conducted 3 meetings with 375 participants. CRCs in Lunglei District did not conduct any meetings. CRCs in Champhai District conducted only 1 meeting with 90 participants. CRCs in Mamit District did not conduct any meetings.

13. During the period 2018 – 19, CRCs in Aizawl District conducted 9 meetings with 664 participants. CRCs in Lunglei District did not conduct any meetings. CRCs in Champhai District conducted 3 meetings with 125 participants. CRCs in Mamit District conducted 3 meetings.

14. During the period 2019 – 20, CRCs in Aizawl District conducted 9 meetings with 725 participants. CRCs in Lunglei, Champhai and Mamit districts did not conduct any meetings during this period.

15. During the period 2020 – 21, meetings were not conducted by any CRCs due to Covid – 19 pandemic.

Discussion on findings related to Teacher education programmes for elementary teachers under SSA: Sarva Shiksha Abhiyan, a centrally sponsored scheme was launched throughout India in 2001 under the Ministry of Human Resource Development (MHRD), Government of India. The major objective of the Scheme is to attain the Universalization of Elementary Education (UEE) in the

country. It also includes universal access and retention, bridging gender and social gaps in education and enhancing levels of learning for children.

With the implementation of the RTE Act 2009, the 'Norms for Intervention under SSA Framework for Implementation' was revised in 2011. In Mizoram, the establishment of BRCs and CRCs under the SSA mission was in conformity with the revised norms. There are Block Resource Centres in every RD block in Mizoram and CRCs were set up under each block, the number of CRCs depends upon the number of schools in each block. Each BRCs and CRCs are managed by BRCCs and CRCCs.

The BRCs and CRCs are the most important unit for providing in-service teacher training and on-site support to elementary schools and teachers at the block level. In this regard, the Norms stated that there must be six (6) subject-specific resource persons and two (2) CWSN resource persons to provide necessary training and on-site support to schools and teachers. However, during the period under study, most of the BRCs have only 2 subject-specific resource persons with Lunglei district having no resource persons in any of the BRCs while the specified numbers of CWSN resource persons are in position in most of the BRCs. This anomaly must be rectified at the earliest by the authority so that the BRCs can become resourceful centres for teachers/schools and make significant contribution towards the goal of UEE.

Data collected by the researcher revealed that all the BRCCs, CRCCs and Subject-specific Resource Persons possessed the required qualification specified by the State Government, but quite a few numbers of CWSN Resource Persons did not have the required professional qualification. This deviation from the norms may be due to unavailability of qualified candidates at the time of recruitment and these candidates may have been recruited on condition that they must qualify themselves within a given timeframe. However, at the time of data collection, no evidence was available on whether this assumption may have been the case or not. It is also not known whether the resource persons have since acquired the necessary professional qualifications as their current status has not been officially updated. It is crucial that

resource persons imparting teacher education are experts in their respective subjects/areas as this will impact the quality of professional development received by the teachers. As such, it is imperative that recruitment of Resource Persons be done with utmost care so that only the most experienced and abled individuals are appointed for the job.

As per the Norms for Intervention 2011 of SSA, BRCs must conduct compulsory 10 days refresher courses for all elementary teachers and headmasters at the block level and CRCs must hold 10 meetings for all teachers at the cluster level. During the period under study, all the BRCs did not meet the recommended norms except during the period 2018 -19 where most of the BRCs conducted more courses than as specified by the Norms. It is also alarming that very few courses were conducted for headmasters. Majority of the CRCs held very few meetings for teachers with CRCs in Aizawl district conducting the highest number of meetings. It is also worth mentioning that no courses/meetings were conducted by the BRCs and CRCs during the period 2019 – 20 to 2020 – 21 due to the Covid-19 pandemic. The reasons why very few courses/meetings were conducted may be because of late receipt of funds as is almost always the case with centrally sponsored schemes or it may be due to negligence and inefficiency on the part of the BRCs/CRCs. This matter requires serious contemplation since the quality of teachers determines the quality of education to a great extent. If the teachers and headmasters do not receive proper professional development, it will be detrimental to the overall goal of achieving quality elementary education for all. As such, the Government must take immediate necessary measures to ensure that funds are sanctioned on time and must also closely monitor the functioning of the BRCs and CRCs.

It is essential that proper Training Management System be put in place to enable the effective monitoring of the professional development courses attended by each teacher. This will go a long way in ensuring that each teacher received the necessary support for enhancing their competency and effectiveness.

Service conditions and professional development of elementary teacher educators in Mizoram.

The major findings related to service condition are as follows:

1. Regarding the service condition of elementary teacher educators in Mizoram, majority of the teacher educators (70%) felt that the government did not treat them fairly. This was further supported by the fact that pension benefits and other benefits given to government employees were denied to a vast majority (82%) of elementary teacher educators.

2. Promotion opportunity was few and far between considering the fact that there are very limited posts available for promotion. Promotion could be achieved mostly through length of service and availability of vacant post; promotion by merit seldom took place.

3. A vast majority of the teacher educators (72%) were satisfied with the amount of their salary but were discontented with the implementation of pay revisions. Besides, majority of the teacher educators (80%) did not receive their salaries regularly.

4. Majority of the teacher educators (74%) felt that the working environment in their institutions was mentally and physically satisfying most of the time, but not always.

5. Majority of the teacher educators (72%) are satisfied with their working hours and find it adequate and sufficient.

The major findings related to Professional Development Activities are as follows:

1. Participation in most of the professional development activities was not compulsory for the elementary teacher educators.

2. Majority of the elementary teacher educators (70%) participated in at least some type of professional development activity in the past 2 years over the survey period but the number of persons who did not engage in any professional development activity is quite substantial.

3. Amongst the elementary teacher educators who participated in professional development activities, majority of them (65%) attended more than 6 days of professional development which is not much for a two year period.

4. The professional development activities with high participation was engaging in informal discussion with colleagues to improve professional skills, reading professional literature and subject-matter/ methods/ education related courses

and workshop. However, in all these development activities, majority of the teacher educators reported only small or moderate impact in their professional growth.

5. The development activity which had the least participation was observation visits to other institutions and engaging in individual or collaborative research. Further, amongst those who participated, majority of them reported only a small impact in their professional growth.

6. A significant number of elementary teacher educators engaged in Qualification Courses but the number of educators reporting large impact is negligible (7%).

7. All the professional development activities taken up by the teacher educators were found to have at least a small impact on their professional growth but very few experienced large impact from the activities.

8. Majority of the elementary teacher educators (56%) who participated in professional development activity did not receive any remuneration/bonus for undertaking the professional development activities that took place outside regular work hours.

The major findings on Professional Development Needs of Elementary Teacher Educators are as follows:

1. A significant number of the elementary teacher educators rated ICT skills for teaching (46%) and teaching students with special learning needs (38%) as the aspect of their work in which they had high level of development need.

2. A significant number of the elementary teacher educators expressed moderate level of development need in all aspects (36% - 66%) of their work.

3. A small proportion of the elementary teacher educators expressed low level of development need in all aspects (12% - 28%) of their work.

4. A miniscule proportion of elementary teacher educators expressed no need of professional development in almost all aspects (2% - 8%) of their work.

5. School management and administration is the only aspect in which all the elementary teacher educators expressed at least some level of development need.

6. All the elementary teacher educators expressed the desire to participate in more professional development. The main reason that prevented them from participating in more professional development as cited by more than half is lack of

opportunity. A sizeable number also cited conflict with work schedule and unsuitable professional development offered.

Discussion on findings related to service conditions and professional development of elementary teacher educators in Mizoram: It is a well-known fact that the status and quality of teachers determines the quality of education to a great extent. In the field of teacher education, the importance of prioritising human resource development and improving the working conditions of teacher educators cannot be overemphasized. As such, a sustained investment in the professional development of teachers and the improvement of their working and employment conditions will directly contribute towards the goal of achieving quality education for all.

The service conditions of elementary teacher educators in Mizoram leave much to be desired. It can be surmised that they are given sub-standard treatment by the Government since most of them do not have any pension benefits, opportunities for promotion is very slim and to top it all off, salaries are disbursed irregularly. The deplorable service condition of the elementary teacher educators may have certain adverse effect on the quality of professional development provided to elementary teachers since it can be safely assumed that the elementary teacher educators will have low morale and motivation. Besides, the profession will not attract the most able and motivated individuals to enter the service. It is therefore essential to formulate strategic action plans for improving the service conditions of elementary teacher educators to ensure better quality of teacher education, which will in turn contribute to improving the overall quality education in the State.

Professional development for teacher educators encompasses a variety of professional learning, specialized training, or formal education that intends to help them improve their skills, knowledge, and effectiveness. Continuous professional development is crucial for all teacher educators as it enables them to become more proficient in their work. It is, therefore surprising that participation in professional development is not compulsory for elementary teacher educators in Mizoram. However, majority of the teacher educators participated in at least one or the other form of professional development programmes but most of them reported that these

programmes have only small or moderate impact in their professional growth and development. This is very discouraging and should be taken seriously because if professional development did not have a large impact on the elementary teacher educators, there will be little professional growth and the quality of elementary teacher education will surely be affected. Measures have to be taken by the Government to ensure that only need-based professional development is provided to elementary teacher educators. Besides, a strong system must also be in place for continuous monitoring of the quality of these programmes. Elementary teacher educators did not receive any remuneration or bonus for engaging in professional development outside their work, and this can be a large factor for the low participation in any professional development activities especially in the field of research and visit to other teacher education institutes. It is, therefore desirable that engagement in professional development especially in the field of research be made an important criterion for career progression. This will indeed motivate teacher educators to take part in as many professional developments as possible.

All the elementary teacher educators under study expressed their desire to participate in more professional development activities but majority of them expressed only moderate level of development need in most areas of their work. High level of development need is expressed only in the areas of ICT skills and teaching special needs students. School administration and management is the only aspect where all the teacher educators expressed their need for professional development and a small percentage of the educators even expressed that they do not need any professional development in any aspects of their work. Based on the findings related to professional development needs of elementary teacher educators, it can be assumed that the elementary teacher educators are extremely proficient in their work since they do not express high level of development needs in most aspects. But this assumption seemed to be quite contradictory with the findings in the Competency Scale which will be discussed in the next point.

Continuous Professional Development of teacher educators is vital for the qualitative improvement of education at all levels. As Rabindranath Tagore rightly observes “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

Professional competency of elementary teacher educators in Mizoram.

1. Elementary teacher educators having average professional competency had the highest number of teacher educators (54%). The number of teacher educators having high professional competency (24%) was about one-fourth of the total sample and the number of teacher educators having low professional competency (22%) was less than one-fourth of the total sample.

2. The number of female elementary teacher educators (66%) was significantly more than the number of male elementary teacher educators (34%). However, the study reveals that gender is not a significant factor in determining the level of professional competency.

3. The study revealed that out of the three age groups of elementary teacher educators, the age group 41 – 50 years of age has the highest number of teacher educators (60%), the age group 51 – 60 years of age has the lowest number of elementary teacher educators (10%) and the age group 31 – 40 years of age contributes 30% of the elementary teacher educators.

3. The study revealed that high professional competency (40%) was found only in the age group 41 – 50 years of age and this age group also had the least percentage of teacher educators having low professional competency.

4. The age group 51 – 60 years of age had the highest percentage of teacher educators with low professional competency.

5. The elementary teacher educators in the age group 31 – 40 years of age had the highest percentage of teacher educators having average professional competency (73%) and a substantial percentage with low professional competency (27%).

6. Elementary teacher educators with more than 16 years of experience had the highest percentage of teacher educators having high professional competency and the lowest percentage of teacher educators having low professional competency.

7. Elementary teacher educators with 11 – 15 years of experience had the highest percentage of teacher educators having average professional competency.

8. Elementary teacher educators with less than 10 years of experience had the highest percentage of teacher educators having low professional competency.

Discussion on findings related to professional competency of elementary teacher educators in Mizoram: Professional competencies refer to the requisite skills, knowledge and attributes that a person must possess in order to become successful in any profession. In the field of teacher education, the level of teacher educator's competency will determine the quality of teachers and school education to a great extent.

In the present study, it is found that 22% of the elementary teacher educators have low professional competency, 54% of the elementary teacher educators exhibit average professional competency and only 24% of the elementary teacher educators demonstrate high professional competency. This finding is not in line with the professional development needs expressed by the elementary teacher educators where most of them stated low to moderate professional development needs in most aspects of their work. This contradiction might be due to the fact that the elementary teacher educators have an inaccurate self – perception of their knowledge and abilities in relation to the teaching profession or, it might be due to lack of awareness on the part of the teacher educators on the importance of continuous professional development for successful execution of their roles and responsibilities. It is, therefore, evident that continuous teacher educator professional development in all aspects of education is crucial to raise the professional competency of elementary teacher educators. Unless the teacher educators are remarkably competent, the goal of maintaining high standards in teacher education and school education will not be successful.

The study revealed that the number of female teacher educators is significantly more than the number of male teacher educators. Based on the popular belief that women are more nurturing than men, it is not surprising that more women are recruited in the field of teacher education. The same is also true in the field of school education as per UDISE Report 2020 – 21. However, the data shows that gender is not a major factor in determining the competency of teacher educators. As such, the popular assumption that women may be better than men in teaching does not seem to be valid in the case of elementary teacher educators in Mizoram.

The study revealed that out of the three age groups, 41 – 50 years of age had the maximum number of teacher educators and high professional competency was

found only in this age group. 51 – 60 years of age had the least number of teacher educators but the percentage of teacher educators with low professional competency was highest in this group. It is believed that with age comes experience and with experience, competency level will also increase. However, the data revealed that with increase in age, the competency level decreased and this may be due to the natural ageing process which slows down brain function or, it might also be due to lack of interest towards the job which can arise out of boredom from doing the same thing over a long period of time. Whatever may be the case, it has to be taken seriously and in-depth study has to be conducted to find out the reasons so that effective remedial measures can be undertaken.

It is common knowledge that experience often leads to proficiency in any line of work. This assumption seems to be valid in the present study because the data revealed that teacher educators with more than 16 years of teaching experience have the highest percentage of teacher educators with high professional competency and the lowest percentage with low professional competency. Whereas, teacher educators with less than 10 years of experience have the highest number with low professional competency.

Recommendations

1. With the implementation of NEP 2020, the Government must take immediate actions to transform elementary teacher education institutes providing pre – service teacher education into multidisciplinary institutes as recommended by the Policy.

2. The Government must recruit elementary teacher educators based on their subject specialization. This will facilitate even distribution of teacher educators amongst different institutions which will solve the problem of faculty shortage in certain curricular areas.

3. The Government must take necessary measures to release adequate funds on time. This will enable the teacher education institutes and agencies to properly plan and organize more programmes of exceptional quality for in – service teachers.

4. The Government must take necessary actions to ensure that only experienced and qualified persons are recruited as Resource Persons in the BRCs.

5. Vacant posts under DIETs and SCERT must be filled up immediately to ensure the smooth functioning of the institutions.

6. Better infrastructure and instructional facilities create an environment that not only encourages learning but also motivates and boosts the confidence of teachers and learners. Therefore, the Government must equip the elementary teacher education institutes with better and modernised infrastructural and instructional facilities.

7. The Government must create a system wherein all elementary teacher educators are required to complete certain number of professional development programmes. Points should be credited for attending these programmes which will be used as one of the criterion for career progression.

8. The Government must make provisions for study leave to enable elementary teacher educators who wish to pursue further studies. This will prove beneficial for uplifting the quality of elementary teacher education.

9. A high powered monitoring team/ committee must be set up by the Government to continuously monitor the quality of various teacher education programmes taken up by the different teacher education agencies. The monitoring team must also be entrusted to monitor the quality of professional development programmes for teacher educators.

10. The Government must take prompt appropriate action to improve the service condition of elementary teacher educators. Better service conditions will raise the level of motivation of serving teacher educators as well as attract the most abled individuals to the profession.

11. A unified calendar of activities must be formulated by the appropriate authority to ensure that all elementary teacher education institutes are in sync and repetition of the same programme is avoided.

12. The concerned authorities must take necessary action to ensure better linkage between all personnel working in the field of teacher education. This will lead to better co-ordination and will enhance and improve the quality of teacher education as a whole.

13. Effective use of Training Management System must be insisted on all teacher education institutions. This will be helpful in monitoring the training programmes conducted by the TEIs .

Suggestions for Further Study

In the light of the present study, the researcher suggested the following problems to be taken up for further study:

1. Comparative study of elementary teacher education with other states in India may be conducted.
2. Study on effectiveness of in-service teacher education programmes through pre - test and post - test design.
3. A comparative evaluative study of teacher training programmes in DIETs/ SCERT/ SSA with other teacher training institutions.
4. Comparative study of pre – service elementary teacher education curricula of different examining bodies.
5. Evaluation of elementary teacher training programmes in relation to students' academic achievement.
6. Study of existing recruitment rules of teacher educators and principals of teacher education institutions in States and UTs.
7. Study on service conditions of elementary teacher educators in different states/ UTs of India.
8. Study on impact of centrally sponsored schemes for teacher education.
9. Study of accountability and teacher educator professionalism.
10. Study on innovations in professional development of elementary teacher educators/ elementary teachers.