STATUS AND CHALLENGES OF DISTRICT INSTITUTES OF EDUCATION AND TRAINING IN MIZORAM: A CRITICAL STUDY

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Submitted in partial fulfillment of the degree of Doctor of Philosophy

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CERTIFICATE

This is to certify that **Ruth Lalsawmzuali, Ph. D. Scholar, Department of Education, Mizoram University, Regn. No. MZU/Ph. D./625 of 09.05.2014,** has written her thesis titled '**Status and Challenges of District Institutes of Education and Training in Mizoram: A Critical Study'** under my guidance and supervision. In preparing the thesis Mrs. Ruth Lalsawmzuali has complied with all the requirement as laid down in the Ph. D. Regulation of the University. The thesis is the original work of the scholar and has not been submitted for any degree to any other University.

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DECLARATION

I, Ruth Lalsawmzuali, hereby declare that the subject matter of the Thesis titled '**Status and Challenges of District Institutes of Education and Training in Mizoram: A Critical Study'** is the record of work done by me, that the contents of this Thesis did not form 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.

This is being submitted to the Mizoram University, Aizawl for the award of Doctor of Philosophy in Education.

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Ruth Lalsawmzuali

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INTRODUCTION

1.01: Prologue

Over the world, education is the means through which people gain knowledge and expand their views. It is important as a potential instrument for the purpose of imparting sensible knowledge of all types, and forming characteristic traits which will empower one to become normal and civilized human beings in the society. Moreover, the level of education achieved help people earn respect and recognition in the society. Mahatma Gandhi said *Education is the basic tool for development of consciousness and reconstruction of society.* No nation can progress and develop without a system of education that provides scope and opportunity for every individual to develop his or her potentialities thereby eventually make one contribute to the progress and development of the nation. The quality, ability and character of the people will depend on the kind of education they receive. It is recognized undeniably by everyone that teachers at all levels of education have great roles to play not only in the task of building but also in the reconstruction of our nation. The Kothari commission (1964-1966) while explaining educational and national objectives rightly pointed out:

The destiny of India is now being shaped in her classrooms. This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people.

On the quality of education, the commission explains that, it is the teacher who is responsible to bring about desirable changes among the children with the broader principle of raising the standard of education.

In any national system of education, the elementary education is considered most significant as it is the backbone of any form of education. Providing quality education at the elementary level is considered the basis of human resources development of a nation. Since the teacher is the most significant and vital factor in the process of education, his enhancement and support will help in improving the elementary education qualitatively.

Today, the need of good teachers is even more urgent. The implementation of free, compulsory and universal education at the elementary level, the launch of the massive Project Sarva Shiksa Abhiyan (SSA) in 2002, and the Right to Free and Compulsory Education (RTE) Act, 2009, brought masses of learners into the class-rooms, rendering the job of educating them an enormous task. Hence, the training of such teachers has become an imposing task in order to bring quality in education. Therefore, these educative measures have created the urgent need of good teachers in order to enhance the teaching quality within the classrooms.

1.02: An overview of Teacher Education in India

Although teacher education in India has been in practice for many years, yet it has a short history as the study of professional education of teachers as an organized discipline is a growth of comparatively recent origin. In the Indian educational system which was prevalent prior to the introduction of western education, nothing significant was done to prepare the teachers in the professional sense, nor was the matter made even a subject of thought. In most cases the teachers were the product of the schools that they serve. Whatever initiation they had in the art of teaching was possibly gained through experiences and through a form of apprenticeship to some of their former teachers.

Teacher Education in Pre-British Period

The teacher in ancient India was believed to be well versed in temporal and divine knowledge. The basic aim of education was to equip the learner with the worldly and spiritual knowledge that would prepare him for self- realization. In ancient India, education was centered mainly on the Vedas (Rig, Yagur, Sama and Atharva) and Vedangas (Siksha, Chhandas, Vyakarana, Nirukta, Kalpa and Jyothisha). The system of 'Gurukula' was prevalent and there was an intimate relationship between the 'Guru' and 'Sishya' i.e. teacher and pupil. The salient feature of the ancient education system was individualization of instruction. According to the Rigveda, after selection of a pupil for a teacher, the pupil-teacher was educated or trained effectively.

The duty and responsibility of the teacher was not only to teach pupils but also to practice what was taught. In the Vedic era knowledge was transmitted orally. The students had to memorize the spoken lessons from the teacher, by repeating them orally. The teacher remained the sole agent of knowledge as there was no other possible way of reference on any subject. Whatever knowledge possessed by the teacher was transmitted and transferred to the pupil teacher through various methods. For clarification of philosophical concepts, stories and parables from nature were used. Such methods of the teachers were adopted by the disciples and conveyed to the next generations of teachers. *Manu* remarked that the son of the Guru sometimes assisted his father, by teaching in his father's place. The teacher was sometimes supported in his work by some of the older and efficient pupils who acted as monitors. Hence, the transmission of methods of teaching through imitation and repetition facilitated the transformation of scholars into teachers.

The establishment of monastic system was an important feature of the Buddhist period. There was an alteration in the teachers' roles during this period. With the development of knowledge in various fields and disciplines, the teachers were compelled to attain some mastery in special branches of knowledge. Besides the religious studies, the curriculum included the secular subjects as well. During the Buddhist period, centres for higher education like Nalanda and Takshasila were established. In addition to oral recitation, various methods like discussion, debate, question-answer, exposition through stories and parables were employed by the teachers to make the teaching process more systematic. The duty of the teacher was to take full charge of his disciple.

During the medieval period, education became a state patronage and it was held in high esteem. Teachers and instructors were given great respect. The Muslim rulers established several educational institutions at different levels. Several primary schools called Maktabs were opened by the Mohammedan rulers with the intention to spread the Islamic principles and culture, and for higher education institutions Madrasahs were established. In the elementary stage of education, importance was given to the three R's- Reading, Writing and Arithmetic and the study of Koran was made compulsory. In the higher educational stage, grammar, arithmetic, logic, science and philosophy were taught and encouragement was given to rote learning and some sort of debates and discussions by scholars were also employed in the educational system. During the medieval period, the method of teacher preparation was also mostly imitation of what the old teachers practiced. Talented students were appointed as tutors by good and experienced teachers to teach and look after the junior students in the teachers' absence. Thus, for the preparation of prospective teachers, the monitorial system was prevalent in the medieval period.

British period

With the establishment of western powers in India, an innovative type of educational system, quite different from the existing indigenous system came to be acknowledged. The British rulers transformed the prevalent educational system in India by replacing it with their own system, and inculcating their philosophy. Thereby, incorporating advanced system of education; several schools were established by the European missionaries to impart English system of education in various parts of India. The increasing demand of more and more teachers in these schools paved way for the foundation of systematic training of teachers overruling the Monitorial System. The European missionaries first established schools and later introduced teacher training institutions before the arrival of the English in India. As a first step in the field of training of teachers in India, the Danish Missionaries established a normal school for the training of teachers at Serampur (West Bengal) near Calcutta. Dr. Andrew Bell opened the experiment of Monitorial System in Madras which formed the base of teacher training programme for some time. It was used in England and known as Bell-Lancaster system. In his Minute dated 17th August 1823 Mr. Campbell, collector of Bellary, highly commended this monitorial system by which the more advanced scholars were asked to teach the less advanced and this was well acknowledged in England. Sir Thomas Munro, in his Minute dated 13 December 1823, gave same suggestions for the improvement of the education of teachers. He proposed an increase in their allowance as well as the introduction of different types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started by the British government in Madras and the sole change of management and finances vested in their hands; initially, it prepared teachers for the district schools but, later this normal school developed into the Presidency

College. Mountstuart Elphinstone, Governor of Bombay was the first who made arrangements for training of teachers and the attempts of teacher training were primarily meant for preparing Indians to administer the lower level of education. As the government began to take part in education, normal schools were opened at Poona, Surat and Calcutta. With the increase in the number of primary schools, more training institutions began to be established.

Wood's Dispatch, 1854

On 19th July, 1854 Wood's Dispatch was released and it immediately brought about a radical change in the educational policy of British India. For the first time, education was accepted to be the responsibility of the Government. The recommendations of this document paved way for a new era of organized educational administration, mass education, university education and teacher education. The dispatch gave some very important suggestions for the improvement of the education of teachers. It suggested that persons regarded suitable and devoted for teaching must be given allowances. The dispatch recommended the introduction of pupil teacher system (as prevalent in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme, they were to be given certificates and employment. So the dispatch introduced sufficient incentive for the prospective teachers. Although Lord Dalhousie, Governor-General of India was apprehensive, he suggested the implementation of Wood's dispatch which brought into existence a number of normal schools.

The Indian Education Commission, 1882

The Indian Education Commission also known as the Hunter commission 1882 recommended the establishment of Normal schools, government and private, to provide for the local requirements of all primary schools instead of Maktabs and other religious schools. The commission suggested that teacher candidate should pass in the examination; in the principles and practice of teaching, for permanent employment as a teacher in any secondary school, government or aided. For graduates, it suggested a shorter course of training compared to those of non-graduates. Pedagogical courses became more prominent and the commission's recommendations led to the opening of new teacher training institutions. There were 116 training institutions for men in 1892, while there were 15 institutions for women. Thus, by the close of the 19th century, some necessary changes in teacher training had been introduced; pedagogical courses had replaced general education, examinations and certificates in teacher training had been introduced and practical aspects in planning and teaching were emphasized.

The Calcutta University Commission, 1917

The Calcutta University Commission otherwise known as Saddler Commission was formed in 1917. It observed that the three essential components of teacher education- knowledge of the subject matter, practical training and theoretical training were not fulfilled. It recommended the introduction of education as an optional subject at the graduate level and the introduction of post graduate degree in education. The recommendations of the Saddler Commission helped in the improvement of teacher training programme in India. Following the recommendations of the Saddler Commission, majority of the Universities set up

faculties of education. Andhra University started B.Ed. degree in 1932 while Bombay University launched the post- graduate degree, (M.Ed.) in 1936. In 1941, there were 612 Normal Schools out of which 376 were for men and 236 for women. The recommendations of the Sadler Commission had constructive effect on the teacher training Programme and in 1925 Mysore University started a faculty of Education.

The Hartog Committee, 1929

The work initiated by the Sadler Commission was further carried on by the Hartog Committee, 1929. It found that only 44% of primary teachers were trained and that only 28% had passed the middle school examination. The Committee suggested that the standard of primary school teachers should be improved and training schools should be provided with better facilities and equipment. It recommended that teachers for rural areas should be inducted from persons who were close to rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified. It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations could do much to brighten the lives of the teachers and improve their work.

The Sergeant Report, 1944

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, 1944. The scheme was a broad-based educational plan. It made some practical suggestions for teacher's training programme in the country. It recommended that suitable boys and girls should be inducted into the teaching

profession after High School; practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two-year course for pre-primary and Junior Basic schools (after high school) and a three year course for the Senior Basic schools. The non-graduate teachers in high schools were to attend the course for two years training and the graduates for one-year training. The first year of the two years' training was to be devoted to the study of the general and professional subjects supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.

Meanwhile, the teacher education programmes in India got its shape and became almost similar in different provinces especially in the organisation of its course; in the inclusion of both theory and practical training. Two-year training course after matriculation was generally accepted for the preparation of primary teachers while one-year course for graduate teachers.

Post Independent period

With the attainment of independence in 1947 India entered a new phase of development. The emerging social, economic and political conditions imposed restructuring of the system of education as well as the teacher education. Therefore, the government of India with an intention to revamp the educational scenario appointed different committees and commissions to take the responsibilities and deal with the restructuring of the system.

The University Education Commission (1948- 49)

The University Education commission, constituted under the chairmanship of Dr. S. Radhakrishnan, right after independence was intended mainly for the

improvement of higher education. The Commission also observed that even though there was no difference in the theory courses offered in various teacher training colleges, there was much difference in the practices followed by each training college. For improvement of teacher training, it recommended remodeling of teacher training programmes giving more time to school practices and more weight to practice in assessing students' performance. It further suggested that the teacher educators must look at the whole course from a different angle; i) that the theory and practice should support each other, ii) trainees be recruited from people having a firsthand experience of school teaching, iii) courses in the theory of education must be flexible and adaptable to local circumstances.

The Secondary Education Commission (1952-54)

One of the important events of the first plan decade was the constitution of the Secondary Education Commission under the chairmanship of Dr. A. Lakshmanaswami Mudaliar. The commission's report presented one of the most important educational documents of free India. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and established three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and (c) Training Colleges.

The Kothari Commission (1964-66)

In 1964 an Education Commission was set-up by the government of India under the chairmanship of Dr. D.S. Kothari to advice the government on various

issues of education in the country. The Commission realized the importance of teachers and recommended for a sound programme of professional education for teachers for the qualitative improvement of education. It pointed out the weaknesses of the existing system and suggested ways to improve it. The commission recommended that isolation of teachers' colleges from schools, colleges and universities should be eliminated. It brought out the ways and means to do so. 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, and also directed the state governments to prepare a plan for the expansion of training facilities and setting up of State Boards of Teacher Education. As a result of the Commission's recommendations, some universities like Aligarh Muslim University, Kurukshetra University, Kanpur University etc. launched M.A. in Education and some other universities started Summer Schools and Correspondence Courses to meet the back log of untrained teachers.

National Policy on Education (1986) and Programme of Action 1992

The National Policy on Education, 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. In August 1985, the Government of India brought out a document named The Challenge of Education: A Policy Perspective. Accordingly, National Policy on Education was produced in 1986. Again, a committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review National Policy on Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education set up a committee in July 1991 under the chairmanship of Shri N. Janardhana Reddy, the then Chief Minister

of Andhra Pradesh, which considered some modifications in NPE taking into considerations the report of the Ramamurti Committee and other relevant developments having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992.

The main objective of the National Policy on Education of 1986 and Programme of Action, 1992 was to establish a national system of education which would ensure that all students irrespective of caste, creed, sex, and religion have access to education of a comparable quality. The NPE acknowledged teacher performance as the most crucial input in the field of education and stress was given to teacher education programme. It suggested an overhaul of teacher education as the first step towards national organization. Thus, it was on this recommendation that the existing training schools were upgraded to District Institutes of Education and Training (DIETS) and Training Colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

1.03: District Institute of Education and Training (DIET)

The concept of District Institute of Education and Training (DIET) emerged from the National Policy on Education (NPE), 1986. At the time of framing the NPE 1986, it was felt that the quality of pre-service education of elementary teachers had not kept pace with the pedagogical advancements. It was also felt that teachers in the system required in-service education and training to enhance their professional competencies and enrich their knowledge about the latest developments in the field of education. It was recognized that in-service education programmes for teachers needed to be conducted professionally. Therefore NPE 1986 emphasized the need to overhaul the system of teacher education by restructuring and revitalizing it.

Consequently, in 1987, the Ministry of Human Resource Development (MHRD) launched a centrally sponsored scheme consisting of five components for the restructuring and reorienting of teacher education. One of the components related to setting up of District Institutes of Education and Training (DIETs) as resource institutions at the grassroots to improve the quality of elementary education.

NPE 1986 and the Programme of Action 1992 proposed the setting up of District Institute of Education and Training (DIET) in all the districts of the country. NPE 1986 recommended that these DIETs will provide all the educational and training needs for both pre- service and in- service elementary school teachers and other functionaries associated with the elementary level of education. It also laid great emphasis on making each district a powerful unit of educational planning, supervision and control which till then was done at the national and state levels. By the time of adoption of NPE, elementary and adult education systems were already too vast to be adequately supported by national and state agencies alone. The NPE and PoA envisaged addition of a third-district level-tier to the support system in the shape of District Institutes of Education and Training (DIETs). With this expectation, it would be of wider quantitative coverage as well as qualitatively better support as these institutions would be closer to the field, and therefore more alive to its problems and needs.

Prior to the adoption of NPE 1986, there were research and development institutions at two levels; national and state levels. The National Council of Educational Research and Training (NCERT) and the National Institute of Educational Planning and Administration (NIEPA) at the national level and the State Councils of Educational Research and Training (SCERTs) / the State Institutes of Education (SIEs) at the state level, provided resource support to the system of school

education in their sphere of work. Below the state level, there was no definite mechanism for providing academic support to the education system, particularly upgrading skills of in-service teachers. The whole education system had become so huge that, for providing support and qualitative improvement of education in a decentralized manner, a third tier at the district level was considered essential. Therefore, as a major step towards decentralization and to vitalize and transform elementary teacher education, NPE 1986 and the Programme of Action (PoA) visualized and defined an innovative institute, namely, the District Institute of Education and Training (DIET) at the district level. DIETs were to help provide specific responses to the needs and temperaments of different kinds of children. There was a lot of hope around these structures and they were given a vast role.

The key elements of the expectations from DIETs included initiating a dialogue with the teachers; encouraging participation and ownership of the community; ensuring that the learning process was more participative and engaging for children; ensuring that the assessment processes were meaningful and according to the expectations laid down in the curriculum documents, working towards developing capability in teachers to transact the curriculum and their responsibilities better.

The critical component in the setting up of DIETs was the need to bring in the flavour of the district and ensure that those working in the district were participants and owners of the processes initiated. By reaching out to these teachers in the small areas of each district the DIET would be able to attend to their professional needs and problems more regularly and effectively. As a resource center, the DIETs would constantly disseminate new knowledge, new teaching methods, and ensure teaching innovations to the school teachers of the district. It would also serve as a resource

center where human and material resources including software would be readily available for use by the teachers. Besides, attending to the needs of elementary school teachers, the DIET would also share the responsibility of making adult education, non-formal education and the literacy drive a success by meeting the training and resource needs of the non-formal and adult education workers.

DIETs would successfully implement the idea of decentralized planning and management of education as these activities would be carried out at the local level. Working amidst the grass root level educational workers, it would provide better understanding of the needs and problems of the teachers that require revision of curriculum, experimentation in methods of teaching and evaluation.

Functions of DIETs

DIETs are expected to produce qualitative transformation in the life of the community through education, and it needs to energise the educational climate of the district. In order to create a vibrant academic resource institution, DIETs are to provide rich resource supports to improve professional competence to teachers and other functionaries. Therefore, DIETs are asset for various activities at the district level. As per the DIET's Guidelines (1987), the functions of the DIETs are to provide pre-service and in-service education to primary school teachers, conduct induction level and continuing education of instructors and supervisors of non-formal and adult education and provide resource support to them, provide planning and management support for District Board on Education (DBE), school complex and educational institutions, serve as evaluation centres for primary and upper primary schools as well as non-formal and adult education centres, provide services as resource and learning centres for teachers and instructors, provide educational

technology and computer education support for the districts, and conduct experiments and research.

Structure of DIET

In order to facilitate suitable structure to implement the innovative concept of DIET, under the DIET Guidelines of 1989, each DIET was recommended to have seven academic branches: Pre-Service Teacher Education (PS-TE), Work Experience (WE), District Resource Unit (DRU), In-service programmes, Field interaction and lnnovation and Coordination (IFIC), Curriculum material Development and Evaluation (CMDE), Educational Technology (ET), and Planning and Management (P&M).

In districts where DIETs are not established, District Resource Centres (DRCs) are established under the Centrally Sponsored Scheme of teacher education to provide academic support and training to elementary school teachers and educational personnel. Table 1.01 shows the state-wise number of functional DIETs and DRCs in India.

Table 1.01

State-wise Functional DIETs and DRCs in India

Sl. No.	States & UTs	No. of districts	No. of functional DIETs/DRCs
1	Andhra Pradesh	23	23
2	Arunachal Pradesh	15	11
3	Assam	23	18
4	Bihar	37	24
5	Chhattisgarh	16	16
6	Goa	2	1
7	Gujarat	25	26
8	Haryana	19	19
9	Himachal Pradesh	12	12
10	Jammu & Kashmir	14	14
12	Jharkhand	22	19
12	Karnataka	27	27
13	Kerala	14	14
14	Madhya Pradesh	45	45
15	Maharashtra	35	34
16	Manipur	9	9
17	Meghalaya	7	7
18	Mizoram	8	8
19	Nagaland	8	6
20	Odisha	30	30
21	Punjab	17	17
22	Rajasthan	32	30
23	Sikkim	4	1
24	Tamil Nadu	30	29
25	Tripura	4	4
26	Uttar Pradesh	70	70
27	Uttarakhand	13	13
28	West Bengal	18	16
29	Andaman & Nicobar island	2	1
30	Delhi	9	9
31	Pondicherry	4	1
32	Lakshadweep	1	1
33	Daman & Diu	2	0
34	Dadra & Nagar Haveli	1	0
35	Chandigarh	1	0
Total		**599**	**555**

(*Source: http://education.nic.in/Elementary/Annual Report 2010-ll)*

1.04: National Council for Teacher Education

The National Council for Teacher Education (NCTE) was established in May, 1973 by a Government resolution to advise Central and State Governments on all matters pertaining to teacher education, with its Secretariat located in the NCERT. Till 1993 the NCTE's status and role have been purely advisory and did not have statutory powers to enforce its guidelines. In accordance with the provisions laid down in the NPE 1986 and its Programme of Action (1992) for its implementation, the NCTE has been conferred statutory status as per the NCTE Act No. 73 of 1993 passed by the Parliament and assented to by the President. It has come into existence with effect from 17th August, 1995 *(Gazette Notification N0. 401 of July 10, 1995)*. The Act provides for establishment of the NCTE with a view to achieving planned and coordinated development of teacher education system throughout the country, regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

To carry out its mandate the NCTE has set up four Regional Committees at Jaipur, Bengaluru, Bhubaneswar and Bhopal covering the territorial jurisdiction of the Northern, Southern, Eastern (and North-Eastern) and Western Regions of the Country respectively. These Regional Committees came into existence on 06.01.1996. The Committees through Inspection teams receive information on the fulfilment of requirements by the recognition seeking institution and take appropriate decisions. Institutions are given recognition or provisional recognition or refused recognition on the basis of the report of the Inspecting Teams. Apart from exercising its regulatory and disciplinary authority NCTE also undertakes major initiatives toward extending academic support to the quality improvement of teacher education in the country. The existing NCTE (Recognition Norms and Procedure) Regulations

2014 came into effect on 28th November 2014 following the recommendations of Justice Verma Commission (2012).

NCTE also develops National Curriculum Framework for teacher education. The first Teacher Education Curriculum Framework was released jointly by NCTE and NCERT in 1978. The framework recommended time allocation to different areas like pedagogical theory, working with community, content-cum-methodology and teacher practice including related practical work. Subsequently, the revised version of this curriculum framework was developed in 1988, and the first curriculum framework for quality teacher education was launched in 1998. The latest changes and technological developments were incorporated from time to time in these frameworks. Later, a discussion paper on curriculum framework jointly prepared by NCTE and NCERT was brought out in 2006. Finally National Curriculum Framework for Teacher Education was developed in 2009 by an expert committee comprising of eminent scholars, teacher educators, teachers, representatives of NGOs, faculty of RIEs, NCERT, SCERTs, DIETs, IASEs, CTEs, University departments of education, state departments of education etc. Two previous significant developments particularly, NCF 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of this Framework. Since education is in the concurrent list, the responsibility of developing the curriculum for elementary teacher education rests with state governments. The different states and union territories develop their teacher education curriculum at elementary stage according to their own needs and requirements. The State Council of Educational Research and Training (SCERT) and Board of School Education of respective states

and union territories are mainly responsible for the construction of curriculum of the Pre-service Elementary Teacher Education.

1.05: Brief Profile of Mizoram

Mizoram was granted Statehood on February 20th 1987 as per Statehood Act of 1986 and became the 23rd State of the Indian Union. For the administrative purpose, the state is divided into eight districts and twenty six Rural Development Blocks (RD Blocks). The Mizoram State Legislative Assembly has 40 seats and Mizoram is at present represented at the Parliament by two members; one in the Lok Sabha and the other in the Rajya Sabha. The state has witnessed vast constitutional, political and administrative changes during the past years. The traditional chieftainship was abolished, and the District and Regional Councils created under the Sixth Schedule of the Constitution of India empowers a substantial measure of local control. The profile of the districts is shown in Table 1.02.

Table 1.02

District Profile of Mizoram

Sl. No	District	Headquarter	Total area covered in sq km	Population			Density	Sex ratio	Literacy %
				Male	Female	Total			
1	Aizawl	Aizawl	3,576.31	201072	202982	404054	113	1009	98.50
2	Lunglei	Lunglei	4,538.00	79252	74842	154094	34	944	89.40
3	Champhai	Champhai	3,185.83	63299	62071	125370	39	981	93.51
4	Kolasib	Kolasib	1,382.51	42456	40598	83054	60	956	94.54
5	Mamit	Mamit	3,025.75	44567	41190	85757	28	924	60
6	Lawngtlai	Lawngtlai	2,557.10	60379	57065	117444	46	945	66.41
7	Serchhip	Serchhip	1,421.60	32824	32051	64875	46	976	98.76
8	Saiha	Saiha	1,399.90	28490	27876	56366	40	978	88.41
Mizoram			21,087.00	552339	538675	10,91,014	52	875	91.85

(Population Census 2011)

1.06: History of Education in Mizoram

Prior to the annexation of Mizoram to the British Empire in 1890, the Mizos were considered to be illiterate as they did not have a script of their own since no writing system was in existence. Everything was conveyed to each other through oral messages that were handed down from generation to generation. Most of their knowledge was disseminated at ‘Zawlbuk’, a bachelors’ dormitory which also served as a traditional school for the boys. In January 1894 two English missionaries of Arthington Aborigines Mission, J.H. Lorrain and F.W. Savidge arrived at Aizawl. Since there was no alphabet and no written literature in the Mizo language, they

immediately worked on creating Mizo alphabets based on Roman script with a phonetic form of spelling based on the Hunterian system of transcription. After a stay of only two and half months, they started the first school on 1st April 1894. The first and only pupils who attended the school were two Mizo boys. These two boys surprised their teachers by mastering the new alphabets in a week's time. It was for the first time that the Mizos were exposed to western education and culture. The first textbook *Mizo Zir Tir Bu (A Lushai Primer)* was released on 22 October 1895 and it became the first book in Mizo language.

In 1903, 15 villages of Mizoram had schools and the total number of enrollment reached over 400 students. The British administration started promoting education by waiving forced labour (called *kuli*) for those who passed class IV (primary school) in addition to the grants for scholarships to meritorious students and also sanctioned grants to the existing schools. The first systematic examination called Lower Primary Exam was conducted on 25 June 1903, with 19 candidates; 2 girls and 17 boys. In February 1904 Sir Pramfylde Fuller, the Chief Commissioner of Assam visited Mizoram (the then Lushai Hills) and he visited the Government schools and Mission schools. Impressed with the mission schools he immediately issued an order for dissolution of all government schools. Further, he handed the entire educational administrative charge to the Mission school authorities and since then the Mission schools were administered by the Honorary Inspector of Schools. The schools under the Mission care were successful in academic as well as non-academic fields. Several schools were established with dedicated teachers under the Honorary Inspector of Schools with the approval of the Superintendent of Lushai Hills (Mizoram) who was a representative of the British Governor General of India.

In the year I942, the Superintendent of the Lushai Hills (Mizoram) submitted a proposal to the Governor of Assam for the establishment of the "Lushai Hills District Education Board" and the Board members were to be selected from missionaries of the North and South of Mizoram. After the Governor of Assam had approved the proposal, the District Education Board was formed. The Board was to function only as an advisory body and would not in any way reduce the powers of the Education Department and the Superintendent. The views of the Board should be sought for all new educational schemes of Mizoram.

When the first schools were opened, the Missionaries taught without receiving salary for some years. In 1902, the teachers were given a salary of Rs.5/- for the first time and later on during 1930s, the trained teachers were paid Rs. 18/- to Rs. 20/- per month, whereas in some cases Rs. 15/- was paid according to their educational qualifications. The untrained called Apprentice Teachers were given Rs. 5/- per month. The matriculate teachers were paid Rs. 22/- per month with an increment of one rupee every year, and the salary of the teachers were mostly paid from the Government Education grant.

Since there was no High School in Mizoram and students who had passed from Middle Schools could not advance to the next level of education. Due to the pressing demand for High school, the first High school named the Mizo High school was finally established on 23 February 1944 with 56 students in class VII. The management and control of the school was placed under the Mission in Aizawl. The position of schools in Mizoram prior to India’s independence is shown in the table 1.03.

Table 1.03
Schools in Mizoram before 1947

Sl. No.	Schools	Number
1	Government Primary Schools	77
2	Government Aided Primary Schools	146
3	Mission Primary Schools	116
4	Mission Aided Primary Schools	5
5	Private Primary Schools	27
6	Government Middle Schools	15
7	Government Aided Middle Schools	13
8	Private Middle Schools	27
9	Private High School	1
TOTAL		**427**

(*Source: Statistic wing, Directorate of School Education)*

1.07: Genesis of Teachers' Preparation in Mizoram

In 1925 the first Teachers' training institution was established in Mizoram and this institution was run by the missionaries. Prior to its establishment, the foreign missionaries conducted some kind of teachers' training on numerous occasions. In 1907 the first training of teachers was conducted in Mizoram by Mr. Savidge an English missionary and this initial training consisted of 24 male trainees. In 1914, the number of village schools had gone up to 40 in the north, and the missionaries organized special training classes at Aizawl for a month. The missionaries prepared lessons on Class management in detail and published them in the local newspaper in 1910, and this became the curriculum for the teachers' training course. The curriculum was divided into three main parts, Organization, Teaching Method and Discipline. The teachers were taught how to divide the whole course for each quarter and be able to complete the course within one academic year. It included how to

maintain school register, preparation of classwork, maintenance of punctuality, teaching the pupils to inculcate self- confidence, school drill, singing, seat arrangement and its proper use, preparation of time-table, moral teaching and discipline. The teaching method included teaching of reading in group and individual reading for the beginners, recitation, method of writing, composition and letter writing, dictation, arithmetic and method of teaching geography. This one month's training course continued up to 1925, after which a regular Teachers' Training Institute was established. In 1932, the second Teachers' training institution was opened at Lunglei by the missionaries to train teachers working in the southern regions of Mizoram. Till 1953, there were only two Teachers' training centres in Mizoram and both were run by the mission boards.

1.08: Establishment of DIETs in Mizoram

The first DIET in Mizoram, Aizawl DIET was established in the year 1953 as Junior Basic Training Centre (JBTC) offering two years' course at Aizawl for preparing primary school teachers. The main purpose behind its establishment at that time was to impart Basic Education as propounded by Mahatma Gandhi. In 1970, a Normal Training Centre was opened for Middle school teachers. These two training institutions were amalgamated in 1974 to form Undergraduate Teacher Training Institute (UGTTI), which provided training to elementary school teachers. When Mizoram attained the status of Union Territory, more graduate teachers were recruited at the elementary schools, the name of the institution was then changed to Teacher Training Institute (TTI) in 1980, with training duration of two-years. This institution was upgraded to DIET under the centrally sponsored scheme of teacher education in 1988.

The second DIET, Lunglei DIET for Lunglei district was established in 1974 as Undergraduate Teacher Training Institution (UGTTI) which was later named as Teacher Training Institute in 1980. It was given the status of a DIET under the centrally sponsored scheme of teacher education in 1993.

These two institutions functioned as full-fledged DIETs in the state for a long period of time. It was only recently that six more DIETs came into existence in 2013. These six DIETs were established by the government under the centrally sponsored scheme of teacher education as District Resource Centres (DRCs) also known as mini-DIETs in 2005. Their main task was to organize Orientation and Refresher courses for the in-service elementary teachers. With the implementation of the Right to Education Act 2009, and upon the recommendation by the Teacher Approval Board, these mini-DIETs have been upgraded to DIET status in 2013.

Besides the elementary teacher training institutions, Mizoram Institute of Education; a College offering B.Ed programme, was opened at Aizawl in 1975 under North Eastern Hill University. The name was changed to College of Teacher Education in 1989. The institution was later upgraded to Institute of Advanced Study in Education (IASE). Table 1.04 shows the timeline of establishment of teacher training institutions in Mizoram.

Table 1.04
Timeline of Teacher Training Institutions in Mizoram

Year	Aizawl	Lunglei	Cham-phai	Kola-sib	Lawng-tlai	Ma-mit	Saiha	Ser-chhip
1907	Teacher training initiated by Christian Missionaries							
1953	Junior Basic Training Centre	-	-	-	-	-	-	-
1974	Junior Basic Training Centre changed to Normal Training School a.k.a Under-graduate Training School (UGTTI)	UGTTI	-	-	-	-	-	-
1975	Mizoram Institute of Education (MIE)							
1980	UGTTI upgraded to Teacher Training Institute (TTI)	TTI	-	-	-	-	-	-
1989	TTI upgraded to District Institute of Education and Training (DIET)	TTI	-	-	-	-	-	-
1993	DIET	DIET	-	-	-	-	-	-
1997	MIE upgraded to College of Teacher Education (CTE)							
2005	DIET CTE upgraded to Institute of Advanced Study in Education (IASE)	DIET	Telescoped DIET/ District Resource Centre (DRC	DRC	DRC	DRC	DRC	DRC
2013	DIET	DIET	DRC upgraded to DIET	DRC upgraded to DIET	DRC upgraded to DIET	DRC upgraded to DIET	DRC upgraded to DIET	DRC upgraded to DIET

(Compiled by the researcher)

1.09: Mizoram Board of School Education (MBSE) and DIET

The Mizoram Board of School Education (MBSE) was established on 23 December 1976 by an act passed by the Mizoram Legislative Assembly. MBSE is an autonomous body with delegated powers to regulate, supervise and control school education within the state. The duties and responsibilities of the MBSE were stated in the statute 'The Mizoram Board of School Education Act 1975' which has been amended from time to time. Besides framing and preparing new curricula, syllabi and text books, the function of the Board is to conduct centralized examinations for the elementary, secondary and higher secondary school leaving Certificate examinations and examinations for DIETs. The Board is governed by a Governing Body which consists of the Chairman, the Secretary, ex-officio members and members nominated by the state government. The Board is divided into three main branches, viz.-

(1) General Branch, (2) Academic Branch and (3) Examination Branch.

Regional office of the Board: To cater to the needs of the three southern districts of the state namely Lunglei, Lawngtlai and Saiha districts, a Regional office of the Board was set up at Lunglei on December 2007. The office is seated by a Regional officer supported by the office staff.

The MBSE Act 1975 assigns the Board with certain duties and responsibilities to supervise the DIETs:

- MBSE frames the curricula for DIETs, prescribes courses of instruction including practice teaching and practical works.
- The Board conducts examinations of the DIETs, prepares and publishes the results of such examinations and grants appropriate Certificates to successful candidates.

1.10: State Council of Educational Research and Training (SCERT) and DIET

The State Council of Educational Research and Training (SCERT) was established on 20th January, 1980 under the Directorate of Education with an Officer-on-Special Duty (OSD) as Head of the office. The post of OSD was given the status of Deputy Director which was later on upgraded to Joint Director in 1989. Finally it was upgraded to full-fledged Directorate on 22 May, 2008. 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 within the state. The SCERT being an academic wing of the Department of School Education 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 also concerned with the Curriculum and Textbook development, Science Promotion, Vocational Education, Special Education, Social Sciences & Humanities, Computers and Information Technology and Educational Research. There are two chief domains under the SCERT - (i) Training and (ii) Research. Educational Training relates to providing extension and in-service training programmes to teachers, teacher educators, educational supervisors and educational administrators like CEO, DEO, SDEO and Headmasters and Principals of High Schools & Higher Secondary Schools. SCERT Mizoram undertook only a few research works since funds for conducting research are not provided adequately by the State Government. Indian Space Research Organisation (ISRO) along with the Ministry of Human Resource Development has provided for a full set up of EDUSAT facilities. The EDUSAT facilities include the Teaching End Studio with complete set of equipment including UPS, Computer servers etc., the equipment for the Hub and also Dish Antennas.

These facilities would be used to provide educational programme and video conferencing activities between the Hub (Teaching End Studio) and 50 other Satellite Interactive Terminals (SITS) located in different parts of the state.

The Teacher Education and Extension Services Wing of SCERT aims at bringing about qualitative improvement in the school system, emphasizing on Teacher Education in the State. It attaches high importance to the teachers recognizing the special role played by them in shaping and engineering the society. It is therefore concerned with the need to have a qualified, trained and dedicated teachers and supplementing this deficiency by organizing orientation and training programmes. The main tasks of SCERT in relation to DIETs are,:

- To impart guidance and coordinate with DIETs in the State.
- Visit to the existing DIETs and newly upgraded DIETs of Mizoram
- To organise in-service training programmes for teachers and teacher educators.
- Training of the faculty of DIETs on Comprehensive and Continuous Evaluation.
- To implement new educational policies and programmes.
- To develop teaching-learning materials for teachers.
- To conduct entrance exams for admission to DIETs and publication of results
- Preparation of Guidelines and Syllabus for TET in Mizoram

1.11: Education Scenario of Mizoram

Mizoram is a late starter in the field of general education, however, the progress of education in the post-independence period is quite remarkable. Starting with a very low literacy rate of 0.9% in 1901 census, and 88.49% in 2001 census, Mizoram at present has achieved a literacy rate of 91.33% in 2011 census, crediting the State to be ranked the third highest literacy rate in India. The Directorate of School Education looks after Elementary Education, Secondary Education, Higher Secondary Education, Adult Education, Hindi Education and Physical Education within the State. The present status and number of schools in Mizoram is shown in Table 1.05.

Table 1.05
Students Enrolment from Primary to Higher Secondary School (2017-18)

Sl. No.	Stage	No. of Schools	Students' Enrolment			No of teachers			TPR
			Boys	Girls	Total	Male	Female	Total	
1	Primary School	1969	74894	70295	145189	3829	4630	8459	1:17
2	Middle School	1580	45647	43064	88711	5556	3662	9218	1:10
3	High School	669	18502	18905	37407	2895	1379	4274	1:9
4	Higher SS	175	10511	11352	21863	927	787	1714	1:13
Grand Total		4393	149554	143616	293170	13207	10458	23665	1:12

(Source: Dept. of School Education Annual Publication 2017-18)

1.12: Elementary Education in Mizoram

The Elementary Education in the State consists of Lower Primary Schools from Class I to IV and the Upper Primary Schools from Class V to VII commonly called Middle schools. From the academic session of 2011, Class VIII which was one of the components of Secondary Schools was clubbed to Middle Schools and in the existing norm the Elementary structure in Mizoram is from Class I to VIII. The types of elementary schools and district wise elementary schools in Mizoram are given in tables 1.06 and 1.07 respectively.

Table 1.06
Elementary Schools in Mizoram

Management		Primary School	Middle School	Total
Government	Central Govt.	4	13	17
	State Govt.	812	570	1382
	SSA	203	291	494
Local Body		283	85	494
Private Aided School	Deficit	-	10	10
	Adhoc Aided	-	64	64
	Council Aided	4	-	4
Private Unaided	Lump Aided	-	33	33
	Purely Private	663	514	1177
	Total	1969	1580	3549

(Source: Dept. of School Education Annual Publication 2017-18)

Table 1.07
District-wise number of Elementary Schools

Sl. No.	District	Government		Local body	Council aided	New schools (managed by SSA)	Private unaided	Total
		Central	State					
1	Aizawl	2	256			15	219	492
2	Lunglei	1	179			56	131	367
3	Champhai	1	146			8	95	250
4	Kolasib		73			18	46	137
5	Mamit		82			43	38	163
6	Lawngtlai			205		36	69	310
7	Saiha			78	4	25	22	129
8	Serchhip		76			2	43	121
Total		4	812	283	4	203	663	1969

(Source: Dept. of School Education Annual Publication 2017-18)

1.13: Rationale of the Study

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The launch of the massive Project Sarva Shiksa Abhiyan (SSA) in 2002 for achieving the goals of Universal Elementary Enrolment (UEE) mission has resulted in the need to prepare the teachers adequately to address the growing demand for quality education.

The Right to Free and Compulsory Education (RTE) Act, 2009 increases the demand manifold for qualified elementary school teachers. This Act directs the need of the state to invest and arrange the path for preparation of teachers through Teachers Training Institutions that are equipped with adequate materials and good curriculum with learning environment that are child friendly, and that simultaneously provides and maintains good school practices. The RTE Act mandates the engagement of capable teachers efficient in providing education that supports the development of all children including various disadvantaged/under-privileged communities and children with special educational needs. The role of the teacher is therefore, crucial in order to achieve the mentioned inclusions and success rate of children who enter into schools in age-appropriate classes. Thus, achieving the objectives of RTE Act requires urgent investment in developing good teachers.

Though Mizoram is a small state having a population of 1,097,206 (Census of India 2011), as already mentioned, it has the credit of having the third highest literacy rate of 91.33 % (Census of India 2011) in the country. Simple literacy is not enough for a society. Along with literacy, quality education is also important, which can only be possible through quality teachers. It is the teachers' training institutions that can prepare, instruct, guide and indoctrinate teachers and uplift them to the higher level of quality teachers. Thus, the facilities available in the training

institutions and their activities must be periodically assessed and maladies have to be addressed as early as possible.

In Mizoram, DIETs offer a two-year Diploma in Teacher Education (D. T. Ed.) or popularly known D. El. Ed. programme which aims at preparing teachers for the elementary stage of education, that is, from class I to VIII. The courses of studies and scheme of examination for the programme is prepared and prescribed by the Mizoram Board of School Education (MBSE), Aizawl. *(vide No. MBSE/Acad.3/2000/26 of 16.8.2000)*. The course design and contents are to be periodically revised and carefully prepared in conformation to the norms prescribed by the NCTE. The eligibility for admission to the course requires higher secondary (HSSLC) qualification. In addition to the two-year regular programme, the DIETs also offer In-service training programmes.

As there are only two elementary teacher education programmes (Pre-service and In-service) offered in DIETs in Mizoram, the Education Reforms Commission, Mizoram 2009-2010, in its report, has recommended specialized teacher education programmes to be offered in the DIETs. The suggested courses are Diploma in Physical Education (D. P. Ed), Diploma in Visual Arts Education (D. VA. Ed) and Diploma in Performing Arts Education (D. PA. Ed). The Commission also recommended that Recruitment Rules for Academic staff be framed in accordance with the norms and standards prescribed by the NCTE for the faculty intending to attend elementary teacher education programmes. *(Report of the Education Reforms Commission, Mizoram, 2009-2010, 96)*

In the light of the above observations, the following questions are raised:

1. Are there proper infrastructural facilities in Mizoram DIETs with reference to NCTE norms?

2. Are there proper instructional facilities in Mizoram DIETs with reference to NCTE norms?

3. Are the profiles of Human Resources of Mizoram DIETs in conformation to NCTE norms?

4. Is the curriculum prescribed by MBSE for DIETs up-to-date?

5. What is the mode of transaction of course contents and practical components in Mizoram DIETs?

6. What is the selection procedure of pre-service trainees/ student teachers in Mizoram DIETs?

7. What are the contributions of DIETs so far and what are the results of student teachers of Mizoram DIETs?

8. What are the challenges faced by Mizoram DIETs?

9. What are the measures that need to be taken for meeting the challenges of Mizoram DIETs?

1.14: Statement of the Problem

It has already been mentioned that few studies on DIETs have been conducted by researchers in other states. The programmes offered, the curriculum, impact on teacher trainees etc. have been studied by those researchers but, no study has been conducted on DIETs in Mizoram. In order to get satisfactory answers to the questions raised in the preceding section empirically relating to the DIETs of

Mizoram, '**Status and Challenges of District Institutes of Education and Training in Mizoram: A Critical Study'** is proposed to be undertaken for research.

1.15: Operational Meaning of Key Terms used

In the present study the words which are used in the title of the topic have the following operational meaning. Meanings of the words appropriate to the contexts have been cited from the tenth edition of Concise Oxford Dictionary (2002).

Status: The dictionary meaning of the word *status* is *the position of affairs at a particular time.* In the present context it refers to the position of affairs in the DIETs of Mizoram i.e. infrastructural facilities, instructional facilities, human resources, procedure of admission, syllabus, modes of transaction of course contents and practical components, and examination results of pre-service programmes. Further it refers to the in-service programmes being organized in the DIETs.

Challenge: The dictionary meaning of the word *challenge* as a noun is *a demanding task or situation.* In the present context it refers to the demanding tasks needed in the DIETs of Mizoram with reference to infrastructural facilities, instructional facilities, human resources, procedure of admission, syllabus, and mode of transaction of course contents and practical components of pre-service programmes. Further it refers to better facilitation of in-service training programmes in the DIETs.

Infrastructural Facilities: The term infrastructure encompasses the basic physical structures and equipment needed for successful operation of an enterprise. In the present context the infrastructural facilities refer to land, buildings, classrooms, halls, resource centres, computer laboratories, playground, rooms and office for the functioning of DIETs.

Instructional Facilities: Instructional facilities are those facilities that have direct bearing on the process of teaching and learning. The instructional facilities in the present context refer to the materials and resources to support and enhance the teaching learning process. It includes books, journals, teaching aids, equipment and materials for different activities, musical equipment, games and sports materials and audio-visual aids.

Human Resources: Human resources in general refer to all of the people that are employed inside an organization. The human resources of the educational institution comprise the entire staff, both teaching and non-teaching, teachers, clerks, students, managing or governing body and department officials.

1.16: Objectives of the Study

The study was conducted with the following objectives in view:

1. To critically assess the following resources available in the DIETs of Mizoram with reference to NCTE norms:
   i. infrastructural
   ii. instructional
   iii. human
2. To critically analyze:
   i. the admission procedure for pre-service programmes
   ii. the curriculum
   iii. the mode of transaction of course contents and practical components
3. To examine the contributions of the DIETs to the state in terms of human resources in general and to examine the last five years in particular.

4. To analyze the in-service training programmes organized by DIETs during the last five years in terms of number and nature of programmes, duration, number of beneficiaries etc.
5. To examine the perceptions of Principals and Teacher Educators of the DIETs regarding the challenges of DIETs in Mizoram and the means of addressing the challenges.
6. To suggest measures for meeting the challenges of DIETs in Mizoram for their effective functioning.

1.17: Delimitation of the Study

Conceptually and geographically the study was delimited in its scope as follows:

1. It was limited to status and challenges of DIETs in Mizoram.
2. It was confined only to all the eight DIETs located in all eight district headquarters in Mizoram.

1.18: Hypotheses

The study was conducted with the following broad hypothesis:

1. The DIETs of Mizoram do conform to the NCTE norms 2014 relating to infrastructural, instructional and human resources.
2. The DIETs of Mizoram conduct admission, conform the curriculum framework of NCTE, and transact the curriculum in right way.
3. The contribution of DIETs of Mizoram is significant.

1.19: Plan of the report

The report of the present study has been organised in 5 (Five) chapters to facilitate a systematic presentation.

The first chapter deals with a brief introduction to the importance of teacher education in India, its history and the various commissions' reports. Brief profile of Mizoram with the present positions of elementary schools, trained and untrained elementary teachers are also presented in this chapter. In addition, the statement of the problem, meaning of key terms used, and objectives of the study along with delimitation of the scope of enquiry have also been presented in this chapter.

The second chapter deals with review of related studies and findings of the researches conducted in the relevant area.

The third chapter is focused on the description of methodology adopted for the conduct of the present study. The research approach, population and sample, construction of tools, sources of data, procedure of collection of data, organization and analysis of data are discussed in this chapter.

The fourth chapter is devoted to the Analysis and Interpretation of data.

The fifth chapter, which is the concluding chapter, is devoted for presentation of results and discussions along with educational implications of the study, limitations of the study and suggestions for further study. A brief summary of the study, Bibliography and Appendices will follow this chapter.

CHAPTER - II

REVIEW OF RELATED LITERATURE

DIETs have been established after 1986 on the recommendations of the National Policy on Education and its Programme of Action 1992. Hence no research studies would have been conducted prior to 1986. All the studies on DIETs have been conducted subsequent to the National Policy on Education 1986. The investigator explored the previous literatures from online and offline resources and has found some studies which are directly or indirectly related to the present study. Some studies are cited below:

Devendra Thakur and Singh (1988) in their book titled, 'New scheme of primary teachers training brighter prospective' have mentioned that the establishment of DIET is most essential and that DIET should perform as a district resource centre to provide competency based pre-service as well as in-service training programme. It should also undertake adult education and non formal education in the respective districts. The district resource unit should function as responsible planning body and should give necessary resource support at the district level. It should also envisage the need of giving pre-service training with new dimensions. The use of media and human resources should be well co –ordinated to bring effective learning outcome.

Resool and Verma (1988) in their study, "An evaluative study of DIETs in Jammu and Kashmir State" confirmed that the DIETs play a vital role in moulding the outlook of elementary teacher. The study also shows that provision is not made for pre-service training of teacher in the State Institutes of Education (SIEs). The in-service training is based on refresher courses, workshops, massive training

programmes, seminars, film shows, science exhibition, talent search test etc. The SIEs play an important role in the performances of the DIETs. The SIEs decide the programmes and train the resource persons of DIETs in various dimensions from time to time.

A book by NIEPA (1990) reveals that DIETs can provide academic resources at district level for the education for all (EPA) programme. The educational evaluation of the primary schools can also be taken up by DIETs. Micro level planning at district level should be done by DIETs for Minimum Level of Learning (MLL). DIETs will have to take experimentation action research in the field of elementary schools to create a favourable attitude towards innovations that will embody the hall mark of DIETs. DIET can also play good role in inculcating the value oriented education. Simultaneously, the NIEPA (1990) shows that DIETs can play an important role in planning and management with necessary assistance from District Board of Education (DBE). The book also explains the general nature of DIET and its responsibility to conduct pre-service and in-service education for primary school teachers and other personnel involved in the elementary level of education.

Mukhopadhyay (1990) in reveals that mere re-organization of certain teacher education centres to DIETs would not bring any improvement in teacher education. He quotes the poor condition of DIETs of Jammu and Kashmir and fear that DIETs might be run by poorly paid professionals because 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. Also a crash programme of training of educational functionaries at state, district, block and institutional level has to be organised immediately in all the states and union territories, DIETs and state level machineries for training of educational planners and administrators, as envisaged in the National Policy of Education (1986) should be created immediately.

Atma Ram (1990), Siddiqui (1991) Kohli(1992), Bhatt and Sharma(1992), in their published books explain the general nature and functions of DIETs in India. They consider that DIETs are very essential for bringing qualitative changes in the existing teacher education at primary and upper primary level. They suggest that the DIETs should undertake competency based model of teacher education at district level for qualitative improvement.

Soman (1992) in dealing with the status of school Education in Kerala, evaluates the in-service teacher education. He describes the training for mass orientation of teachers, and the inability of training programme to cover the majority of existing teachers who require the training. He also observes that DIETs have also been established for this function, but unless it is very systematically planned and reoriented DIET service cannot cater to the training of all teachers within the district. Each DIET has a technology unit, but does not function actively. Yet, if efficient plan is organised, these units can bring fruitful exercise of educational technology among the primary school teachers.

Natarajan (1992) studied about the instructional activities and training programmes of DIETs with the following objectives: i) To stress out the need for the establishment of DIETs. ii) To study the structure and function of DIETs. iii) To

examine the role of DIET in the development of training. iv) To specify the various training programmes conducted by DIET at Mayanur district of Tamil Nadu. v) To indicate the problems faced by the DIET. The study came out with following results:

- Some of the DIETs are not fully equipped with physical and human resources.
- The physical infrastructure of the DIETs is not encouraging.
- The teaching personnel of the DIETs are not properly trained.
- Different training programmes undertaken in DIETs are not well planned.
- Enough funds are not provided at the proper interval of time. Funds are being lapsed due to defective policies of government.
- No freedom for DIET principal to utilise the funds according to plan. The study concluded that the functioning of DIET is not accordingto the DIET guidelines and work efficiency of the teachers is not satisfactory.

Viswanathappa (1992) made the evaluation of pre-service teacher education programme of DIETs in Andhra Pradesh. The objectives of the study were: i) To identify the important objectives of pre-service teacher education programmes of DIETs in Andhra Pradesh. ii) To examine the adequacy of the existing curriculum in order to realise the objectives of pre-service teacher education programmes. iii) To examine the adequacy of inputs such as teachers, students, institutional plant, time allotment, student personal services, co-curricular activities and evaluation procedure contributing for the realization of objectives. iv) To evaluate the extent of teaching competence acquired through the pre-service teacher education programme of DIET, and v) To find out the impact of certain inputs of pre-service teacher education programme on teaching competence of student teachers in DIETS.

Major findings of the study were:

- Out of 148 objectives from various sources 144 objectives were identified as important objectives of the pre-service teacher education of Andhra Pradesh.
- Out of 144 objectives identified for pre-service teacher education of DIETs, 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 denotes that the existence of staff inadequacy.
- It was also found that majority of the teaching staff have no special training in PSTE which was against the conditions of DIET guide lines (1989).
- 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.
- Most of the teacher trainees who participated in the PSTE courses suggested the need for 45 days practice teaching, physical facilities available.
- Although 27 physical facilities were cited to be available, yet the existing facilities available were: class rooms, physical science and biological science method laboratories, seminar rooms, play ground, library, and hostel in majority of DIETs in Andhra Pradesh. This fact shows that many DIETs of this state were poorly equipped as per the norms of the DIET guidelines (1989).
- Only four DIETs have demonstration schools of their own.

- 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.

A study conducted by faculty members of DIET Namakkal of Selam (Tamil Nadu) in 1992 was research project on "Developing a plan for in-service education of elementary teacher at district level". This research project was submitted in part-fulfilment of the requirements for the diploma in education/ planning and administration of the NEPAO 1992. The study aimed- i) To identify the expectation of DIET at the grass root level for in-service teacher education. ii) To review the existing status of in-service education since its inception. iii) To identify the gap between the planned target and the actual situation. iv) To study about the causes of lapses in the objectives. v) To prepare a plan for in-service education of teachers with the existing facilities. The study was conducted among selected teachers and schools. The following were the findings of the study:

- Almost all teachers desired to have continuing education or refresher course in school.
- There was no seriousness to the national goals like UEE and MLL.
- The planning was made without the involvement of the teachers and there was no evaluation and follow up after in-service programmes.
- Educational functionaries including officials were not made aware of the objectives of the training and hence the training became one sided.
- Administrators opined that there was no difference in the attitude of the teachers after the training.
- The demand of the district could not be satisfied even by the DIET.
- All the teachers were not even trained even if there were strict rules.

- The needs of the teachers for their self-empowerment were not even identified.
- Funds provided were inadequate for the DIET.
- There was no attempt so far at the state level in training all the teachers at elementary schools within five years.

Pillai (1992) conducted a study on the role of DIETs in promoting in-service programme for elementary teachers. The roles identified were:

- Provision of in-service training both in the awareness level and skill level.
- Identification of innovative teachers who keep on trying new ideas in the class room.
- Maintenance of up-to-date progress and training profile of every teacher.
- Development of scientific attitude among teachers.
- Provision for self-evaluation.
- Organization of follow up programme.
- Provision of full academic and resource support.

Das, Saradindu, (1992) in his study of Cachar DIET titled, "The effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary schools in Assam in developing the proper attitude the teaching profession" found out that -

- Training programmes were effective for both rural and urban teacher regarding the development of attitude.
- Teaching experience alone could develop the proper attitude towards the profession.
- Teachers in urban areas were better qualified counterparts in rural areas.

Sharma (1992) has developed an appraisal of accountability of teacher educators in Haryana. The study was undertaken for identifying the area of accountability of the teacher educators in the DIET and to study difference between

the perception about accountability and their actual performance. One of the findings is that educators working in this pace setting institution have been pertaining their job as per required and there is incompatibility between the perception about accountability and their actual performance.

Beena Gopalan (1993) studied about the functioning of few DIETs of Kerala state. The objectives of the study were: - i) To study about the physical features of DIET. ii) To study about the different components of DIET. iii) To know about the functioning of PSTE of DIET. iv) To know about the different programmes of in-service branch. v) To know about the work efficiency of teachers.

The study concluded with following conclusions:-

- The DIETs have been established through the recommendations of NPE.
- The DIETs are established in the existing old government TTIs of Kerala.
- The infrastructure is not according to the DIET guide lines, so new buildings are under construction in some premises.
- The human resources of the DIETS are not according to the guidelines. There is shortage of teachers in some of the branches.
- No well-equipped laboratory and library facilities.
- Students have no proper hostel facilities.
- In-service programmes are not properly planned.
- Little importance was attached to national goals like UEE and MLLs.

Menon (1993) has conducted a study on selected DIETs in Kerala. The study identified several problems in teacher training and suggested solutions for improving the situation of teacher education in Kerala. The major suggestions were:

- The Government of India assistance should go directly to the autonomous institutions.
- Constitution and activation of state level and district level steering committee for teacher education projects.

Manoj Parveen (1994) studied about the competencies and training needs of DIET faculty members in DPEP districts of Kerala. The main objectives of the study was 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 with the following findings:

- The faculty members of the DIET were badly in need of orientation/refresher courses in planning and organisation of DIET programmes.
- The concept of establishment of DIET and function of DIET, and, the need to establish more DIETs.
- They were in need of good supporting materials like educational journals and literatures about the DIET.

Mohanthy and Mohanthy (1994), in their book concerning early childhood care and education (ECCE), reveal that DIET should be the centre for training the personnel for ECCE. They considered DIET as the technical resource centre at district level for carrying out such allied work.

Abdual Gafoor (1996) in his research study titled "A critical study of the functioning and work efficiency of DIET in Kerala State" gave a detail study of each aspect of DIET which was analysed and interpreted. It was observed that:

- Availability and utility of physical infrastructure financial resources in DIETs were not satisfactory.
- Availability of the human resources was also not fully 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.

The studies conducted by Panda (1997) described the importance of DIET in teacher education. He observed that DIETs occupy a very outstanding position in the hierarchical structure of teacher education. They have applied the best effort to organize pre-service teacher education programme for elementary teachers. Their infrastructure facilities are found limited. Being an institution carrying a pivotal role in the scheme of teacher education, DIET needs to be strengthened by competent personnel of longer tenure.

Venketaiah (1997) conducted a study on the 'Impact of outputs provided in DIETs on teaching competency'. The 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 Andhra Pradesh. 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.

Himachal Pradesh State Council of Educational Research and Training, Solan, (1998) studied teacher education in Himachal Pradesh and objectives of the study were: i) Development of teacher education in 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) Problems and issues of teacher education with respect to pre-primary education, primary education, secondary education and fulfilment 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.

It found that:

- All the DIETs in 12 districts were co-educational.
- Most of the buildings were under construction and were imparting both pre service and in service training
- No demonstration schools were attached to DIETs.
- There was no provision of faculty development programme, no provision of faculty guidance and counselling sessions.

- There was communication gap between the DIETs and directorate of primary education and other state agencies.
- Research was the weakest area of the DIETs. Research in any field was hardly undertaken by the DIETs and there was no such activity likely to be undertaken in near future.
- Magazines and such other publications can be used for interaction.
- Facilities for distant learning and supportive system are to be developed.
- There must be provision for filling up of vacancies while leave or teacher absenteeism occur.
- There must be a change of attitude among teachers to help the fellow teachers to undertake the duty of others to bring quality improvement in teacher education.

Dhar (1999) looked upon in-service training programme in a different angle focusing on different aspects of quality education. Dhar highlighted the need and importance of principles included in the educational policies and comments of the policy makers and administrators. The content of in-service education must have sufficient place for developing professional competencies. Most of the policy makers and administrators included in the curriculum formation do not have the professional competence to visualize the real need of in-service education. Developing a module based on the opinion of these policy makers lead to hardly a tangible benefit.

Nagpal (1999) in his research study 'Human resource development climate in improving quality management in teacher education: A study on DIETs' made an appraisal regarding the existing human resource development climate of teacher educational institutions meant for preparing teachers of elementary education. The sample comprised one hundred and fifty four academic faculty members of sixteen DIETs of five states namely - Punjab, Haryana, Rajasthan, UP and Delhi.

Reddy, T.R.et al. (1999) in the study entitled, 'A study of creativity of teacher-trainees of DIETs' studied the creativity of teacher- trainees of DIETs. The study was conducted on one hundred and twenty male and one hundred and twenty female teacher-trainees studying in three DIETs of Andhra Pradesh.

Reddy, K, Laxman (1999) conducted a study on the impact of in-service training programmes organized at DIET level for primary school teachers with emphasis on theme specific programme of minimum level of learning on teachers and its relevance to classroom practices. The objectives behind this study include were to study the impact of in-service teacher training on teachers in their general outlook and also to study the impact of in-service teacher training on teachers in developing their competencies. It also examined the extent of retention of competencies achieved during training and the relevance, adequacy and adoptability of skills acquired in training.

NCTE (2000) in its report pointed out the issue and weakness of DIETs in Kerala. All DIETs possess 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 66 similar programme. But their professional capacity as teacher educators needs to be improved in respect of teaching ability and doing research. 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.

Chacko (2000) has conducted a study on availability and utilisation of educational media during in service training imparted by educational technology (ET) faculty of DIETs in Kerala. The objectives of the study were: i) To investigate

the existing staff strength in ET faculty of DIETs. ii) To investigate the availability of physical facility in ET faculty of DIETs. iii) To investigate the availability of technological equipments in ET faculty of DIETs. iv) To investigate the extent of training imparted in operating during in service training of DIETs. v) To investigate the extent of training imparted in the preparation of software during in service. vi) To investigate the extent of utilization of the educational media during in service training. vii) To identify the problems faced by ET faculty of DIETs. The findings of the study were:

- The existing strength in of the ET faculty of DIET is not satisfactory.
- The members of ET faculties are not trained in the main areas of ET.
- Physical facilities are not adequate as per DIET guidelines.
- DIETs are not equipped with hardware and software approach.
- Training provided to teachers in operating technological equipments during in service training in ET faculty was far below the expected level.

Dutta (2000) made a comparison of the existing in-service training to teacher in DPEP and non DPEP district of Assam with special reference to Darang and Kamrup District. The major objectives of the study were:- i) To compare the intervention provided by DPEP and non-DPEP agencies towards in service training to different functionaries. ii) To compare the infrastructural facilities available in the training institutions of the districts. iii) To gather an overall idea as to the effectiveness of the transactional process of in service training components. The findings of the study included:

- In DPEP district, there have been uninterrupted program throughout the year so much that teachers find little time to transact the acquired knowledge and skill in

classroom situation. But fortunately such training galore was absent in Non DPEP district

- More than half of the teachers in both DPEP and Non DPEP district feel that the duration of six month course is rather short. Their legitimate justification for this is based on some practical issues like late deputation, late admission, and irregular payment for deputation of teachers which need to be properly addressed
- About 30% teachers both DPEP and non DPEP district completed their training curriculum without having a comprehensive view of curriculum design and its implications. As a result only the primary school subjects get top priority at the cost of equally significant course components like school management, CCE, working with community, etc.
- DPEP intervention in thrust area leaves much to be desired. TTI's in both the district have failed to attach due importance of the major issues of teacher training.
- Effective use of TLM ensure teaching effectiveness and therefore DPEP lays great importance on the use of TLM but study reveals that both the district and teacher educators do not have clear idea about the use of TLM and its relation to classroom transaction.
- Lack of follow up action in in-service training provided by DPEP and non DPEP agencies have been found as major weakness common to both districts.

Sarma (2000) studied on an analytical study on the curriculum of teacher education at primary level. The major objectives of the present study were: i) To find out the drawbacks of present curriculum of DIET and block training centres. ii) To find out the difficulties and problems faced by the trainees and teacher educators. The major findings of the study was that more than 60% teachers felt that drawback

of the present elementary teacher education curriculum relates to heavy curriculum load while 64% of teacher trainees were in favour of former basic education pattern.

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.

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 expresses the lack of dynamism in the in-service programmes as well as indicated little correlation between theoretical and practical aspects of training.

NCTE (2001) examined the teacher-education in Assam. The major objectives of the present study were: To study 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 Teacher-Education institutions of Assam. The major findings of study were:

- Teacher-Education institutions were lacking the minimum basic facilities like classrooms, furniture; equipment etc.

- Besides 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.

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 did not give sufficient importance for need assessment and need based in-service training programmes.

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 findings of the study were: - In colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms. Hence there was an urgent need to recruit the staff members to satisfy the requirement of manpower planning as also to have an effective and efficient teacher-education system in the state.

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.

Roddannavarm, Jagadeesha Guddappa (2001) made a research study on the functioning of DIETs in Karnataka. The study was carried on all the 20 DIETs of Karnataka with objectives like:- i) To investigate the availability and utility of the physical facilities and financial resources of the DIETs. ii) To investigate the availability of the human resources of the DIETs. iii) To study the institutional climate of the DIETs. iv) To study the administrative behaviour of the principals. v) To study the success already achieved by DIETs in fulfiling the functions of- a) pre-service and in-service education for the prospective and primary teachers respectively. b) Action research and experimental works. vi) To analyse the present

state of the DIETs as resource centres of the districts. vii) To study different non-formal education, Adult education and other special educational helps rendered by DIETs. viii) 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. ix) To identify the problems felt in each branch of DIETs and by DIET teachers and the possible measures to overcome them. The major findings were:-

- There were twenty DIETs established in Karnataka State. All the DIETs in Karnataka had been established between 1992 and1995 and were managed by DSERT, government of Karnataka state.
- As per the DIET guidelines, Dharwad and Mysore have enough number of class rooms. The rest of the selected DIETs had no enough class rooms.
- All the DIETs were having general library. 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 none of the DIETs had more than ten journals in the library. All the DIETs were having four to five types of newspapers and periodicals.
- None of the DIETs studied had the required separate laboratories as suggested by DIET guidelines, and where laboratories were available, the number of furnitures, 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.

Purwar (2002) had the view that re-structuring and re-organization of teacher-education may be more effective if the 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. He 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, Deepika (2002) carried out a study on the organizational climate of DIET, 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 Principal's administrative styles. Therefore, for arriving at a correct conclusion on the relationship between the organizational climate and job satisfaction behavior 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.

Devi (2002) reported an immediate need for orienting the in service teachers in information technology skills. The study also recommended information technology as a compulsory content in the pre service teacher education courses. The

study identified the areas required in service training program for teachers. Hyper-text, multimedia instructional technique, computer assisted instruction, internet, intranet, and intelligent tutor system are some of the areas identified, in which in service teachers training programs were to be conducted.

Joy and Manickam (2002) conducted a study among 50 primary school teachers who were undergoing an in service teacher training program. The major objective of the study was to assess the index of teachers' knowledge in computer and computer assisted instruction awareness. The level of teacher competency of the teachers undergoing in service training did not show any change as a result of the in service training program. Gender difference was also not found in the achievement through in service training. The study found that the teachers' attitude towards the use of computer became more favorable with the increase in the awareness about use of computer in the process of instruction. The study concluded with a suggestion that the content that enrich positive attitude towards computer assisted instruction are to be included more in the future in service training programs for the teacher.

Dhawan (2003) found that the DIETs are actively engaged in organizing in-service teacher training programmes in a regular manner, though 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.

Sarma, Choudhuri and Sarma (2003) studied the status of teacher training institute of Assam. The main objectives of study were:- i) To locate the TTI's providing teachers training and the role and responsibilities they have played. ii) To study the infrastructural facilities available in the TTIs of Assam. iii) To examine the outcomes of teacher training course during last six years. iv) To identify and analyse the problems faced by the problems faced by the TTI's in conducting teacher training. v) To suggest remedial measures for improving the TTI's as a delivering mechanism of SSA. The major findings were:

- Of the total DIETs surveyed 66.66% have their own buildings and the rest 33.34% are accommodated in departmental buildings.
- The classroom facilities are inadequate for 44.44% of teacher training institutions.
- The TTI's are not manned with required members as per NCTE norms.
- 22.22% of TTI's have the required library and laboratory facilities. The rest i.e. 77.78% of TTI's have inadequate facilities of library and laboratories.
- Most of the TTI's are without computer facilities.

Caroline and Archana (2004) have done a comparative study on DIETs of three Indian states of Gujarat, Madhya Pradesh and Rajasthan. The research project focused on six DIETs, two from each state. The study adopted an ethnographic approach to data generation. This approach by focusing on understanding realities as perceived by teachers, their educators, and educational officials and making connections between them, leads to grounded and contextualized findings. The report contributes to policy and practitioner development and provided ethnographic detail about educational processes in DIETs and related schools, identifying links and gaps between teacher development programmes and teachers' professional development needs. The report considers how decentralization has affected DIETs, and identifies

areas of unresolved tensions in relation to power and autonomy that constrain effective functioning.

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 % 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 where dealt within only few sessions.

Jeba (2005) did a study on teaching competency and mental health of student teachers in the DIETs of Tamil Nadu. The main objective of the study was to find out the gender and group difference in teaching competency and mental health status of student teachers in DIET and to find out the relationship between teaching competency and mental health status of student teachers in DIET. 150 male and 150 female student teachers of DIET, Vanaramutti were used as sample. The tools used were mental health status scale by M.Abraham and Presana and teaching competency scale developed by the investigator. The investigator found a significant correlation between teaching competency and mental health of students.

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.

Bondu and Viswanathappa (2007) conducted a study on the competency of D.Ed and B.Ed trained teachers working in primary schools of Andhra Pradesh. The main objective of the study was to measure the teaching competency of D.Ed and B.Ed trained teachers working at primary level. Forty primary teachers from twenty schools of Nolgonda district in Andhra Pradesh were selected by stratified random sampling technique. The investigators found that there was no significant difference in teacher competency of primary school teachers with reference to background variables but, there was significant difference in teacher competency of D.Ed and B.Ed teachers working at primary level.

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 surveyed DIETs 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. The main objectives of the study were:- i) To give a historical description on teacher education in Arunachal Pradesh. ii) To study the development of teacher education in Arunachal Pradesh. iii) To study the problems Teacher Education in Arunachal Pradesh. The investigators have described 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 have mentioned that the teacher education institutions are very limited in number. So these institutions are unable to meet the demand of trained teachers 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. The DIETs have hostel facilities.

Ms. Kapoor, et al. (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. From this it is interpreted that the capacity building training programme has great bearing on the attitudinal change in substantial and positive nature.

Sarmah and Borah (2009) reviewed on the training of primary and upper primary teachers. Major objectives of the study were:- i) To understand the status of training of teachers at the elementary level. ii) To identify the expressed training need of teacher. iii) To assess the actual training need of the teacher. iv) To suggest strategies for improving professional competence of teachers.

The study came out with the following conclusions:

- None of the 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 number of teachers lack positive attitude towards different dimension of teaching and learning.
- Majority of sampled teachers themselves lack content knowledge and clear concept related to school subjects taught by them. Teachers were found using traditional ways. Group activities seem to be most neglected. No innovative teaching method was seen during class observations.

- A good portion of lower primary and upper primary teachers was 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.

Azim Premji (2010) gave report on the state of DIETs in India based on various papers and evaluation study reports concerning DIETs by NEUPA, NCERT and other organisations as well as the experience of Azim Premji Foundation in the field over the last eight years. The DIETs are 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 and no-cost gadgets,

supporting innovation, evaluating students-teachers programmes and institution, and using technology in education. However, it reported that DIETs do not quite perform these tasks today.

Arti 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.

Azeem (2011) conducted a study on 'Problems of prospective teachers during teaching practice'. The objectives of the study were:- i) To know the preliminary arrangements made by the supervisors for the students before the commencement of practice. ii) To collect the information regarding the assistance of the supervisors, headmistresses and concerned class teachers to prospective teachers. iii) To enlist the problems faced by the prospective teachers during classroom teaching.

The findings were:

- Majority of schools do not prepare the time table for the pupil teachers.
- Pupil teachers are not imparted practical training of different methods of teaching before they are sent for teaching practice.
- Majority of the students are not informed about the rules and regulations of the practicing school.

Babukuttan (2011) in his research study 'Human Resources and Teacher Training in Kerala -A Study on DIETs' focused on the factors that lead to the achievement of human resource development through the existing training facilities. The teachers of Kerala are fortunate to have training before they reached to the teacher's gallery. Their teacher capacity has been boosted up 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 in the study 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.

Shira Presidha (2011) in her research study, 'Functioning of DIETs in Garo Hills of Meghalaya', investigated the DIETs with the major objectives:- i) To find out the infrastructural facilities available in the three surveyed DIETs in Garo Hills of Meghalaya. ii) To study the organizational set up. iii) To study the effectiveness of pre-service education programme under taken by the DIETs. iv)To study the various

programmes and activities conducted by the DIETs under S.S.A. v) To study the different types of in-service training programmes provided by the DIETs. vi) To survey the various other programmes and activities undertaken. Vii) To suggest measures for improving the functioning of the DIETs.

The findings include:-

- 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 supply and electricity supply is inadequate in most of these institutions. There should be adequate provision of these amenities. Telephone and internet facilities should also be provided to all these institutions
- The libraries of the surveyed DIETs are not sufficiently equipped. The number of books in the libraries is far below the prescribed norms for DIETs. Hence, there is an urgent need to improve the library faculties of these institutions by adding more number of books and journals.
- 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. Hence, the Govt. should depute more untrained teachers each year for training in these institutions in order to clear the backlog of untrained in these institutions.
- 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 those 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 filed up at the earliest by the state government.

Imam Ashraf (2011) in his research article, 'Quality and excellence in teacher education: Issues and challenges in India' mentioned that in general India does not experience shortage of school teachers but, there are shortages in particular subject fields and locations, such as in the areas of mathematics and science especially in remote areas. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels.

Pradeep Lalita (2012) in his article, 'Teacher training management system: Process and software, a Lucknow DIET initiative' summarizes a range of efforts put forward by DIET Lucknow in pursuit of a subtle and a controllable process to schedule, plan trainings and quality delivery of trainings to the teachers in Lucknow district. Starting with the first hand experiences of the demanding nature of the job faced by many principals in DIETs, it proceeds to training methodology, the challenges and factors that led to the evolution of new processes. It also sketches the comparison between the old process to the new and the use of software developed for building training schedules and best practices being followed in scheduling by training controllers at DIET. Finally, it details out working of new process by use of the training management software specially developed for supporting the process. A new work flow process was designed, tested, and implemented with its own gestation cycle.

Jamwal (2012) examined the issues and remedies of teacher education. The major issues were related to working of teacher education institutions, structure teacher program, erosion of values, realization of constitutional goals, developing creativity, developing life skills and social issues. After a deep study and discussion, it found that improvement in working of teacher education, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education program, development, self-awareness, empathy, effective connection, problem solving, decision making, critical thinking, interpersonal relations, coping with stress and emotion were the major remedies to bring quality and improvement in teacher education

Hariday Kant 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.

Janaki Rajan (2012) in her article, 'From IASEs, SCERTs and DIETs: Through the lens of a teacher educator' has given a first person account that attempts to map the potentialities of IASEs, SCERTs, DIETs to break fresh ground in the various issues related to universal elementary education and transformation of school systems in Delhi as viewed from her experiences with these organizations over 18 years. DIETs play a major role along with the community watch groups in the universalization of elementary education in Delhi. It has been found that from a small initiative, the idea of school improvement programmes emerged in the state.

Chakrabarti (2013) conducted a study on status teacher education in north eastern states of India. He reveals that joint 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. Glocal (Global and Local) teacher education program is needed for the speedy development of teacher education in this region. Recent trends have been an academic, technological and organizational renewal in the teacher

education system which, surely will bring change in the educational, social and cultural reality of north east India.

Jyoti Bawane (2013) observed the on-going processes of pre-service elementary teacher education programme in Maharashtra. The study analysed in detail the ongoing 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 to the on-going processes of elementary teacher education programme. For improving the pre-service elementary teacher education programmes it suggested alternate frameworks.

Singh (2013) conducted a study on a study of lesson evaluation by the DIET teacher trainees for the improvement of teaching efficiency in Imphal west district of Manipur. The objectives of the study were:- i) To find the overall level of teaching efficiency of DIET teacher trainees in Imphal west district. ii) To compare the level of teaching efficiency between male and female teacher trainees. iii) To compare the level of teaching efficiency between science and arts teachers. iv) To find out suggestive measures for more improvement of the teaching efficiency.

The main findings of the study were:

- Teaching efficiency level of DIET teacher trainees in Imphal west district is high.
- There is significant high level of teaching efficiency.
- There was significant difference in the level of teaching efficiency of male and female teacher trainees of DIET in Imphal west district.
- There was significant difference in the level of teaching efficiency of arts and science teacher trainees.

Yadav, Sarita (2013) conducted a research on 'A study of emotional intelligence, academic anxiety and teaching performance of student teachers of Delhi

DIETs'. Realizing the importance of non cognitive variables, the investigator has selected particularly emotional intelligence and academic anxiety to find out its relation and contribution to teaching performance of student teachers of Delhi DIETs. Emotional intelligence as a variable has been selected with the rationale that student teachers of elementary teacher education course are the future primary teachers and hence their emotional skills while teaching and managing classroom situations would positively reflect in the achievement and balanced personality of the students at the first stage of education i.e. elementary education.

The major findings of the study were:

- Student teachers of Delhi DIETs possess high emotional intelligence.
- There is no significant difference between the emotional intelligence of male and female student teachers of Delhi DIETs. Male and female student teachers are more or less equal in emotional intelligence.
- Some amount of academic anxiety is found in student teachers of Delhi DIETs.
- Teaching performance of student teachers of Delhi DIETs is high.
- There is significant negative relationship between emotional intelligence and academic anxiety of student teachers.
- There is significant negative relationship between emotional intelligence and academic anxiety of male student teachers.
- There is significant positive relationship between emotional intelligence and teaching performance of student teachers.
- There is significant negative relationship between academic anxiety and teaching performance of student teachers.

Devi (2014) made a critical study on teacher education in Manipur. The main objectives of the study were:- i) To trace out the development of teacher education in Manipur since independence. ii) 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 iii) To explore main problems of teacher education of elementary and secondary schools in the state.

The main findings of the study were:

- Most of the teacher education colleges have adequate number of rooms with auditorium or conference hall.
- Infrastructure of the colleges were almost adequate and good except health and medical service, bus service, post office, bank and bookstore.
- Four private colleges of teacher education have faced financial problems like low salary of the teaching and non- teaching staff.
- The 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 DIETs have faced some problems like lack of academic infrastructure, lack of hostel facility for students, lack of staff quarters and the staff is contractual employees.
- Majority of the teacher educators have positive attitude regarding teacher professional attitude.
- Most of the DIETs have inadequate infrastructure.
- Most 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. The major findings of the study were:-

- On the strength of in service program organized by DIETs the in-service teachers found this programme interesting with methodology of curriculum transaction used very effectively.
- The in-service teachers 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.
- Majority of teachers opined that the content cover during in-service training was appropriate and according to their need.
- The in-service teachers agreed to some extent that the physical facilities during the in-service training were appropriate and use of audio visual aids helped them to improve their communication ability and self-confidence.

Dixit (2014) studied the problems and suggestions on teacher education in India. The intention of the paper was 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.

Suhail, Mohd (2015) carried a comparative study on evaluation of INSET programmes organized by DIETs and corporate sector. The study was carried out

with an objective to evaluate and compare INSET programmes offered by two different providers Viz. DIETs and corporate sector keeping in mind parameters and recommendations of National Curriculum Framework (NCF) – 2005 and SSA – 2008.

The findings of the study were:

- SSA guidelines recommends to organize a 10 day INSET programme that should be based on the split up model; it was found that neither DIETs nor corporate sector adopted this recommendation.
- Most of the DIETs did not assess the training needs of the participant teachers of the ongoing programmes; instead DIETs considered the needs of the previous year participants to select the content for the future programmes.
- It has been observed that topics selected by DIETs as well as corporate sector had contextual relevance.
- It was found that DIETs and corporate sector follow different styles to deliver the content; it was observed that most of the resource persons roped in by the DIETs used lecture method to deliver the content.

Das (2015) studied on innovative practices in teacher education. This conceptual paper was designed to elicit discussion on new ideas and innovative practices in teacher education. He added that innovative practices like cooperative learning brain storming, constructivism blended learning and reflective learning and reflective learning are important in teacher education programme.

Chand (2015) conducted a study on major problems and issues of teacher education. He found that there were major issues relating to teacher education institutions, erosion of values, realization of constitutional goals, life skills, social

issues and development of science and technology. He has reflected on certain remedies that creativity, life skill education, value oriented education, health education and ICT based teaching are important in teacher education.

Prajnya Paramita Jena (2015) in his study titled 'Elementary pre-service teacher education programme in the context of National Curriculum Framework–2005: A study in Delhi' focused on examining the status of elementary teacher education programme in Delhi in the context of National Curriculum Framework 2005. 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 NCF 2005.

Yazdani, Gul Mohammad (2016) has 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 up to the mark 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. There was no

relation between 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.

AtulaJyoti (2016) in his research study, 'Teacher education programmes in Himachal Pradesh: An evaluative study' 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, the policy of staffing pattern in the teacher training institutions namely DIETs, CTE and SCERT needs a fresh look 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 ongoing 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 the evaluation of the learning outcomes

of pupil teachers, comprehensive scheme of evaluation should be there. 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 in their institution do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession. Better selection method would not only improve the quality of training but also save the personal and social wastage.

Gogoi, Probin Kumar and Khanikor, Sangeeta (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 results of the study were:

- Regarding the infrastructural facilities there was a gap between the 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 these facilities were not sufficient and the maintenance of the campus was not satisfactory.

- The residential facilities for the teaching and non-teaching staff, particularly for warden was not available in all the DIETs, and, wherever available it was not fully utilized. From the DIETs studied, hostel facilities for both boys and girls were available only in one DIET. In two other DIETs, though the hostel facilities were available for boys, yet, they were not sufficient.
- The 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 the non-availability 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 updating of the library with 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 equipments and instruments for conducting in-service course should be arranged properly before starting the training programme. But the facilities were not sufficient and properly used by all the DIETs under study.

Richard (2016) examined the problems of teacher education in India. The purpose of the study was to enhance the teacher education quality in India by looking into the problems and related concerns. The suggestion of the study were reorganization of the courses of study, inspirational teaching method, development of professional attitude, systematic admission procedure planning unit in each state

education department, well organized program and emphasis on research in teacher education.

Rani (2017) study's on problems and solutions of teacher education highlighted the major problems and suggestions to resolve these problems of teacher education. The problems of teacher education highlighted were such as problems to monitor teacher education, deficiencies in selection procedure, lack of regulations in demand and supply, defects in concerning paper, poor academic background of student teachers, quality concern of course and deficient in curriculum of the teaching subjects. The suggestions provided by the author were: i) The teacher education institution should be put under strict control of this regulatory body. ii) The working of teacher education institutions should be examined time to time. iii) Privatization of teacher education should be regulated. iv) Affiliation condition should be made strict. v) There should be a planning unit in each state education department. vi) Educational institution should be equipped with facilities for organizing various types of activities. vii) The practicing school has to be taken in to confidence. viii) Selection procedure must be improved. ix) Teacher educator must be well qualified. x) Curriculum of teacher education should be revised from time to time. xi) There should be free exchange of scholars from one department to the other.

Overview of the Studies Reviewed

The review of the related literature brought to light a number of studies related to the different aspects of teacher education. Attempts have been taken to include all available works on DIETs in this chapter. An analysis of the research studies and articles cited in this chapter affirms that DIETs play a vital role in moulding the outlook of elementary teachers through its pre-service and in-service

training programmes. The review reveals that DIETs play very important functions in the field of pre-service and in-service teacher education. DIETs are found to be very essential for bringing qualitative changes in the existing teacher education at primary and upper primary level.

A number of studies have suggested the need for assessment of the in-service programmes organized at DIETs. Studies reveal 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 and lack of motivation among teachers. There should be systematic in-service training and orientation of teachers in frequent intervals.

Studies have revealed that the curriculum of pre-service elementary teacher education was different in different parts of India along with the nomenclature of pre-service teacher education. Academic subjects are still given considerable more weightage in comparison to the co scholastic area in pre-service teacher education curriculum. The integration of theory and practice, content and methods and use of ICT in teaching learning process must be taken into consideration. Teacher-educators should be trained to use innovations to make their teaching more suitable in the modern context and avoid traditional methods.

Few studies have highlighted that DIETs should perform as resource centres for the respective district and should give necessary resource support at the district level. DIETs are machineries for training of educational planners, administrators and other personnel involved in the elementary level of education.

Studies on the status and functioning of DIETs in different states have revealed that most of the DIETs are not fully equipped with physical and human

resources. The physical infrastructure of the DIETs was not encouraging and gaps were found between the facilities proposed in the DIET guideline and their availability in DIETs. Insufficiency of human resources in some branches was found to exist.

Few comparative studies on the DIETs of different states have also been conducted to evaluate and compare their functioning.

It has been however, revealed that although studies on DIETs have been conducted in the different states, yet, no research study on DIET has been conducted in the state of Mizoram.

CHAPTER - III

METHODOLOGY ADOPTED

This chapter is devoted for description of the methodology adopted by the investigator for the conduct of study. The chapter is organized in seven sections to give a description on research approach, sources of data, population and sample, tools and techniques used, collection of data, organisation of data and statistical techniques used for data analysis.

3. 01: The Research Approach

The study was primarily aimed at critical analysis of the facilities available in the eight DIETs of Mizoram and their activities. The study was to explore the history of teacher training in Mizoram along with the existing status and challenges faced by the DIETs. Hence, descriptive survey approach was mainly followed for the conduct of the study and to attain the objectives. Descriptive research is designed to obtain relevant and precise information in order to make valid general decisions from the collected facts.

3.02: Sources of Data

The following primary and secondary sources were considered to be appropriate for collection of relevant data for the study.

Primary sources: Since the main focus of the study was to study the status and challenges of DIETs in Mizoram, the principals and teacher educators of all DIETs of Mizoram were considered to be the main sources of data.

Secondary sources: Publications, records of the institutions, reports and documents published by the central and state governments, State Council for Educational

Research and Training and Mizoram Board of School Education were the sources of secondary data.

3. 03: Population and Sample

Since the study was concerned with the status and challenges of DIETs in Mizoram, the population of this study comprised of all the eight DIETs located in all the eight district headquarters of Mizoram: Aizawl, Lunglei, Mamit, Champhai, Serchhip. Kolasib, Lawngtlai and Saiha.

For the present study, data were collected from all the eight DIETS. As such, no sampling was done. Data were collected from the Principals/Principals in Charge and Teacher Educators who were available during the days of data collection from the concern DIETs. Besides, information were collected from the office of the concern DIETs. Information was collected from 65 teacher educators and six principals of the eight DIETS relating the challenges and their solutions. The number of teacher educators, including principals, from whom information was collected from the eight DIETs is given in table 3.01.

Table 3.01
Sample of Teacher Educators

Name of DIET	Number of Teacher Educators
DIET, Aizawl	12
DIET, Lunglei	9
DIET, Champhai	8
DIET, Kolasib	8
DIET, Lawngtlai	5
DIET, Mamit	7
DIET, Saiha	6
DIET, Serchhip	10
Total	**65**

3. 04: Tools and Techniques Used

Effective and accurate data collection requires effective research tools. For the present study no readymade tool was found suitable. The researcher in consultation with research guide developed the tools for collection of data. Keeping in mind the nature of the study, it was decided to develop the following five tools for collection of relevant data to fulfill the objectives of the study:

1. General information sheet

2. General information about in-service training programmes organized

3. Check list for infrastructural and instructional facilities in DIETs

4. Information sheet for profiles of Principal and Teaching staff

5. Questionnaire for Principals and Teacher educators about the challenges of DIETs and solutions.

A brief description on the development of the tools is mentioned below:

1. General Information Sheet

The general information sheet was designed to obtain basic information about the institutions: year of establishment, courses offered, duration of programmes and date of NCTE's recognition. Information regarding admission procedure, intake capacity, and school internship were also gathered by using this tool. Data about strength and position of faculty, administrative and professional staff were also collected through this information sheet. Besides, results of the last five years (2014- 2018) were also collected using this information sheet. Such data were collected from the principals of DIETs and their office records and result books published by MBSE.

2. General Information Sheet about In-service Training Programmes organized by DIETs

This information sheet was designed to obtain information regarding the in-service training programmes organized by DIETs. Short term training courses for teachers and education personnel are also organized by DIETs from time to time. This tool was developed to obtain data pertaining to different in-service training programmes organized i.e. name of programme, duration, unit cost and for whom it was organized.

3. Check list for Infrastructural and Instructional Facilities available in DIETs

The prescribed norms and standards by NCTE for diploma in teacher education leading to Diploma in Elementary Education (D. El. Ed), 2014 was referred to develop the Checklist. The checklist includes the infrastructural and instructional facilities available in the DIETs of Mizoram with reference to NCTE norms, 2014.

4. Profiles of Principal and Teaching Staff of DIETs

An information sheet was developed to collect the profiles of principals and teacher educator working in the different DIETs i.e. their academic qualifications and professional qualifications.

5. Questionnaire for Principals and Teacher Educators about the Challenges of DIETs and their Solutions

This questionnaire was developed for Principals and teacher educators to get their perceptions regarding the challenges of the institution and the probable solutions. The questionnaire was developed to obtain sincere responses from the respondents. The questionnaire was developed on the following 15 aspects in which the DIETs

might be facing challenges. Probable solutions were also sought for in respect of the institutions.

(i) Land and Space

(ii) Infrastructural Facilities

(iii) Instructional Facilities and Materials/Resources

(iv) ICT and Internet

(v) Human Resources

(vi) Library Resources

(vii) Admission

(viii) Internship

(ix) In-Service Training Programme

(x) Examination Results

(xi) Syllabus

(xii) Work load

(xiii) Management

(xiv) Professional development

(xv) Service Conditions

Since the nature of the tools and the items were different and those were developed with reference to the norms and standards of D. El. Ed. programme prescribed by NCTE Regulations 2014, the tools were considered to have validity. Establishing reliability of the tools was also considered not to be that relevant. Copies of each of the five tools are given in Appendices A1 to A5.

3.05: Collection of Data

The data were collected through personal visit to the DIETs. The investigator after obtaining permission from SCERT, Mizoram visited the institutions, had interview with the Principals/Principals in charge, handed over the tools to them and to the teacher educators. Information were collected from the supporting staff and office records.

3.06: Organisation of Data

The data collected through the tools were organized to fulfill the objectives of the study.

3.07: Statistical technique for data analysis

The data were analysed both qualitatively and quantitatively. For quantitative analysis, descriptive statistics like frequency and percentage were used keeping in view the objectives of study and the nature of data collected.

CHAPTER - IV

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of data collected from various sources to fulfill the objectives of the study and their interpretations. The first objective of the study was to critically assess the infrastructural resources, the instructional resources and the human resources of the eight DIETs of Mizoram with reference to NCTE norms which is presented in section 4.01. Section 4.02 deals with the critical analysis of admission procedure of pre-service programmes, the curriculum and the mode of transaction of course contents in conformation with the second objective. Section 4.03 is based on the third objective of the study that is to examine the contributions of the DIETs to the state in terms of human resources. Section 4.04 is devoted for analysis of the in-service training programmes organized by DIETs during the last five years in terms of number and nature of programmes, duration and number of beneficiaries which was the fourth objective of the study. In section 4.05, the perceptions of Principals and Teacher Educators of the DIETs regarding the challenges of DIETs in Mizoram and the means of addressing the challenges is presented. Suggested measures for meeting the challenges of DIETs in Mizoram for their effective functioning which is the sixth objective is presented in Chapter V.

4.01: Availability of Infrastructural resources, Instructional resources and Human resources in DIETs of Mizoram with reference to NCTE norms

The first objective of the study was to examine the availability of Infrastructural, Instructional and Human resources in the DIETs with reference to NCTE norms. The data collected through the General Information Sheet, Checklist and Observation

were analysed on various components and are interpreted with reference to NCTE norms, 2014 as below.

4.01(A): Infrastructural resources:

(i) Land and Built up area

For running D. El. Ed programme, the land area specified by NCTE norms is 25,00sq.mts and the specified built up area is 1, 500 sq. mts for one unit (50) intake. The norms further stated that additional intake of one unit would require additional built up area of 500 sq.mts. The existing land and built up area of the eight DIETs under study is presented in Table 4.01.

Table 4.01
Land and Built up area of the DIETs of Mizoram

Sl. No.	*Name of DIET*	*Intake Capacity*	*Built up area (insq.mts.)*	*Land area (insq.mts.)*
1	Aizawl	120	2,352	20,163
2	Lunglei	100	2,006	41,862
3	Champhai	50	1,650	65,476
4	Kolasib	50	2,852	18,598
5	Lawngtlai	50	1,629	33,540
6	Mamit	50	1,649	12,742
7	Saiha	50	1,811	35,015
8	Serchhip	50	3,675	6,173

(Source: Data collected from the field)

As shown in Table 4.01, two DIETs (Aizawl and Lunglei) have more than one unit intake capacity, 120 and 100 respectively. The reason behind DIET, Aizawl having intake capacity of 120 which is more than two units but less than three units is that it had got the recognition prior to NCTE norms and regulations 2014. 120 seats were allotted to the institution for pre-service training programme and it is still adhering to this notification. As per the NCTE norms mentioned above, all the DIETs having one unit intake capacity (50) have the required land and built up areas. The two DIETs-Aizawl and Lunglei, having more than one intake capacity, also have the necessary land and built up areas as specified in the NCTE norms 2014.

(ii) Infrastructural Facilities

The required infrastructural facilities as suggested by the NCTE norms for running D. El. Ed programme included as many as eighteen items. The data for availability of these infrastructural facilities in the eight DIETs and their status of conformity to the NCTE norms had been collected through a General Information Sheet and a Check List. The item wise results and interpretations are presented below:

Item 01: Classrooms

As per the NCTE norms, one classroom is required for every 50 students. Table 4.02 shows the present status of existing classrooms, seating capacity in classrooms and the number of students enrolled in the DIETs for the D. El. Ed programme.

Table 4.02
Availability of Classrooms in the DIETs of Mizoram

Sl. No.	*Name of DIET*	*No. of available classrooms*	*Seating Capacity*	*Maximum intake capacity*	*Total No. of Students enrolled*	*Conformation with NCTE Norms*
1	Aizawl	6	60	120	225	*Conform*
2	Lunglei	8	50	100	163	*Conform*
3	Champhai	4	50	50	86	*Conform*
4	Kolasib	3	60	50	90	*Conform*
5	Lawngtlai	2	50	50	75	*Conform*
6	Mamit	2	50	50	42	*Conform*
7	Saiha	2	50	50	61	*Conform*
8	Serchhip	3	50	50	72	*Conform*

(Students enrolment as on July 2018)

Table 4.02 shows that all the eight DIETs have at least two or more classrooms as per the norms. The D. El. Ed. programme is of two year duration and there are two batches of students every year. Except for DIETs, Aizawl and Lunglei remaining six DIETs have intake capacity of 50 students per year which means that they require two classrooms for the programme. As DIET, Aizawl and DIET, Lunglei have additional intake capacity, they require more classrooms than the other six DIETs, thereby, making the number of classrooms in these two DIETs more than the other six DIETs. It was also found that smart classrooms were available only in DIET, Aizawl. All the eight DIETs were co-educational institutions. Thus, all the eight DIETs conformed to NCTE norms in respect of classroom requirements.

Item 02: Multipurpose Hall

According to the NCTE norms, an institution offering D. El, Ed programme must have a multipurpose hall of 2000 sq.ft area with seating capacity of 200 and with a dais. Table 4.03 illustrates the availability of multipurpose hall, the seating capacity and the total area of the multipurpose halls of the eight DIETs with their relative conformation to NCTE norms.

Table 4.03
Availability of Multipurpose Hall in the DIETs of Mizoram

Sl. No.	*Name of DIET*	*Area of Multipurpose Hall (in sq.ft)*	*Seating capacity of Multipurpose Hall*	*Conformation with NCTE norms*
1	Aizawl	2508	200	*Conform*
2	Lunglei	1693.96	200	*Conform*
3	Champhai	90	100	*Not conform*
4	Kolasib	449.50	116	*Not Conform*
5	Lawngtlai	NA	NA	*Not Conform*
6	Mamit	4000	100	*Conform*
7	Saiha	NA	NA	*Not Conform*
8	Serchhip	88	90	*Not Conform*

(Source: Data collected from the field)

Table 4.03 reveals that only two DIETs (Aizawl and Mamit) conformed to the norms in respect of the hall area. DIET, Lunglei has a multipurpose hall with area which is 1693.96sq.ft and is short of the specified hall area, but, its seating capacity of 200 conforms to the norms. DIET, Kolasib has a multipurpose hall with area 1550.50 sq.ft and is short of the NCTE norms. DIETs, Champhai and Serchhip have very small multipurpose halls of areas 90 sq.ft and 88 sq.ft respectively. Four DIETs

(Lunglei, Kolasib, Champhai and Serchhip) have smaller halls than the specified norms. However, they manage to organize various functions and programmes in these halls. In the DIETs, Lawngtlai and Saiha, the multipurpose halls were not available. The main reason behind the unavailability of multipurpose hall in these two DIETs was that they were still occupying buildings with limited rooms. But, new and bigger buildings are under construction under the centrally Sponsored Scheme (CSS) for Teacher Education and these two DIETs will shift to their new buildings in near future. These two DIETs use big classrooms as halls for organizing various functions.

As per NCTE norms, the seating capacity of multipurpose hall must be 200. Table 4.03 shows that only two DIETs, Aizawl and Lunglei conformed to this norm. The table also illustrates that the multipurpose halls of DIETs, Champhai, and Mamit have seating capacity of 100 each, DIET, Kolasib has 116, and DIET, Serchhip has the seating capacity of 90.

Item 03: Library-cum-Resource Centre

The NCTE norms has suggested that an institution running the D. El. Ed programme must have a library-cum-resource centre where teachers and students would have access to a variety of materials and resources to support and enhance the teaching learning process. The availability and present status of library-cum-resource centres in the eight DIETs are shown in Table 4.04.

Table 4.04
Availability of Library-cum-Resource Centers in the DIETs of Mizoram

Sl. No.	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*Seating capacity in Library*	*Total number of books in the library*	*Status of computerization / automation*	
						Yes	***No***
1	Aizawl	Available	*Conform*	20	6833	Yes	
2	Lunglei	Available	*Conform*	15	4231	Yes	
3	Champhai	Available	*Conform*	10	NA		No
4	Kolasib	Available	*Conform*	10	1898	Yes	
5	Mamit	Available	*Conform*	10	2370	Yes	
6	Lawngtlai	Available	*Conform*	10	2180		No
7	Saiha	Available	*Conform*	10	NA		No
8	Serchhip	Available	*Conform*	15	2289	Yes	

(Source: Data collected from the field)

The information presented in Table 4.04 shows that in all the eight DIETs library-cum-resource centre is available as suggested by the NCTE norms. The seating capacity although not specified in the norms ranges from 10 to 20. The NCTE norms, however, specified the number of books to be available in the library. It stated that a minimum of 1000 books on relevant subjects must be available during the first year of establishment of the institution and 100 standard books must be added every year. DIET, Aizawl which is the oldest institution among the eight DIETs, has the largest collection of available books i.e. 6833. DIET, Lunglei which is the second oldest institution among the eight DIETs has the second largest collection with 4231 books. The information shows that both DIET Aizawl and DIET Lunglei have sufficient quantity of books in their library-cum-resource centres. However, it was found that reference books and books relevant to courses were not sufficient in both libraries.

Three DIETs i.e. Mamit, Lawngtlai and Serchhip have more than 2000 books in their respective libraries while DIET, Kolasib has 1898 books. The number of books in library-cum-resource centres of two DIETs, i.e. Champhai and Saiha were not available as the two institutions did not have any record of it. Regarding computerization/ automation of the libraries, it was found that five DIETs (Aizawl, Lunglei, Kolasib, Mamit and Serchhip) had computerized/automated their libraries but the other three DIETs had not done it. It was found that librarians for the eight DIETs had been appointed by the government to develop the libraries of the DIETs.

Item 04: Curriculum Laboratory

As per NCTE norms, curriculum laboratory with science and mathematics kits must be available in the institution. The availability status of curriculum laboratory in the eight DIETs is presented in Table 4.05.

Table 4.05
Availability of Curriculum Laboratories in the DIETs of Mizoram

Sl. No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Not Available	*Not Conform*	-

(Source: Data collected from the field)

Table 4.05 illustrates that in five DIETs (Aizawl, Lunglei, Champhai, Kolasib and Saiha) curriculum laboratory was available as suggested by the NCTE norms while it was not available in the remaining three DIETs (Lawngtlai, Mamit and Serchhip). These three DIETs have limited infrastructure for which rooms for curriculum laboratory could not be spared to meet the requirement. It is noted that casual arrangements were made by these institutions to meet the basic demands. In the five DIETs where curriculum laboratories were available, science and maths kits, maps, globes, chemicals etc. for practical activities and teaching aids were provided. As shown in Table 4.05 the existing Curriculum Laboratories were found to be adequate in these five DIETs.

Item 05: Computer Laboratory

It has been suggested by NCTE norms that institution offering D. El. Ed programme must have a computer laboratory. The size of the laboratory and its seating capacity, however, is not specified in the norms. Table 4.06 shows the status of availability of computer laboratories in the eight DIETs.

Table 4.06
Availability of Computer Laboratory in the DIETs of Mizoram

Sl. No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	-
4	Kolasib	Not Available	*Not Conform*	-
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Not Available	*Not Conform*	-
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.06 reveals the availability of computer laboratory in the eight DIETs of Mizoram. It is found that three DIETs (Aizawl, Lunglei, and Serchhip) have computer laboratory, whereas, it was absent in the other five DIETs (Champhai, Kolasib, Lawngtlai, Mamit and Saiha). Thus, only three DIETs conformed to NCTE norms while the rest five DIETs failed to conform to the norms. Due to the remote location and poor supply of electricity the five DIETs faced many challenges in ICT and its related equipments. These five DIETs had minimal and inadequate ICT facilities. It was noticed that the computer laboratories in the three DIETs (Aizawl, Lunglei and Serchhip) were functional. The number of computers available in the computer laboratories of these DIETs was 4 to 6. Besides, two DIETs (Aizawl and Serchhip) had collaborated with NIELIT to offer C++ programme for the students.

Item 06: Arts and Craft Resource Centre

The curriculum of D. El. Ed programme includes practicum courses so that students are given opportunities to acquire professional skills and develop their capacities in crafts. Hence, as per NCTE norms, arts and craft resource centre must be available in the institution. The availability of arts and craft resource centre in the eight DIETs is given in Table 4.07

Table 4.07
Availability of Arts and Craft Resource Centre in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Not Conform*	Adequate

(Source: Data collected from the field)

As illustrated in Table 4.07, six DIETs (Aizawl, Lunglei, Champhai, Kolasib, Saiha and Serchhip) conformed to the NCTE norms. In the remaining two DIETs (Lawngtlai and Mamit) the arts and crafts resource centre was not available and therefore, these DIETs failed to conform to the norms. In the six DIETs where the arts and crafts resource centre was available it was found that resources and materials for different activities were adequately provided. In the DIETs where arts and craft centre was absent, arrangements were made for the practical classes and other related activities by using available spare rooms. In DIETs - Aizawl and Lunglei, work education teachers were available although requirement of such teacher is not specified in the NCTE norms.

Item 07: Health and Physical Education Resource Centre

NCTE norms suggest the availability of health and physical education resource centre as another infrastructural requirement for institutions offering D. El. Ed programme. The D. El. Ed curriculum includes practicum courses in children's physical and emotional health, school health and education. Hence, availability of health and physical education resource centre in the DIETs is necessary. Table 4.08 shows the availability of health and physical education resource centre in the eight DIETs.

Table 4.08
Availability of Health and Physical Education Resource Centre in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Not Available	*Not Conform*	-
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Not Available	*Not Conform*	-
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.08 illustrates that in four DIETs (Aizawl, Lunglei, Champhai and Serchhip) health and physical resource centre was available while in the other four DIETs (Kolasib, Mamit, Lawngtlai and Saiha) it was not available. Thus, four DIETs conformed to the NCTE norms whereas the rest four did not conform. It was found

that facilities and equipments available in the Centres were adequate but seldom used.

Item 08: Principal's Office

As per the NCTE norms, separate Principal's room must be available in the institution. The availability of Principal's office in the eight DIETs is presented in Table 4.09.

Table 4.09
Availability of Principal's Office in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Adequate
6	Mamit	Available	*Conform*	Adequate
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.09 shows that all the eight DIETs have separate Principal's office. The NCTE norms did not specify the size and area of the room. As shown in Table 4.09, the available Principal's offices of the eight DIETs were found to be adequate. The investigator found the Principal's rooms of all the eight DIETs were provided with essential furniture and well maintained.

Item 09: Staff Room

NCTE norms suggest that staff room must be provided for teacher educators. Table 4.10 illustrates the availability of staff room in the eight DIETs.

Table 4.10

Availability of Staff Room in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Adequate
6	Mamit	Available	*Conform*	Adequate
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.10 reveals that staff room is available in all the eight DIETs as per NCTE norms and hence, the eight DIETs conform to the norms. While the size of the room was not specified in the norms, the staff rooms were found to be spacious. In DIET Aizawl, cabins for academic staff with seating capacity of 3 to 4 persons were available.

Item 10: Administrative Office

As suggested in the NCTE norms, an office for the administrative staff is required. Table 4.11 shows the status of availability of administrative office in the eight DIETs.

Table 4.11
Availability of Administrative Office in the DIETs of Mizoram

Sl. No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Adequate
6	Mamit	Available	*Conform*	Adequate
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.10 confirms that office for the administrative staff is available in all the eight DIETs as per the NCTE norms. The size of the room was not specified in the norms, but, the administrative offices were found to be spacious. However, it was observed that in most of the DIETs the furniture and facilities were not adequate.

Item 11: Store Rooms

As per the NCTE norms, one or more store rooms must be available in the institution. The status of the availability of store rooms in the eight DIETs is presented in Table 4.12.

Table 4.12
Availability of Store Rooms in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*No. of Sore rooms available*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	1	*Conform*	Adequate
2	Lunglei	Available	1	*Conform*	Adequate
3	Champhai	Available	1	*Conform*	Adequate
4	Kolasib	Available	1	*Conform*	Adequate
5	Lawngtlai	Available	1	*Conform*	Adequate
6	Mamit	Available	1	*Conform*	Adequate
7	Saiha	Available	1	*Conform*	Adequate
8	Serchhip	Available	1	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.11 shows that all the eight DIETs have the required store room as suggested in the norms. It was found that all the DIETs under the study had one store room although possession of more than one was desirable according to the NCTE norms. The existing store rooms in the eight DIETs were found to be adequate.

Item 12: Common Rooms

NCTE norms suggest that common rooms need to be provided separately for males and females. The existing condition of common rooms in the eight DIETs is presented in Table 4.13

Table 4.13
Availability of Separate Common Rooms for Males and Females in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Not Available	*Not Conform*	-
3	Champhai	Not Available	*Not Conform*	-
4	Kolasib	Not Available	*Not Conform*	-
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Not Available	*Not Conform*	-
8	Serchhip	Not Available	*Not Conform*	-

(Source: Data collected from the field)

Table 4.12 reveals that only DIET, Aizawl had separate common rooms for males and females. Thus, it was the only DIET that conformed to NCTE norms while the remaining seven DIETs did not conform to the norms.

Item 13: Canteen

As per the NCTE norms, canteen facility must be available at the institution to cater the daily need of the staff and students. The availability of canteen in the eight DIETs is given in Table 4.14.

Table 4.14
Availability of Canteen in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Adequate
6	Mamit	Available	*Conform*	Adequate
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.14 shows that all the eight DIETs had canteen facility as suggested by the NCTE norms. These canteens were located inside the campuses of the DIETs.

Item 14: Visitor's Room

NCTE norms suggest availability of visitor's room in the DIETs. The information on availability of visitor's room in the eight DIETs is presented in Table 4.15

Table 4.15
Availability of Visitor's Room in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Not Available	*Not Conform*	-
4	Kolasib	Not Available	*Not Conform*	-
5	Lawngtlai	Not Available	*Not Conform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Not Available	*Not Conform*	-
8	Serchhip	Not Available	*Not Conform*	-

(Source: Data collected from the field)

Table 4.15 reveals that only two DIETs (Aizawl and Lunglei) have visitor's room as per the NCTE norms. The other six DIETs (Champhai, Kolasib, Mamit, Lawngtlai, Saiha and Serchhip) did not fulfill this requirement because they had limited number of rooms. Visitors to these institutions were entertained either in the administrative office or in the staff room

Item 15: Toilet Facility

NCTE norms suggest that four separate toilet facility must be provided in the institution for male and female students, staff and PWD. Table 4.16 presents the existing toilet facility in the eight DIETs.

Table 4.16
Availability of Separate Toilet Facility in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability Separately for Male/Female & Staff*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*	*Availability for PWD*	*Conformation with NCTE norms*
1	Aizawl	Available	*Conform*	Adequate	Not available	*Not Conform*
2	Lunglei	Available	*Conform*	Adequate	Not available	*Not Conform*
3	Champhai	Available	*Conform*	Adequate	Not available	*Not Conform*
4	Kolasib	Available	*Conform*	Adequate	Not available	*Not Conform*
5	Lawngtlai	Available	*Conform*	Adequate	Not available	*Not Conform*
6	Mamit	Available	*Conform*	Adequate	Not available	*Not Conform*
7	Saiha	Available	*Conform*	Adequate	Not available	*Not Conform*
8	Serchhip	Available	*Conform*	Adequate	Not available	*Not Conform*

(Source: Data collected from the field)

Table 4.16 illustrates that separate toilet facility for males and female students and staff was found available in all the eight DIETs while toilet facility for PWD was not available in any of the DIETs.

Item 16: Parking Space

NCTE norms suggest availability of parking space in the DIETs. The availability of parking space in the eight DIETs is given in Table 4.17.

Table 4.17
Availability of Parking Space in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available* *Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Not Adequate
6	Mamit	Available	*Conform*	Adequate
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.17 shows that all the eight DIETs were in conformation with NCTE norms regarding parking space. The table shows that seven DIETs had adequate parking space while one DIET (Lawngtlai) had inadequate space.

Item 17: Open Space

The NCTE norms suggest that open space for lawns, gardening activities etc. must be available in the DIETs. The availability of open space in the eight DIETs is presented in Table 4.18.

Table 4.18
Availability of Open Space in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available* *Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Not Available	*NotConform*	-
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Available	*Conform*	Adequate
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.18 indicates that six DIETs (Aizawl, Lunglei, Champhai, Kolasib, Saiha and Serchhip) conformed to the NCTE norms regarding availability of open space for lawns and gardening activities. But, two DIETs (Lawngtlai and Mamit) did not conform to the NCTE norms as the required space was not available with these two institutions.

Item 18: Multipurpose Playfield

As per the NCTE norms, multipurpose playfield must be available in the DIETs. Table 4.19 shows the availability of multipurpose playfield in the eight DIETs of Mizoram.

Table 4.19
Availability of Multipurpose Playfield in the DIETs of Mizoram

Sl No	*Name of DIET*	*Availability*	*Conformation with NCTE norms*	*If available Adequate/Not adequate*
1	Aizawl	Available	*Conform*	Adequate
2	Lunglei	Available	*Conform*	Adequate
3	Champhai	Available	*Conform*	Adequate
4	Kolasib	Available	*Conform*	Adequate
5	Lawngtlai	Available	*Conform*	Adequate
6	Mamit	Not Available	*Not Conform*	-
7	Saiha	Not Available	*Not Conform*	-
8	Serchhip	Available	*Conform*	Adequate

(Source: Data collected from the field)

Table 4.19 illustrates that six DIETs (Aizawl, Lunglei, Champhai, Kolasib, Lawngtlai and Serchhip) conformed to the NCTE norms. The multipurpose playfield was used for organizing games, sports and other related activities. Two DIETs (Mamit and Saiha) did not conform to the norms because of limited land. It has been found that arrangements with schools having playfields were made by these two DIETs when such programmes were organized.

.01 B. Instructional resources:

The data relating to instructional resources were collected from office records and principals of the DIETs who were available at the time of data collection through a

General Information Sheet and a Check List. The results and interpretations are presented below:

(i) Materials and Resources in Library-cum-Resource Centre

For enrichment and support of teaching-learning process in the institution, NCTE norms have suggested the necessity of equipping the centre with a variety of materials and resources. The norms state that these materials and resources should be accessible to the teachers and students. The availability of these materials and resources in the library-cum-resource centres of DIETs under study is presented in Table 4.20. The tick (√) mark indicates availability/conformation.

Table 4.20
Availability of Materials and Resources in Library-cum-Resource Centres of the DIETs of Mizoram

Materials and Resources	Aizawl			Lung-lei			Cham-phai			Kola-sib			Lawng-tlai			Mamit			Saiha			Serch-hip		
	Available	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**	**Available**	**Conform**	**Adequate**
Journal	√	√	√	√		√	√			√			√			√		√	√			√		
Magazines	√	√		√			√			√			√			√	√	√	√					
Children' s books	√	√	√	√	√	√	√						√			√	√	√	√	√	√			
Audio-visual equipment-OHP, DVD Player	√	√	√	√	√	√	√	√	√										√	√	√			
Audio-visual aids, slides, films	√	√	√	√	√	√				√	√	√	√	√	√				√	√	√	√	√	√
Teaching aids-Charts, Pictures	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√	√	√	√	√	√
Developmet assessment checklist & measurement tools	√	√	√	√	√	√													√	√	√			

Photocopying machine	√	√	√	√	√	√							√	√	√									

(Source: Data collected from the field)

In table 4.20, eight materials and resources that should be available in the library cum resource centre as per NCTE norms have been listed. The first resource material 'Journals' was available in all the DIETs under the study. The NCTE norms mention that Journals published by NCTE and at least 3 other refereed Journals in the field of education should be subscribed by the institution. It was found that only DIET, Aizawl conformed to this norm. In the other DIETs, Journals in the library cum resource centres were found to be of those published in local language (Mizo) and other Journals on subjects other than education. As local journals in various subjects were easily available, they were subscribed by most of the DIETs. Online journal was not subscribed by any of the DIETs. DIET, Serchhip was the only DIET without Magazines, while DIET Mamit was the only institution with adequate Magazines. Both Aizawl and Mamit DIETs were the two DIETs that conform to NCTE norms regarding Magazine resources.

According to NCTE norms, children's' books like children's encyclopedia, dictionaries, comics, stories, picture books and poems should be collected for enrichment of instructional resources. These books were found in six DIETs i.e. Aizawl, Lunglei, Champhai, Lawngtlai, Mamit and Saiha. The two DIETs that did not conform to this norm were Kolasib and Serchhip. Audio-visual equipments such as OHP, DVD player were available in 4 DIETs i.e. Aizawl, Lunglei, Champhai and Saiha while it was not available in the other 4 DIETs. The audio-visual equipments serve an important teaching tool since the D. El. Ed curriculum included some topics and activities that must be learnt through films and documentaries. Audio-visual aids, slides and films were found in six DIETs (Aizawl, Lunglei, Kolasib, Lawngtlai,

Saiha and Serchhip) as a number of slides and films have been suggested in the D. El. Ed curriculum for discussion and analysis. Teaching aids such as charts and pictures were available in all the eight DIETs. These teaching aids were used by the teacher educators for enhancement of teaching. Thus, all the eight DIETs conformed to the norms regarding availability of teaching aids.

Developmental assessment checklist and measurement tools were found only in three DIETs (Aizawl, Lunglei and Saiha) but not with the rest five.

Photocopying Machine was found to be available in the library-cum-resource centre of four DIETs (Aizawl, Lunglei, Lawngtlai and Saiha), whereas, it was not available in the other four DIETs.

(ii) Equipment and Materials for different Activities

NCTE norms suggest different equipment and materials that are suitable and sufficient in quantity and quality for various activities included in D. El. Ed programme. The availability of such equipment and materials in the different DIETs are shown in Table 4.21. The tick (√) mark indicates availability/conformation.

Table 4.21
Availability of Equipment and Materials for various activities in the DIETs of Mizoram

Equipment and Materials	Aizawl			Lunglei			Champhai			Kolasib			Lawngtlai			Mamit			Saiha			Serchhip		
	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate
Educational Kits	√	√	√	√		√	√	√		√	√		√	√		√	√		√	√		√	√	
Educational Models	√	√	√	√	√	√	√	√		√	√		√	√		√	√		√	√	√			
Play Materials	√	√	√	√	√	√	√	√		√	√		√	√		√	√		√	√				
Picture Books	√	√	√	√	√	√	√	√		√	√	√	√	√		√	√	√	√	√	√			
Photographs	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√				
Charts	√	√	√	√	√	√	√	√		√	√		√	√		√	√		√	√		√	√	
Maps	√	√	√	√	√	√	√	√		√	√		√	√		√	√		√	√		√	√	
Flash Cards	√	√		√	√		√	√		√	√		√	√	√	√	√		√	√				
Hand Books	√	√		√	√		√	√		√	√		√	√		√	√		√	√		√	√	
Pictorial Representations	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√		√	√	√	√	√	√

(Source: Data collected from the field)

Table 4.21 presents the availability of 10 equipment and materials that were listed in the NCTE norms for different activities. It also states the nature of suitability of these equipment and materials in quantity and quality for variety of activities which were planned in the programme. The first material 'educational kits' were found to be available in all the eight DIETs. The educational kits were, however,

found to be adequate only in two DIETs i.e. Aizawl and Lunglei. However, educational models were found to be available in all the eight DIETs. The Educational models were found to be adequate in four DIETs (Aizawl, Lunglei, Saiha and Serchhip). Thus, all eight DIETs, more or less, conform to the NCTE norms.

Play materials for activities were found in all the eight DIETs. The play materials were found adequate only in two DIETs (Aizawl and Lunglei). Thus, all eight DIETs have, more or less, play materials as suggested by the NCTE norms.

Picture books, photographs, charts, maps, flash cards, hand books and pictorial representations for different activities were all found to be presented in the eight DIETs. These equipments and materials serve as useful teaching aids for the teacher educators of the eight DIETs.

(iii) Equipments, Tools, Raw Materials, Play Materials and Arts and Crafts Materials

The NCTE norms recommend a number of equipments, tools, raw materials for teaching aids, play materials and arts and craft materials. The availability of these items in the eight DIETs is presented in Table 4.22.The tick (√) mark indicates availability/conformation.

Table 4.22
Availability of Equipments, Tools, Raw Materials, Play Material and Arts and Crafts Materials

Equipment, Tools and Raw Materials	Aizawl			Lunglei			Champhai			Kolasib			Lawngtlai			Mamit			Saiha			Serchhip		
	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate
Wood working	√	√	√	√	√																			
Gardener's Tools	√	√		√	√																			
Raw materials and equipments for toy making, doll making, tailoring, dress designing	√	√		√	√																			
Materials for preparation of charts, models and practical activities	√	√	√	√	√	√																		
Stationery	√	√		√	√		√	√		√	√		√	√		√	√		√	√		√	√	

(Source: Data collected from the field)

Wood working tools and Gardener's tools were found to be available only in two DIETs i.e. Aizawl and Lunglei while they were not found in the other six DIETs. Teachers for work experience were also found in these two DIETs. The space allotted for gardening activities was being used by these two DIETs while the other six DIETs informed that gardening activities would be taken up in near future.

Raw materials and equipment for toy making, doll making tailoring, dress designing etc. were also found in DIET, Aizawl and DIET, Lunglei whereas the

other six DIETs were in the process of acquiring these materials for arts and craft activities.

Materials for preparation of charts, models and practical activities were again found only in Aizawl and Lunglei DIETs. These two DIETs had been conducting practical activities using these materials whereas the remaining six DIETs (Champhai, Kolasib, Lawngtlai, Mamit, Saiha and Serchhip) were in the process of procuring these materials. These six DIETs were not able to conduct practical activities.

Stationery items were found to be available in all the eight DIETs although not sufficient.

(iv) Audio Visual Equipment

Table 4.23 presents the different audio visual equipments for instructional facility found in the eight DIETs.

Table 4.23

Availability of Audio Visual Equipment in the DIETs of Mizoram

	Aizawl			Lung-lei			Cham = phai			Kolasib			Lawngtlai			Mamit			Saiha			Serchhip		
Audio - Visual Equipment	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate	Available	Conform	Adequate
Television	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Slide projector	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Satellite ROT(Receive Only Terminal)													√	√	√	√	√	√						
SIT (Satellite Interactive Terminal)																								

(Source: Data collected from the field)

Table 4.23 shows that television and slide projectors were found in all the eight DIETs. They were also found to be adequate in number. Satellite Receive Only Terminal (ROT) was found in two DIETs i.e. Lawngtlai and Mamit. But, Satellite Interactive Terminal (SIT) was not available with any of the eight DIETs.

(v) Musical Instruments

Table 4.24 presents the availability of musical instruments in the DIETs of Mizoram.

Table 4.24

Availability of Musical Instruments in the DIETs of Mizoram

Sl. No	*Name of DIET*	*Available musical instruments*	*Conformation with NCTE Norms*	*Adequate/Not Adequate*
1	Aizawl	Guitar, Keyboard, drums	*Conform*	Adequate
2	Lunglei	Guitar (2), Keyboard, drums (2)	*Conform*	Adequate
3	Champhai	Guitar, keyboard, drum	*Conform*	Adequate
4	Kolasib	Guitar, drums	*Conform*	Adequate
5	Lawngtlai	Guitar (2), drum (2) Keyboard (2) electric guitars	*Conform*	Adequate
6	Mamit	Guitar, drum	*Conform*	Adequate
7	Saiha	Guitar, drum	*Conform*	Adequate
8	Serchhip	Guitar, drum	*Conform*	Adequate

(*Source: Data collected from the field)*

Conforming to NCTE norms, musical instruments were available in all the eight DIETs. The musical instruments were found to be in good condition and were being regularly used.

(vi) Games and Sports equipments

Table 4.25 presents the availability of games and sports equipments in the DIETs of Mizoram.

Table 4.25
Availability of Games and Sports Equipments in the DIETs of Mizoram

Sl. No.	*Games and Sports Equipments*	*Name of DIET*	*Availability*	*Conformation with NCTE Norms*	*If Available Adequate/Not Adequate*
1	Equipment for indoor games	Aizawl	Available	*Conform*	Adequate
		Lunglei	Available	*Conform*	Adequate
		Champhai	Available	*Conform*	Not adequate
		Kolasib	Available	*Conform*	Not adequate
		Lawngtlai	Available	*Conform*	Not adequate
		Mamit	Available	*Conform*	Not adequate
		Saiha	Available	*Conform*	Not adequate
		Serchhip	Available	*Conform*	Not adequate
2	Equipment for outdoor games	Aizawl	Available	*Conform*	Adequate
		Lunglei	Available	*Conform*	Adequate
		Champhai	Available	*Conform*	Not adequate
		Kolasib	Available	*Conform*	Not adequate
		Lawngtlai	Available	*Conform*	Not adequate
		Mamit	Available	*Conform*	Not adequate
		Saiha	Available	*Conform*	Not adequate
		Serchhip	Available	*Conform*	Not adequate

(Source: Data collected from the field)

As presented in Table 4.25, all the eight DIETs possess little indoor and outdoor equipments for games. The indoor items found in the DIETs were chess, checker, draft board and carom board. Table Tennis was found in five DIETs i.e. Aizawl, Lunglei, Kolasib, Mamit and Serchhip. The outdoor items found were football, volleyball, basketball shot put and javelin. These sports items were found to be

adequate only in two DIETs (Aizawl and Lunglei) while those were found to be inadequate in the other six DIETs.

4.01 C. Human resources:

a) Academic Faculty

NCTE norms recommend the academic faculty strength of 8 for one unit (intake of 50) and16 for two units (intake of 100) students with inclusion of the Principal/ Head of Department. The existing academic faculty strength of the eight DIETs is presented in Table 4.26.

Table 4.26

Existing Academic Faculty of the DIETs of Mizoram

Sl. No	Name of DIET	Princi-pal	Vice Principal	Senior Lecturer	Lecturer	Instructor /Teacher etc.	Total		
							TT	M	F
1	Aizawl	1	1	3	22	3	30	13	17
2	Lunglei	1			21	1	23	13	10
3	Champhai	1			10		11	3	8
4	Kolasib	1			14	1	16	7	9
5	Lawngtlai	1			9		10	4	6
6	Mamit	1			13	1	15	6	9
7	Saiha	1			9		10	8	2
8	Serchhip	1			19	1	21	10	11
	Total	8	1	3	117	7	136	64	72

(*Source: SCERT, Oct 2018*)

Table 4.26 shows the number of existing academic faculty in the eight DIETs as on October, 2018. As shown in the Table DIET, Aizawl had the highest academic faculty strength with a total of 30 followed by DIET, Lunglei with 23 and DIET, Serchhip with faculty strength of 21. DIET, Lawngtlai and DIET, Saiha had the lowest faculty strength of 10 each. It was found that DIETs having less academic faculty strength were mostly the DIETs having intake of one unit (50 students) while DIETs having larger number of students were provided with more teacher educators. The existing Principals of the DIETs were mostly teachers working in High Schools who opted the principal's post when six DIETs/DRCs were established in 2005 under the Centrally Sponsored Scheme of Teacher Education. Table 4.26 shows that there were 64 male teacher educators and 72 female teacher educators by October 2018 in all the eight DIETs. For further analysis, the academic qualification of the academic faculty of the eight DIETs is presented in Table 4.27.

Table 4.27

Academic Qualification of Academic Faculty of DIETs of Mizoram

Sl. No	Name of DIET	Principal's qualification	M.A B.Ed	M.Sc B.Ed	M.A/M. ScM.Ed	Others
1	Aizawl	M.A,B.Ed	20	1	6	3
2	Lunglei	M.A,B.Ed	13	2	6	2
3	Champhai	M.A,B.Ed	9	2		
4	Kolasib	M.A,M.Ed	4	2	9	1
5	Lawngtlai	M.A, M.Ed	7	1	2	
6	Mamit	M.A,B.Ed	10	3	1	1
7	Saiha	M.A,B.Ed	9		1	
8	Serchhip	M.A,B.Ed	15	4	1	1
	Total		87	15	26	8

(Source: Information provided by Teacher Education Wing, SCERT, Oct 2018)

The qualification recommended as per NCTE norms for Principal's post is Post graduate degree in any one of the streams of Science, Social Sciences, Arts or Humanities with a minimum 55% marks with M.Ed or M.A (Education) with minimum 50% marks. It also requires teaching experience of five years in a Teacher Education Institution. The profiles of the principals of the eight DIETs show that all of them possessed the required qualification. Among the eight principals of the DIETs, seven were male while the principal of DIET, Lawngtlai was a female. From a total of 136 academic faculties in the eight DIETs, 87 teacher educators (63.98%) were M.A. B.Ed while 16 teacher educators (11.76%) were M. Sc. B.Ed. Since only few teacher educators from Science stream were available, there was shortage of science and mathematics teachers in some DIETs and this imposed challenge for the DIETs. There were 26 teacher educators (19.11%) with M. Ed degree besides having the Master's degree in various disciplines. DIET, Kolasib had the highest number of teacher educators with nine teacher educators having M. Ed degree followed by DIETs, Aizawl and Lunglei with six teacher educators each. On the other hand, DIET, Champhai failed to have the required M. Ed qualified teacher educators. There were 8 teacher educators (0.05%) who were found to have qualifications in areas such as drama, fine arts, music and physical education and they are posted in five DIETs i.e. Aizawl, Lunglei, Kolasib, Mamit and Serchhip.

b) Administrative Staff:

The position of administrative staff in the DIETs of Mizoram is presented in Table 4.28.

Table 4.28
Administrative Staff of the DIETs of Mizoram

Sl no	Name of DIET	Superintendent	Accountant	Technician	UDC	Stenographer	Librarian	Lab Asst.	Data entry operator	LDC	Driver	IV Grade	Total
1	Aizawl	1	1	1	3	1	1	3	1	3	2	10	27
2	Lunglei	1	1	1	3	1	1	1	1	2		7	19
3	Champhai		1		2	1	1		1	3		3	12
4	Kolasib		1		1	1	1	1	1	2		4	12
5	Lawngtlai				1	1	1			3		5	11
6	Mamit				1	1	1	1	1	3		5	13
7	Saiha		1		1	1	1		1	3		4	12
8	Serchhip		1		2	1	1	1	1	2		5	14

(Source: SCERT, Oct 2018)

For the efficient functioning of the DIETs, the NCTE norms recommend the engagement of a superintendent or UDC, one computer operator-cum-store keeper, one computer laboratory assistant and one librarian having B. Lib in each DIET. The required qualifications for these posts were prescribed by the state government. Table 4.28 shows that there were 2 superintendents, 14 UDCs, 7 computer data operators 5 laboratory assistants and 8 librarians in all the eight DIETs. The DIET having the highest administrative staff is DIET, Aizawl with 27 staff and the DIET having the least number is DIET, Lawngtlai with 11 staff.

4.02: Analysis of Admission Procedure, Curriculum and Mode of Transaction of Course Content

The second objective of the study was to critically analyse three components – admission procedure of pre-service service programme, curriculum and mode of transaction of course content. The results and interpretations are presented below separately for the three components.

4.02.1 Admission Procedure of Pre-service Programme

NCTE 2014 norms suggest that D. El. Ed programme shall be a duration of two academic years. It further mentions that the students will be permitted to complete the programme within a maximum period of three years from the date of admission to the programme. As per NCTE norms, the minimum qualification for admission to D. El. Ed. programme is higher secondary (12^{th} standard) or its equivalent examination. A candidate must secure at least 50% marks in higher secondary from a recognized board or its equivalent examination for eligibility to the programme. After analyzing the data of general information sheet, the following information is revealed.

(i) Eligibility:

The minimum score required for admission to DIETs in Mizoram is 45% in HSSLC as the maximum number of applicants belongs to the scheduled tribe. The NCTE norms states that reservation and relaxation in marks for SC/ST/OBC/PWD and other categories as per the central government rules is applicable for admission to DIET and the same is applied in Mizoram. A relaxation of 5% of marks was found applicable to applicants belonging to scheduled castes, scheduled tribes, other backward classes and persons with disability in all the DIETs under study.

Reservation of 3% seats for SC/ST/OBC/PWD and other categories as per the central government rules is applicable in the DIETs.

(ii) Selection Procedure:

NCTE 2014 norms mention that selection process for the D. El. Ed. programme shall be as per the state government's administration. In Mizoram, the selection of students for admission to DIETs used to be done centrally by the SCERT. Common Entrance Examination was conducted by SCERT before the commencement of the academic session. The criteria used for selection were marks in the qualifying and entrance examinations, and personal interview. The result of the shortlisted candidates for personal interview District-wise was published first by SCERT. Personal interview was then conducted by each DIET. Final publication of selected candidates was again done by the SCERT. It has been found that DIET, Aizawl had maximum number of applicants for admission to the D. El. Ed programme reaching 8 to 9 times more than its intake capacity of 120 per batch. In other DIETs, while intake capacity is 50 per batch, applicants were found to be less than the intake capacity. Candidates who were denied seat in DIET, Aizawl were offered seats in other DIETs if desired by the applicant.

As already mentioned in Chapter I, till 2016, two DIETs, Aizawl and Lunglei were the only DIETs where pre-service teacher education programme was offered. The other six DIETs were first set up as District Resource Centres (DRCs) for organizing short-term orientation and refresher training programmes for in-service teachers and as such they did not offer the pre-service D. El. Ed. programme. With the up-gradation of the other six DIETs from DRCs to DIET status in 2013, pre-service programme (D. El. Ed) has been offered in all the eight DIETs of Mizoram.

4.02.2 Curriculum

According to the NCTE 2014 norms, the D. El. Ed programme must comprise of compulsory and optional theory courses, compulsory practicum courses, and comprehensive school internship. It also stated that 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 the region concerned.

The present D. El. Ed curriculum and syllabus of Mizoram has been developed and prepared by the MBSE as affiliating body in line with the National Curriculum Framework for Teacher Education (NCFTE), 2009 as stated by the NCTE norms. The present curriculum was implemented with effect from 2014 academic session and it is still being followed. The NCTE norms 2014 had suggested that the two year D. El. Ed. programme is to be designed to integrate areas such as Study of childhood, Social context of education, Subject knowledge, Pedagogical knowledge, Aims of education and Communication. All such areas were found to have been included.

(i) Theory courses:

NCTE norms 2014 specified that the theory courses shall comprise courses on perspectives in Education, Curriculum and Pedagogic courses with optional courses in Pedagogy. The D. El. Ed theory courses include Foundations/Perspectives of Education in three broad rubrics, namely, Child studies, Contemporary studies and Educational studies. Language proficiency and communication, relevant field-based units of study such as assignments and projects were also included. Pedagogy

courses in Language, Mathematics, Science, Social science and Environmental studies were also offered in the theory courses.

(ii) Practicum:

NCTE norms stated that field engagement and practical courses shall be designed to give opportunities to acquire a repertoire of Professional skills and Capacities in craft, Fine arts, Work Education, Creative drama and Theatre in education, Self-development, children's Physical and Emotional health, School health and Education.

(iii) School Internship:

The school internship programme as per NCTE norms must 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. The second year of school internship would be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.
- The institution should have easy access to sufficient number of recognized elementary schools for field work and practiced teaching related activities of students. Having an attached primary/elementary school of its own by the institution was desirable. The institution should furnish undertaking from the schools willing to provide facilities for practice teaching.

The different Currricular areas along with the course title offered in Mizoram DIETs for the two year D. El. ED. programme is given in Table 4.29.

Table 4.29

Curricular Areas and Course Titles of D. El. Ed. Programme offered in DIETs of Mizoram

Sl No	Curricular area	Course name	No. of courses
1	Child studies	1. Childhood and the development of children 2. Cognition, Learning and the Socio-Cultural Context	2
2	Educational Studies	1. Education, Society, Curriculum and Learners 2. Towards Self-Understanding and Evolving an Educational Vision I 3. Towards Self-Understanding and Evolving an Educational Vision II 4. School Culture, Leadership and Change	4
3	Contemporary Studies	1. Contemporary Indian Society 2. Diversity, Gender and Inclusive Education	2
4	Curriculum and Pedagogic Studies	1. Proficiency in English 2. Pedagogy across the Curriculum 3. Understanding Language, Early Literacy Education 4. Mathematics Education for the Primary School Child 5. Pedagogy of Environmental Studies 6. Pedagogy of English Language 7. Pedagogy of Social Science 8. Pedagogy of Mizo 9. Pedagogy of Science 10. Pedagogy of Mathematics 11. Pedagogy in Hindi	11
5	Practicum	1. Creative Drama, Fine Arts and Education 2. Children's Physical and Emotional Health, School Health and Education 3. Work and Education	3
6	Internship	1. Pre-Internship 2. School Internship	2

An analysis of Table 4.29 shows that there were 6 curricular areas broken down into 19 theory courses, 3 practical courses and 2 internship courses in the D. El. Ed. curriculum. In the theory course, Child studies as suggested in the NCTE norms was offered in two courses namely, Childhood and the development of children and Cognition, Learning and the Socio-Cultural Context. Educational studies included four courses which are Education- Society- Curriculum and Learners, Self-Understanding and Evolving an Educational Vision I and II, and School Culture-Leadership and Change. Contemporary Studies has been integrated in two courses, Contemporary Indian Society and Diversity, Gender and Inclusive Education. Curriculum and Pedagogic Studies was offered eleven courses which were Proficiency in English, Pedagogy across the Curriculum, Understanding Language, Early Literacy Education, Mathematics Education for the Primary School Child, Pedagogy of Environmental Studies, Pedagogy of English Language, Pedagogy of Social Science, Pedagogy of Mizo, Pedagogy of Science, Pedagogy of Mathematics and Pedagogy in Hindi. Table 4.29 shows that Pedagogy is offered in seven specific subjects.

Practicum component was offered under three courses which were Creative Drama, Fine Arts and Education, Children's Physical and Emotional Health, School Health and Education and, Work Education. It is given in the Table that only theory courses were offered in the first semester and Practicum courses were offered from the second semester onwards. The courses offered for practicum in the curriculum were as per suggestions of the NCTE norms.

Internship programme has been sub divided into two courses, Pre-internship and School internship courses. Pre-internship used to be offered in the second semester while School internship used to be offered in the final semester. Thus,

Table 4.29 shows that the curriculum and courses offered in the DIETs of Mizoram are not only in conformity to NCTE norms but also adhere to NCFTE.

In Table 4.30, the semester break-up and curriculum structure along with the suggested periods for a course per week is presented. Allotment of marks of internal, external and practicum is also highlighted.

Table 4.30

Semester Break-up and Curriculum Structure of D.El Ed Course

Sl. No	Course Title	Suggested Periods per weak	Internal	External	Practicum	Maximum Marks
I Semester	**Theory**					
1	Childhood and the development of children	4-5	20	50	30	100
2	Contemporary Indian Society	4-5	30	70		100
3	Education Society, Curriculum and learners	4-5	30	70		100
4	Cognition, Learning and the Socio-Cultural Context	4-5	30	70		100
5	Proficiency in English	4-5	15	35		50
		Total Marks	125	295	30	450

Sl. No	Course Title	Suggested Periods per weak	Internal	External	Practicum	Maximum Marks
II Semester	**Theory**					
1	Toward Self understansing and Evolving on Educational Vision I	2-3	20	30	30	50
2	Pedagogy across the curriculum	2-3	20	30		50
3	Mathematics Education for the Primary School Child	4-5	30	70		100
4	Proficiency in Hindi	2-3	15	35		50
	Practicum					
5	Work and Experience	2-3				50
6	Children's Physical and Emotional Health, School Health and Education	4-5				100
7	Pre Internship	2 weeks				50
		Total Marks	85	165		450

Sl. No	Course Title	Suggested Periods per weak	Internal	External	Practicum	Maximum Marks
III Semester	**Theory**					
1	Pedagogy of English Language	4-5	30	70		100
2	Pedagogy of Science	4-5	30	70		100
3	Pedagogy of Mathematics	4-5	30	70		100
4	Towards Self-Understanding and Evolving an Educational Vision II	2-3	20	30		50
5	Understanding Language, Early Literacy and Language Education	4-5	30	70		100
		Total Marks	140	310		450

Sl. No	Course Title	Suggested Periods per weak	Internal	External	Practicum	Maximum Marks
IV Semester	**Theory**					
1	Pedagogy of Environmental Studies	2-3	15	35		50
2	Pedagogy of Social Science	2-3	15	35		50
3	Pedagogy of Mizo	4-5	30	70		100
4	Diversity, Gender and Inclusive Education	2-3	15	35		50
5	School Culture, Leadership and Change	2-3	15	35		50
	Practicum					
6	Creative Drama, Fine Arts and Education	2-3	15	35		50
7	School Internship	7-8 weeks				150
		Total Marks	90	210		500
		Grand Total	440	980		1850

Table 4.30 highlights the curriculum structure and semester break-up of the D. El. Ed. course. The two year D. El. Ed. programme is divided into four Semesters. In the first Semester, 5 theory courses are offered, 7 courses in the second Semester including Practicum and Pre-internship and 4 theory courses, 5 theory courses in the third Semester and 7 courses in the final Semester including Practicum and school Internship. The total marks allotted for each of the first three Semesters is 450 whereas the total marks in the final Semester is 500. The total internal marks allotted is 125, 85, 140 and 90 in the first, second, third and fourth semesters respectively and maximum of the internal marks is 440. The external marks in the first, second, third and fourth semesters are 295, 165, 310 and 210 respectively. As per the NCTE

norms, 20% to 30% must be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body, and for the distribution of internal assessment and external assessment the specified norm was followed. The total of 200 marks is allotted for Practicum in the course. Internship programme has been subdivided into two courses, pre-internship and school internship courses. Pre-internship has been allotted 50 marks whereas school internship has been allotted 150 marks.

The scheme of examination and question design for the D. El. Ed has been prepared by MBSE and has been effective since 2014. The learning objectives and their respective weightages of the questions were found to be - Knowledge level 28%, Understanding level 40% and Application level 32% weightage. In Bloom's taxonomy of learning outcomes, these three levels are the lower levels of learning objectives. It implies that emphasis is not given to the higher levels of learning objectives i.e. Analysis, Synthesis and Evaluation.

4.02.3 Mode of transaction of course content

Mode of transaction of course content is very important for the effective implementation and success of curriculum. A variety of modes of transaction such as classroom discussions, individual and group presentations, home assignment, assignment of projects, lecture method, group work, practical activities etc. are adopted by the teacher educators for course transaction of the D. El. Ed. programme. In order to reveal the mode of transaction being followed by the teacher educators, 4 teacher educators from each of the eight DIETs were interviewed. During the interview the methods of teaching and teaching aids used by teacher educators were

asked. The responses of the 32 teacher educators were analysed and the results are presented in Table 4.31 and 4.32 respectively.

Table 4.31
Modes of Transaction of Courses

1	Lecture method	32 (100)
2	Discussion method	32 (100)
3	Project method	16 (50)
4	Home Assignment method	29 (90.62)
5	Role Play method	12 (37.5)
6	Demonstration method	32 (100)
7	Group work	32 (100)
8	Activity Based method	29 (90.62)
9	Laboratory Practical	14 (43.75)
10	Use of ICT	10 (31.25)

(Figures in parentheses indicate percentage)

Table 4.31 illustrates that lecture method, discussion method, demonstration method and group work method are adopted by all (100%) teacher educators for transaction of courses. It has been expressed that the curriculum is more theory oriented. Home assignments and Activity based method are also being adopted by 90.62% of the

teacher educators. Project method and Role play method are being used by 50% and 37.5% of the teacher educators respectively. ICT such as power point presentation is used by a few (10%) of the teachers because of limited equipment and lack of skills by the teacher educators.

The following Table 4.32 shows the various teaching aids used by teacher educators during curriculum transaction.

Table 4.32

Usage of different Teaching aids for transaction of Courses

1	CD/DVD Player	10 (31.25)
2	OHP	12 (37.5)
3	Audio-visual aids (Films)	20 (62.5)
4	Visual aids (Charts, Pictures, Maps, Models, Flash cards)	32 (100)
5	Slide Projector	10 (31.25)

(Figures in parentheses indicate percentage)

As presented in Table 4.32, various teaching aids are used by the teacher educators for effective teaching. Visual aids such as Charts, Pictures, Models etc. are used by all the teacher educators. DVD Player and Slide projector are being used by 31.25%. It was found that no DIET had a separate Audio Visual hall. Films and Audio-Visual aids were shown in the classrooms during the periods allotted for Audio-visual class. OHP is used by 37% as most of the teacher educators did not have the knowledge or skill to operate the device. Limited and inadequate facility was another reason why OHP was used by a few percentage of teacher educators. It was found that as Visual aids were simple and easy to handle, most of the teacher educators use them as aids for effective teaching.

4.03: Contributions of the DIETs to the State in terms of Human Resources in General and During the Last Five Years in particular

The third objective of the study was to examine the contributions of the DIETs of Mizoram in terms of human resources. The data from secondary sources such as government documents and office records were analysed to fulfill this objective.

4.3.1 Contributions of the DIETs to the state in terms of Human Resources in General.

As per statistical report 2018, Directorate of School Education, Government of Mizoram, there are 1969 primary schools and 1580 middle schools in the elementary level of education in Mizoram. The district-wise number of elementary schools with the number of teachers is presented in Table 4. 33.

Table 4.33

District-wise Elementary Schools and Teachers

Sl. No	District	Primary		Middle	
		No of schools	No of teachers	No of schools	No of teachers
1	Aizawl	503	2483	439	2874
2	Lunglei	361	1307	282	1456
3	Champhai	228	915	203	1124
4	Kolasib	143	600	127	714
5	Mamit	174	550	125	685
6	Lawngtlai	313	1309	210	1255
7	Saiha	131	828	90	555
8	Serchhip	116	467	104	555
Total		**1969**	**8459**	**1580**	**9218**

(*Source: Directorate of School Education Annual publication 2017-18)*

Table 4.33 illustrates that there are 3549 recognized elementary schools in Mizoram and the total number of elementary school teachers is 17,677.

(i) Human resources in Primary Schools.

The primary school classes are from classes I to IV. The number of trained and untrained teachers of primary schools by management wise in Mizoram is presented in Table 4.34

Table 4.34

Management-wise Status of Trained Primary school teachers

Sl. No	Management type	Total no. of teachers	Trained	Untrained	% Trained teachers
1	Central government	28	27	1	96.42
2	State government	2717	2699	18	99.33
3	SSA	573	559	14	97.55
4	Local bodies (ADC)	1332	1282	50	96.24
5	Private Aided	26	26	0	100
6	Private Unaided	3783	1788	1995	47.26
	Total	**8459**	**6381**	**2078**	**75.43**
Teacher pupil ratio 1: 17					

(Source: Directorate of School Education Annual publication 2017-18)

As presented in Table 4.34, primary schools in Mizoram are under 6 different managements. The total number of teachers in primary schools is 8459 and the number of trained teachers is 6381 which accounts to 75.43 %. The teacher-pupil ratio of Primary schools in Mizoram is 17:1 while according to RTE Act, 2009, at primary level the teacher-pupil ratio at primary level should be 30:1. Thus, the teacher-pupil ratio of Primary schools in Mizoram is found to be quite ideal. As shown in the table, all the teachers in private aided schools are trained. Most of the teachers in Central government, State government, SSA and Local body managed

schools are trained while the trained teachers' percentage in Private schools is low. However, it is evident from Table 4.34 that the contribution of DIETs in producing trained teachers of primary schools is significant.

(ii) Human resources in Middle or Upper primary schools.

The Middle schools or Upper primary schools comprise of classes V to VIII. The status of trained and untrained teachers available in Middle schools of Mizoram is presented in Table 4.35.

Table 4.35
Management-wise Status of Trained Middle school teachers

Sl. No	Management type	Total no. of teachers	Trained	Untrained	% Trained teachers
1	Central government	86	78	8	90.69
2	State government	4046	3992	54	98.66
3	SSA	1161	1161	0	100
4	Local bodies (ADC)	702	690	12	98.29
5	Deficit	105	99	6	94.28
6	Private Aided	400	391	9	97.75
7	Private Unaided	2718	1315	1403	48.38
	Total	**9218**	**7726**	**1492**	**83.81**
Teacher pupil ratio 1: 10					

(*Source: Directorate of School Education Annual publication 2017-18*)

Table 4.35 illustrates that the number of trained middle school teachers in Mizoram is 7726 from a total of 9218 and the percentage of trained teachers is 83.81%. Middle schools in the state are under 7 different types of management. Except for private middle schools, all the schools under the different managements have 90% above trained teachers. The teacher-pupil ratio of Middle schools in Mizoram is 10:1while

according to RTE Act, 2009, at upper primary level the teacher-pupil ratio should be 35:1. Thus, the teacher-pupil ratio at primary level is also found to be ideal. Table 4.35 shows that all the teachers under SSA managed schools are trained. Most of the teachers in Central government, State government, Local bodies, Deficit and Private aided Middle schools are also trained. It is evident from Table 4.35 that the contribution of DIETs in producing trained teachers of Middle schools managed by the government in the state is quite remarkable.

D. El. Ed in-service training programme has been terminated by the state government from 2015 onwards as all the elementary teachers were expected to have been trained. Hence, teachers who are untrained have enrolled themselves in the D. El. Ed programme under National Institute of Open Schooling (NIOS) at their own expenses. As per Economic Survey 2017-18, Government of Mizoram, as many as 7316 teachers and prospective teachers were under-going D. El. Ed. programme under NIOS.

4.3.2. Contributions of DIETs in terms of human resources during 2014 to 2018

The contributions of DIETs in terms of human resources in the past 5 years i.e during 2014 to 2018 is presented in the following manner:

(i) Pre-service programme

There is a total capacity of 520 seats in the 8 DIETs. The amount of pre-service trained teachers produced every year from these eight DIETs is expected to meet the demand for trained teachers of the elementary stage of Mizoram. The total number of pre service trained teachers produced during the period 2014 to 2018 is presented in the following Table.

Table 4.36

D. El. Ed. (Pre-Service) passed during 2014 to 2018

Year	Name of DIET	Number of passed *(Institution-wise)*	Year-wise Total
2014	Aizawl	61	100
	Lunglei	39	
2015	Aizawl	86	123
	Lunglei	37	
2016	Aizawl	81	115
	Lunglei	34	
2017	Aizawl	55	97
	Lunglei	42	
2018	Aizawl	90	295
	Lunglei	37	
	Champhai	31	
	Kolasib	31	
	Mamit	19	
	Lawngtlai	28	
	Saiha	25	
	Serchhip	34	
	Total	**730**	

(*Source: Abstract of Results of D. El. Ed. by MBSE)*

As already mentioned, DIETs, Aizawl and Lunglei were the two institutions offering Pre-service and In-service teacher education programmes in Mizoram till 2016. During the period 2014-2017, pre-service trained teachers were produced from these two DIETs only which is reflected in the Table 4.36. With the introduction of pre-

service D. El. Ed programme in the remaining six DIETs, the number of pre-service trained teachers produced also multiplied which is shown in Table 4.36. The total number of pre-service trained teachers produced in the eight DIETs during the period 2014-2018 is 730. These successful students are eligible to appear in Teacher Eligibility Test (TET), one of the essential qualifications to be eligible for appointment as a teacher in primary and upper primary (Middle) schools which is conducted by the state government from time to time.

(ii) Success of Pass-outs of DIETs in State Teacher Eligibility Test

The implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 requires the recruitment of a large number of teachers across the country in a time bound manner. To ensure that quality requirement for recruitment of teachers were not diluted at any cost, it was necessary to ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at the primary and upper primary (Middle school) level. In accordance with the provisions of sub-section (1) of section 23 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Council for Teacher Education (NCTE) has laid down the minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII, vide its Notification dated August 23, 2010. One of the essential qualifications for a person to be eligible for appointment as a teacher in primary and upper primary (Middle) schools was that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by NCTE. The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher was that it would bring national standards and

benchmark of teacher quality in the recruitment process and it would induce teacher education institutions and students from these institutions to further improve their performance standards.

In Mizoram the State Teacher Eligibility Test is conducted by MBSE for appointment of teachers in the elementary schools. Candidates who qualify Mizoram TET will get an eligibility certificate from MBSE and this certificate will be valid for five years from the date of announcement of the results. Candidates can also appear for further Mizoram TET exams conducted by MBSE to improve their score.

The first Mizoram TET exam was conducted in 2013 by the state government. Till February 2019, eight Mizoram TETs have been conducted. The total number of candidates appeared in these eight tests as recorded by MBSE is 11372 out of which 5284 appeared for Primary teacher and 6088 appeared for Middle school teacher. The number of candidates eligible for Primary teachers was 2262 while 4109 were eligible for middle school teachers. The data relating success in TET after completion of D. El. Ed. was available from Aizawl and Lunglei DIETs only for four years, i.e. 2015-2018 which is presented in Table 4. 37.

Table 4.37

Number of TET Qualified

Year	No. of qualified	Remarks
2018	72	*Data relating DIET Aizawl was not available*
2017	134	
2016	84	
2015	25	*Data relating DIET Lunglei was not available*
Total	**315**	

(ii) Training of in-service teachers

As per norms of the National Council for Teachers' Education (NCTE), there should not be any untrained teacher in the Government, SSA, Deficit and Adhoc Aided schools after April, 2015. To achieve this target, the Department of Education, Government of Mizoram took all measures to fulfil this norms and strived to have cent percent trained teacher in respect of these schools by the year 2017 by deputing untrained teachers to undergo training in the DIETs. Table 4.38 shows the number of teachers deputed by the state government to undergo training in the DIETs during the period 2012 – 2017.

Table 4.38

Number of In-Service teacher trainees deputed in DIETs during 2012 – 2017

Year	Middle School	Primary School	Total
2012 - 2013	94	100	194
2014 - 2015	47	57	104
2015 - 2016	250	257	507
2016 - 2017	46	59	105
	447	**483**	**910**

(*Source: Directorate of School Education)*

As presented in Table 4.39 during 2012 – 2017, 447 untrained Middle school teachers under the government managed schools were deputed by the state government to undergo in-service teacher training in DIETs. The Table also reveals that 483 untrained primary teachers were deputed for in-service training in the

DIETs. The above Table shows that there is a rise in the number of in-service teacher trainees during 2015-16. This is because the six DIETs that were upgraded to DIET status in 2013 started offering regular in-service teacher education programme from 2014 academic session and hence, the state government deputed more teachers under government managed elementary schools for in-service D. El. Ed programme. The above Table shows that a total of 920 elementary teachers working under the state government managed schools have been trained in the DIETs.

(iv) Production of trained teachers for Secondary stage

Recognition and approval to conduct B. Ed Course at DIETs Aizawl and Lunglei has been given by the National Council of Teacher Education (NCTE). With the approval of the NCTE, the Mizoram University has given provisional affiliation to start the course from academic session of 2018 -2019. These two DIETs, Aizawl and Lunglei have the capacity of 50 seats each. It is expected that these two institutions may produce 100 trained man power to cater the needs of Secondary and Higher Secondary schools of Mizoram from the year 2020.

The above statistics show that the DIETs of Mizoram have been providing trained teachers from the days of their establishment for the state. There were times when untrained teachers were being appointed in the state. Now, the scenario is going to be changed owing to the contributions of the DIETs, particularly at the elementary level.

4.04: Analysis of the short course training programmes organized by DIETs during the last five years in terms of number and nature of programmes, number of beneficiaries, unit cost, etc.

The fourth objective of the study was to analyse the short course training programmes organized by DIETs for elementary teachers and headmasters. DIET is a nodal agency for providing academic and resource support at the district level for various strategies and programmes undertaken in the areas of elementary education. DIET aims to improve the basic education system and competence of teachers through regular training programs, seminars, workshops, refresher courses and other academic programmes. DIET organizes training and orientation programmes for heads of institution in institutional planning and management, and, academic improvement. It also organizes training programmes, workshops and orientation for the elementary teachers on different topics, and issues related to education. Trainings on specific subjects and sensitization of teachers and head of institutions on relevant issues are organized. The short course training programmes organized by the DIETs in Mizoram during the last five years are presented in Table 4. 39

Table 4.39
Short course Training Programmes organized

2014										
Sl. No.	Name of Training Programme		Aizawl	Lunglei	Champhai	Kolasib	Lawngtlai	Mamit	Saiha	Serchhip
1	Training cum Workshop on Question setting techniques for Middle School Headmaster	No. of Training organised	3		1					
		No of beneficiaries	378		57					
		Unit Costs	1783		2476					
2	Training cum Workshop on Question setting techniques for Primary School Headmaster	No. of Training organised	1				2			1
		No of beneficiaries	131				143			57
		Unit Costs	1729				1720			1393
3	Refresher course in school administration and management for Middle School Headmaster	No. of Training organised	1		1	2				
		No of beneficiaries	104		55	155				
		Unit Costs	1882		2100	1763				
4	Orientation Course for enrichment in the content of Science Textbook for Primary School Teacher	No. of Training organised	2		1	2				2
		No of beneficiaries	199		46	169				100
		Unit Costs	1930		2195	1650				1950
5	Training on CCE for Middle School Teacher	No. of Training organised	1		1		1			2
		No of beneficiaries	124		47		43			116
		Unit Costs	1750		2396		1950			1642
6	Training on Subjectwise Teaching for Primary School Teacher	No. of Training organised	1			3	2	19	7	10
		No of beneficiaries	243			346	157	1273	453	530
		Unit Costs	1887			1735	1840	1693	1527	1891

2015										
Sl. No.	Name of Training Programme		Aizawl	Lunglei	Champhai	Kolasib	Lawngtlai	Mamit	Saiha	Serchhip
1	Refresher course /Workshop for Middle School Headmaster/ Teacher	No. of Training organised	4	2	9	2	2	4	4	2
		No of beneficiaries	443	240	557	169	120	246	314	109
		Unit Costs	1939	1500	2381	829	1230	1064	1865	1799
2	Refresher course for Primary School Headmaster/Teacher	No. of Training organised	4	1		1	1	2	1	4
		No of beneficiaries	460	152		88	54	149	63	220
		Unit Costs	3077	1511		579	1540	1958	1730	1916
3	Orientation Course for Middle School Teacher	No. of Training organised	1			2	1			
		No of beneficiaries	104			196	98			
		Unit Costs	1882			803	1150			
4	Orientation Course for Primary School Teacher	No. of Training organised	2	1	1	2	1			
		No of beneficiaries	199	150	80	147	41			
		Unit Costs	1930	1500	2174	523	980			
5	Training on CCE for Primary/Middle School Teacher	No. of Training organised	1		4				4	
		No of beneficiaries	82		314				247	
		Unit Costs	2532		2075				1826	
6	Training on Subjectwise Teaching forP/S & M/S Teacher	No. of Training organised	4	7	1	4	2	15	8	12
		No of beneficiaries	476	860	80	490	121	1106	504	657
		Unit Costs	2507	1750	892	574	1240	1489	1764	1522

2016										
Sl. No.	Name of Training Programme		Aizawl	Lunglei	Champhai	Kolasib	Lawngtlai	Mamit	Saiha	Serchhip
1	Refresher course /Workshop for Middle School Headmaster/ Teacher	No. of Training organised			1	1			4	
		No of beneficiaries			54	150			149	
		Unit Costs			2308	674			1724	
2	Refresher course for Primary School Headmaster/Teacher	No. of Training organised				1			1	
		No of beneficiaries				157			108	
		Unit Costs				662			1539	
3	Training on CCE for Primary/Middle School Teacher	No. of Training organised							1	
		No of beneficiaries							41	
		Unit Costs							1853	
4	Orientation Course for Middle School Teacher	No. of Training organised								1
		No of beneficiaries								52
		Unit Costs								1611
5	Training on New Text book for Primary/Middle School Teacher	No. of Training organised			2	2	2		4	
		No of beneficiaries			129	278	156		377	
		Unit Costs			1793	674	1210		1513	
6	Training on Subjectwise Teaching for P/S & M/S Teacher	No. of Training organised	7	7	3	12	5	5	9	8
		No of beneficiaries	589	560	162	1594	265	357	560	443
		Unit Costs	2643	1750	2300	663	1150	1844	1826	1813

2017										
Sl. No.	Name of Training Programme		Aizawl	Lunglei	Champhai	Kolasib	Lawngtlai	Mamit	Saiha	Serchhip
1	Refresher course /Workshop for Middle School Headmaster/ Teacher	No. of Training organised	3	2	7	6	3	2	3	6
		No of beneficiaries	266	70	618	465	78	189	212	465
		Unit Costs	2676	1235	1542	603	1183	1292	2182	1521
2	Refresher course for Primary School Headmaster/ Teacher	No. of Training organised	5	1	4	2	3	1	3	5
		No of beneficiaries	391	18	299	149	254	80	156	378
		Unit Costs	1755	1500	1958	2122	1495	1293	1942	1602
3	Training on CCE for Primary/Middle School Teacher	No. of Training organised				1				
		No of beneficiaries				111				
		Unit Costs				581				
4	Orientation Course for Middle School Teacher	No. of Training organised								
		No of beneficiaries								
		Unit Costs								
5	Training on New Text book for Primary/Middle School Teacher	No. of Training organised		8			2	3		
		No of beneficiaries		287			124	108		
		Unit Costs		1363			1228	1296		
6	Training on Subjectwise Teaching for P/S & M/S Teacher	No. of Training organised	3	7			1	5	4	2
		No of beneficiaries	277	290			67	416	268	160
		Unit Costs	2040	1452			1333	1333	1859	1550

2018										
Sl. No.	Name of Training Programme		Aizawl	Lunglei	Champhai	Kolasib	Lawngtlai	Mamit	Saiha	Serchhip
1	Refresher course /Workshop for Middle School Headmaster/ Teacher	No. of Training organised		3	1	3	3	2		
		No of beneficiaries		118	68	403		225		
		Unit Costs		1466	1711	681		168		
2	Refresher course for Primary School Headmaster/ Teacher	No. of Training organised		1			1			
		No of beneficiaries		35			29			
		Unit Costs		900			1041			
3	Training on CCE for Primary/Middle School Teacher	No. of Training organised								
		No of beneficiaries								
		Unit Costs								
4	Orientation Course for Primary/Middle School Teacher	No. of Training organised								
		No of beneficiaries								
		Unit Costs								
5	Training on New Text book for Primary/Middle School Teacher	No. of Training organised								
		No of beneficiaries								
		Unit Costs								
6	Training on Subjectwise Teaching for P/S & M/S Teacher	No. of Training organised						2	11	4
		No of beneficiaries						140	561	256
		Unit Costs						1740	1273	1639

Table 4.39 highlights the short course training programmes organized by the eight DIETs during 2014-2018. The major training programmes organized by the DIETs were on question setting technique, CCE, introduction of new textbooks and subject-wise training on various subjects for the concerned teachers. Orientation programme

for newly recruited teachers were also organized for by some DIETs. As presented in the Table 4.39, DIET, Saiha has organized 64 training programmes during 2014-18 and was the institution to organize maximum number of trainings among the eight DIETs. DIET, Mamit and DIET, Serchhip had organized 60 and 59 training programmes respectively. Similarly, DIETs, Aizawl, Kolasib, Lunglei, Champhai and Lawngtlai had has organized 43, 41, 40, 37 and 32 short course programmes respectively. The total number of participants in such short term courses ranged from 40 to 150 in one training programme. The unit cost depends on duration and type of the programme. The duration of the programme and number of participants was found to be one to five days and the unit cost ranged from around Rs. 500/- to Rs 2500/-.The funds for organizing these training programmes were received from the central and state governments. The DIETs prepared annual work plans in which all the short course training programmes were included. It has been found that these short course programmes could not be organized regularly by some DIETs because of late sanction of fund. As DIETs are established under Centrally Sponsored Scheme, the late release of fund sometimes resulted in lapse of the fund and as such trainings could not be organized during the stipulated time. It has also been found due to very few numbers of teachers (particularly Single Teacher) in schools located in remote rural areas, the turnout of teachers for such training programmes used to be low. Poor and limited communication system was also another challenge for organizing such programmes.

4.05: Challenges of DIETs in Mizoram and the Means of Addressing the Challenges

The fifth objective of the study was to examine the perceptions of Principals and Teacher Educators of the DIETs regarding the challenges faced by the DIETs in Mizoram and the means of addressing the challenges. Data was obtained by administering a questionnaire to the Principals and teacher educators which comprised fifteen items covering different aspects such as land and space, infrastructural facilities, instructional facilities, ICT, Human resources, library resources, admission, internship, in-service training programmes, evaluation, syllabus, management, professional development and service conditions related to the DIETs. The first twelve items were related to institutional challenges while the last three aspects were challenges related to professional and service related issues of the teacher educators. The results and interpretations are presented below item wise.

a) Land and Space

Challenges: In four DIETs, Aizawl, Mamit, Lawngtlai and Saiha it was reported that the existing campus was small and not spacious. The existing campus was not adequate to conduct games and co-curricular activities. Limited land area posed challenge for construction of buildings for staff quarters and hostels. The location of campus sites of two DIETs, Champhai and Lawngtlai were also perceived as a major challenge of these two DIETs. Encroachment of land was also reported in two DIETs, Aizawl and Lawngtlai.

Solutions: The suggested solutions to meet the challenges included shifting of campus, erecting boundaries to avoid encroachment and provision of transportation such as bus for staff and students.

b) Infrastructural facilities

Challenges: The common challenges of the DIETs regarding infrastructural facilities were small and insufficient of classrooms. Classroom furnitures were also inadequate and shabby in DIETs, Aizawl and Lunglei. Smart classrooms were absent in all DIETs except DIET, Aizawl .

Solutions: In order to meet the challenge of inadequate classrooms, vertical extension of the building was suggested. Procurement of new furniture for classrooms and their proper maintenance was suggested to meet the inadequacy of classroom furniture.

c) Instructional Facilities and Materials/Resources

Challenges: Regarding instructional facilities, it was reported that books were insufficient, particularly, books for practical courses. It was also mentioned that the suggested books given in the syllabus were difficult to procure and some of the books referred were not relevant for the courses. Teaching aids were insufficient in most DIETs.

Solutions: Preparation of guidelines for procurement of books for different courses by the concern authority and resource allocation to obtain more books and resource materials every year was suggested.

d) ICT

Challenges: The main challenge mentioned regarding ICT was lack of ICT gadgets as well as knowledge of computer skills by the teacher educators. It was reported that internet was not available in DIETs, Lawngtlai and Champhai. Poor supply of electricity used to pose challenge for the use of ICT in DIETs, Saiha and Mamit.

Some DIETs had limited internet connectivity and those having computer skills were unable to assess online resources frequently.

Solutions: The suggested solutions were procurement of adequate ICT facility and organization of orientation/training for the teaching faculty in computer skills and.

e) Human resources

Challenges: It was reported there was shortage of faculty in DIETs, Saiha, Lawngtlai, Mamit, and Champhai particularly in subjects like Science and Mathematics.

Solutions: To meet the shortage of teacher educators in Science and Mathematics subjects, it was suggested that appointment of new teacher educators must be made on subject demand basis. It was also suggested that at the time of transfer and posting of teacher educators, subject demand should be considered.

f) Library Resources

Challenges: It was reported that resources in the library were insufficient in all the eight DIETs. Resources in the form of books and journals were not sufficient as per the need of students and faculty. Libraries were was not spacious to accommodate minimum (around 10) students. Reading rooms and on-line resources were not provided in all the DIETs.

Solutions: Provision for Library development and organization of library orientation programme for faculty and students were suggested.

g) Admission

Challenges: There was high demand for admission into the D. El. Ed programme in DIET, Aizawl. Many aspirants had to be denied admission. However, the demand for

admission was low in DIET, Mamit and DIET Lawngtlai. Applicants in some years, were less than the intake capacity.

Solutions: Rationalization of seats and conduct of entrance test separately by individual DIET were suggested to meet the challenges. But, the suggestion for conduct of entrance test by individual DIET does not seem to be rational.

h) Internship

Challenges: Regarding internship, DIET, Aizawl stated that some schools did not render full cooperation. Internship programmes could not be efficiently organized when large numbers of trainees have to be grouped in one. DIETs, Mamit and Lawngtlai were faced with the challenge of very few students in government schools for which internship was not effectively organized.

Solutions: The suggested solutions to meet the challenges were to select schools that would be fully cooperative during internship and more time allotment for conducting internship programme. Establishment of one practicing school inside the campus and arrangement with schools having larger number of students were also suggested to address the challenges.

i) In-service Training Programme: The challenges regarding In-service training programme was reported to exist in all the DIETs. Some of the challenges stated were poor and limited communication facility, remoteness of the schools, limited infrastructure such as training halls, shortage of training materials and resources. Late sanction of funds often resulted in irregularity in the organization of training programmes. The introduction of semester system in DIETs also posed challenge in organization of in-service training programmes.

Solutions: The solutions suggested by the faculty to meet the challenges were sanction of funds during the stipulated period and provision of adequate resources.

j) Results

Challenges: It was reported that results of final examinations of some DIETs were unsatisfactory which often caused the trainees to drop-out before completion of the programme.

Solutions: It was suggested that regular tests should be conducted to improve the students' performance in the examinations.

k) Syllabus

Challenges: Teacher educators perceived the existing syllabus to be more theory oriented. There was duplication of some contents.

Solutions: Revision of the existing syllabus by MBSE was suggested to meet the challenge as it is already due for the same.

l) Workload

Regarding workload, no challenge was reported to have existed in the DIETs. Workload was found to vary from institution to institution.

m) Management

Challenges: Vacancy of Vice-principal's post and some teacher educators' posts in some DIETs were the main challenges which affect the smooth functioning of the DIETs.

Solutions: The suggestions to meet the challenges included filling up of vacant posts regularly and organization of orientation programmes in management and leadership for administrators.

n) Professional development

Challenges: The challenges faced by teacher educators regarding professional development include no leave provision for pursuing higher studies and research, no scope for trainings and seminars for professional development, and no provision for payment of TA/DA for teachers who attend seminars.

Solutions: The suggestions to meet the challenge were to provide leave provision for teacher educators to pursue higher studies and research, to organization of training and seminar programmes for faculty development and to make provision for payment of TA/DA to the participants.

o) Service conditions

Challenges: The teacher educators reported that engagement of most teacher educators was on co-terminus basis under CSS and job security was not provided to them. Retirement scheme is not applicable for them. There is very little or no scope for their promotions.

Solutions: To meet the challenges regarding service conditions, regularization of teacher educators' posts by the Government, provision of retirement scheme and better promotion scope for employees under CSS were suggested.

CHAPTER - V

RESULTS AND DISCUSSIONS

This chapter deals with the presentation of major finding that emerged from the study and discussions. Besides, suggestions for better functioning of DIETs in Mizoram, educational implications, limitations of the study and some suggestions for further research in the area are also presented in this chapter. Lastly an epilogue on the study is presented. Thus, this chapter is organized into seven sections.

5.01: Major Findings

The major findings of the study on various aspects are presented below:

A. Findings on Existing Conditions

- There are 8 DIETs established in Mizoram. All these DIETs are located in the district headquarters. They all are co-education institutions.
- Except DIET, Aizawl and DIET, Lunglei, the rest six DIETs functioned as full-fledged DIET from 2013 onwards. DIETs, Aizawl and Lunglei were given recognition by NCTE in the year 2000 whereas the other six DIETs were given recognition in 2016
- All DIETs are managed by the government through SCERT, Mizoram, as such, no Managing Committee is constituted by the state government.
- Recognition and approval to conduct B. Ed Course at DIETs Aizawl and Lunglei has been given by the National Council of Teacher Education (NCTE). With the approval of the NCTE, the Mizoram University has given provisional affiliation to start the course from academic session of 2018 -2019.

B. Findings on Infrastructural resources

- All the eight DIETs had the required land area of 2,500 sq.mts as specified by the NCTE norm. All the eight DIETs had built up area larger than 1,500 sq mts which is the specified NCTE norms for built up area.
- All the eight DIETs had requisite number of classrooms as per the norms.
- Except DIETs, Saiha and Lawngtlai, all the other six DIETs had multipurpose halls.
- All the eight DIETs had library cum resource centres but not adequate.
- Curriculum Laboratory was available in 6 DIETs. In two DIETs, Lawngtlai and Mamit the curriculum laboratory was not available.
- Computer Laboratory was available in 3 DIETs. DIETs, Aizawl and Serchhip collaborated with NIELIT to offer C++ programme to the students.
- Arts and Craft Resource Centre was available in 6 DIETs with adequate facility.
- Health and Physical Education Resource Centre was available in 4 DIETs.
- All the 8 DIETs had well-furnished Principal's room.
- Staff rooms and administrative offices were available in all 8 DIETs.
- All the DIETs had one store room available.
- Separate Common rooms was available in DIET Aizawl only.
- Canteen facility was available in all the 8 DIETs.
- Visitor's room was available in 2 DIETs, Aizawl and Lunglei while the other 6 DIETs did not have a visitor's room.
- Separate toilet facility for Males and females was available in all the eight DIETs but, toilet facility for PWD was not available in any of the DIETs.
- Parking space was found to be available in all the 8 DIETs.
- Space for lawns and gardening activities was available in 6 DIETs.
- Multipurpose playfield was available in 6 DIETs. DIETs without multipurpose playfield used to make arrangements with nearby schools having this facility.

- Hostel facility for boys and girls is available in two DIETs, Aizawl and Lunglei only.

C. Findings on Library resources

- Journals were available in all eight DIETs, however, only DIET Aizawl conformed to the norms. On-line resources were not available in any of the DIET.
- Children's books were available in six DIETs.
- Five DIETs had more than 2000 books in their libraries. In two DIETs, the number of books was not available.
- Audio-visual equipments such as OHP, DVD Player were available in four DIETs.
- Teaching aids in shape of charts and pictures were available in all the eight DIETs.
- Photocopying machine was available in four DIETs.

D. Findings on availability of equipment and materials for different activities

- Equipment and materials for different activities as listed in the NCTE norms were educational kits, educational models, play materials, picture books, photographs, charts, maps, flashcards, handbooks and pictorial representations were available in all the 8 DIETs but, were found to be inadequate in some DIETs.

E. Findings on availability of equipment, raw materials and teaching aids, play materials and arts and crafts activities.

- Wood working tools, gardeners' tools, raw materials and equipment for toy making, doll making materials and materials for preparation of charts and models for practical activities were available only in two DIETs, Aizawl and Lunglei. Stationery items were available in all 8 DIETs but, not adequate for the institution.

F. Findings on audio visual equipments

- Television and slide projector were available in the 8 DIETs. Satellite ROT (Receive Only Terminal) was available in 3 DIETs.

- SIT (Satellite Interactive Terminal) was not available with any of the DIETs.

G. Findings on availability of musical instruments

- In all 8 DIETs, two or more musical instruments were available. Musical instruments like guitar, drums and keyboards were used frequently.

H. Findings on games and sports equipment

- Equipment for both indoor and outdoor games were available in all 8 DIETs. The available equipment included Table Tennis, chess, checker, carom board, draft board, football, volleyball and basketball.

I. Findings on human resources

- DIET, Aizawl had the highest number of academic faculty with 30 including principal while DIETs, Lawngtlai and Saiha had the lowest academic faculty of 10 including the principal.
- Out of a total 136 academic faculty in the eight DIETs, 64 were male and 722 were female. Among the eight principals of the DIETs, seven were males while there was one lady principal.
- From a total of 136 academic faculties in the eight DIETs, 87 teacher educators (63.98%) were M.A. B.Ed while 16 teacher educators (11.76%) were M. Sc. B.Ed.
- There were 26 teacher educators (19.11%) with M. Ed degree besides having the Master's degree in various disciplines.
- It has been found that some of the teacher educators posted in remote areas have been attached to DIET, Aizawl.

J. Findings on Admission Procedure

- The minimum qualification for admission to D. El. Ed. programme is higher secondary (12^{th} standard) or its equivalent examination.

- A relaxation of 5 % marks for SC/ST/OBC/PWD as per the central government rules is applied in the admission procedure for applicants belonging to these groups. Reservation of seats for SC/ST/OBC/PWD is also available in the DIETs.
- Selection of students for admission to D. El. Ed. is done centrally by the SCERT. The main criteria for admission is merit of marks obtained both in the qualifying examination and entrance examination.
- Most of the applicants for the D. El. Ed programme were graduate and post graduate degree holders mostly from Arts stream.

K. Findings on Curriculum

- Mizoram Board of School Education (MBSE) developed the curriculum of D. El. Ed. course. The present curriculum was implemented from 2014 academic session onwards.
- The D. El. Ed curriculum was designed and developed in line with the NCFTE (2009).
- The various modes of transaction of course content include lecture method, discussion method, project method, home assignment, role play, demonstration, group work and activity based methods. Lecture method, discussion method, demonstration and group work were followed by all teacher educators but, activity based method and home assignment methods were followed by 90% teacher educators. Project method and role play used to be adopted by 50% and 40% teacher educators respectively. ICT was used by only 30% of the teacher educators of the DIETs.

L. Findings on Contributions of DIETs to the state in terms of human resources

- Out of a total of 8459 primary school teachers in Mizoram, 6381 (75.43%) were found to be trained. The private aided primary schools had 100% trained teachers, whereas state government managed schools and SSA managed schools had 99.33% and 97.55% trained teachers. Private unaided primary schools had the lowest trained teacher percentage with 47.26%
- The teacher-pupil ratio of primary schools in Mizoram was ideal with 1:17 during 2017-18 academic session.
- In upper primary or middle stage, the trained teachers percentage is 83.81%
- The Teacher-pupil ratio at middle schools in the state was also ideal i.e.1:10
- SSA managed middles schools had 100% trained teachers and the state government managed schools had 98.66% trained teachers. The private unaided middle schools have 43.38% of trained teachers.
- During 2014-2018, 655 students had passed the D. El. Ed. examination.
- More than 315 pass-out students from DIETs, Aizawl and Lunglei had qualified the State Teacher Eligibility Test during 2015 to 2018.
- As many as 910 in-service elementary teachers have undergone the in-service D. El. Ed. programme during 2012 to 2017 being deputed by the government of Mizoram.

M. Findings on short term training programmes.

- Funds for short term in-service trainings were received from the central government and state government.
- The sort term training programmes were included in the Annual work plan chalked out by each DIET.

- The main drawbacks for the short term training programmes were late sanction of funds, poor and limited communication system and presence of very few numbers of teachers in the village elementary schools.

N. Findings on Challenges of DIETs as perceived by Principals and teacher educators

- *Land and Space:* Small land areas, location of campus site were the main challenges for some DIETs.

- *Infrastructural facilities:* The size of classrooms was found to be not only small but also insufficient. Classroom furniture were also inadequate and shabby in some DIETs.

- *Instructional facilities and materials:* Instructional resources in some DIETs were found to be quite inadequate.

- *ICT and Internet:* There was shortage of ICT related equipments in almost all DIETs. Faculty members were also found to lack computer skills. In some DIETs, poor supply of electricity used to pose challenge for the use of ICT.

- *Human resources:* There was shortage of teacher educators in some subjects like science and mathematics. During recruitment of teacher educators subject demand was overlooked.

- *Library resources:* Library resources in shape of books and journals were found not to be sufficient as per the need of the students. Libraries were reported to be not spacious.

- *Demand for Admission:* It was only in DIET, Aizawl that there was high demand for admission into the D. El. Ed. programme. Other DIETs had less demand for admission.

- *Internship:* For internship programme, arrangements used to be made with some selected schools.

- *In-service training programme:* Poor and limited communication facility, limited infrastructure, irregularity in the organisation of programmes, late sanction of fund were the main challenges for organizing in-service training programmes.

- *Results:* The examination results were found not to be satisfactory. Overall result of all the DIETs, in some years, used to be around 60%.

- *Syllabus:* The present D. El. Ed. curriculum which is effective since 2014 is found to have duplication of some contents. Teacher educators perceived the existing Syllabus to be more theory oriented.

- *Workload:* Workload was found to vary from institution to institution.

- *Management:* Vacancy of Vice Principal's post and some teacher educators posts were found in some DIETs which used to affect the smooth functioning of the DIETs.

- *Professional development:* There was no provision for leave for teacher educators pursuing higher studies and research. Trainings and Seminars for professional development used to be rarely organized.

- *Service conditions:* The engagement of some teacher educators were on co-terminus basis and job security is not provided to them. Retirement scheme is not applicable for them. There is very little or no scope for their promotion.

5.02: Discussion of the results

Though the above findings were revealed during the period of data collection in the academic session 2017-18, no important changes have been made with the eight DIETs of Mizoram. Thus, the findings also apply today.

The DIET, Aizawl and DIET, Lunglei which were established prior to 2000 are found to fulfill, more or less, all the norms of NCTE for offering the D. El. Ed. programme. Moreover, these two DIETs are also offering B.Ed. programme of two years duration for which they are found to have better infrastructural and instructional facilities, and human resources in comparison to the other six DIETs.

Mizoram being a mountainous state, it is difficult to get the required place suitable for developing infrastructural facilities, more particularly play fields. Those days are gone when generous people were donating lands for establishment of various educational and social institutions. Nowadays, the attitude of people is the reverse. Encroachment problem is all over our country and Mizoram is not an exception to it. People should have positive attitude to public institutions in the larger interest of the society.

The existing curriculum of the D. El. Ed. programme was developed by Mizoram Board of School Education in the year 2014 and has been effective since the academic session 2014-15. It is already five years passed. It

is due for revision in the light of developments in the field of teacher education and to change some of the contents which have been reported as repetition/duplication.

The procedure of admission being followed is found to be rational. Transaction of curriculum is found to be more or less traditional. It is a fact that once the teacher educators are recruited they cannot be removed. There are teacher educators of different age groups and the aged ones find it difficult to adopt themselves to the ICT. They may be lacking motivation, but, provision of ICT facilities in the DIETs may stimulate them and the young teacher educators.

Mizoram as a state is a late starter of education. Its education system at all levels has first expanded, more particularly after getting statehood in the year 1987. Due to difficult geographical location and nature of people, the habitations have developed at the top of the mountains and the village settlements have less population. In order to provide schooling facilities to the habitations conforming to the national directives, Mizoram has established schools in accessible distance for which the teacher pupil ratio is found to be ideal both at primary and upper primary school levels. Teachers cannot be produced overnights. As such, many untrained teachers were appointed but, subsequently they have been trained. These are the significant contributions of the eight DIETs of Mizoram.

5.03: Suggestions

The following suggestions are offered to meet the challenges of DIETs in Mizoram and for successful functioning of the DIETs:

- New buildings having larger rooms need to be constructed. In case of shortage of space vertical development of the infrastructures can be made.
- Adequate furniture for the classrooms and office need to be provided. Staff quarters and hostels for students inside the campuses should be constructed.
- Transportation facility for students and staff should be provided.
- Proper arrangements should be made in the laboratories and other resource centres as per NCTE norms.
- Funds should be allocated by the state government for the DIETs to meet the needs conforming to the norms.
- Teaching aids should be sufficiently provided.
- The syllabus should be revised at regular intervals by MBSE.
- Proper guidelines should be prepared for procurement of books appropriate for the different courses. Refereed journals and educational magazines must be subscribed for the libraries. Reading rooms for the students and staff should be made available in the DIETs.
- Procurement of adequate ICT facilities should be made. The teacher educators must be empowered to transact the curriculum making use of ICT through organisation of training programmes.
- Recruitment of teacher educators must be made after having proper assessment of the requirement.
- The vacant posts of principals and teacher educators must be filled up regularly by the government.
- Schools should be allotted to each DIET in accessible distance for success of

internship programmes which is important in teacher preparation.

- Funds should be released timely by the central and state governments for organisation of in-service training programmes.
- Orientation programmes in management and leadership must be organized for the principals and administrators.
- The service conditions of the teacher educators may be examined and measures should be taken to avoid insecurity among them.
- The state government should make provision for granting study leave for pursuing higher education by the teacher educators.

5.04: Educational Implications

The present study has important implications for the state government, educational planners and administrators, Mizoram Board of School Education and teacher educators.

The government of Mizoram must provide all support to the DIETs and see that the DIETs are able to attend their objectives in preparing pre-service teachers and providing in-service short term programmes successfully.

The planners and administrators must see that teacher education is not ignored in the state. The prospective teachers get quality education in the DIETs and are empowered with the necessary pedagogical skills and positive attitude to discharge their responsibilities.

Mizoram Board of School Education must revise its curriculum for the D. El. Ed. programme in regular intervals of four five years and update the same. While developing the curriculum, experienced teacher educators and

experts both from the state and national levels may be involved.

Teacher Educators‘ professional development has a significant impact on the success of students learning and on educational reforms too. The more opportunities the teachers are given, more positive result will be yielded. To bring qualitative changes in the system of education, the teachers need to be empowered. They must not miss any opportunity given to them for their empowerment.

Teachers‘ professional development must be systematically planned and supported by the Government. Teachers must be encouraged to participate in programmes prepared for their development. The programmes and activities designed for teachers must meet their professional needs, their personal and professional interests. Implementation of teacher development programmes should give experiences and opportunities that help in their growth as teachers and professionals. Training should be reorganized to give in-depth knowledge in classroom subjects in tune with the need of the child and changing trends of education through the training programmes proposed.

5.05: Limitations of the Study

The study contained the following limitations:

- The study was limited to the existing eight DIETs in Mizoram only.
- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.
- The data were collected through information sheet, checklist and questionnaire with assumption that the respondents will be honest, sincere and will interpret the same

meaning of the items/questions as the investigator does.

- Due to lack of resources the investigator might not have gone through all relevant literature and research studies.

5.06: Suggestions for further research

The present study is on the status and challenges of DIETs in Mizoram. There is a wide scope for detail studies in the area of teacher education. Some studies are suggested below:

- A comparative study may be conducted with DIETs of other states.
- A Study of the attitude of teacher educators and student teachers towards teaching profession may be conducted

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- A Study on working conditions of teacher educators may be conducted.
- A study on the Perceptions of the need for developing a code of professional

ethics for teacher educators and teachers appropriate in the state of Mizoram may be conducted.

- A study on evaluation of question papers of teacher education courses may be conducted.
- A Study on adoption of ICT inDIETs may be conducted.
- A study may be conducted for assessing the attitude and achievement of pupil teacher of DIETs.

5.07: Epilogue

Education is considered essential not only for the all-round development of an individual but also for the growth and progress of the country as a whole. Elementary education is regarded as the foundation of education. In India, elementary education is made free and compulsory considering its importance in nation building. Since independence the focus of central and the state governments is on the access, retention and quality of education particularly at elementary level. As a result, there is expansion of education and now elementary schools are available in accessible distance to realize the goals of Universalization of Elementary Education (UEE). Article 45 of the Directive Principles of State Policy was devoted to ensure free and compulsory education for all. Elementary education in rural India began to undergo transformations due to the new thrusts given by the government‘s National Policy of Education, 1986 and the revised Program of Action, 1992. Elementary education has been considered as a fundamental right under Article 21.A by the 86th Constitutional Amendment in 2002.

The key personnel in the institutions that play an important role to bring about quality transformation are the teachers. Teachers are required to possess adequate knowledge, skills, interests and attitudes towards the teaching profession which can be acquired through pre-service and in-service teacher education programmes. The academic and professional standards of teachers constitute an important component of the essential learning conditions for achieving the educational goals of a nation.

It is expected that, as a training centre, the DIET will disseminate new knowledge, teaching methods and innovations to the school teachers within the district, and in due course bring qualitative transformation in the life of the

community through education. Besides attending to the needs of the elementary school teachers, it will also share the responsibility of making adult education, non-formal education and the literacy drive a success by meeting training and resource needs of the non-formal and adult education workers. Hence, it is required that the DIETs of the states must be strengthened with all supports from the central and state governments.

Recently, the draft National Policy on Education, 2019 has been publicized with suggestions for lot of transformation, more particularly on teacher education. The state of Mizoram cannot ignore the education sector as it is the important pillar for the development of the state. It has to strengthen all its teacher education institutions.

SUMMARY

SUMMARY

Over the world, education is the means through which people gain knowledge and expand their views. It is important as a potential instrument for the purpose of imparting sensible knowledge of all types, and forming characteristic traits which will empower one to become normal and civilized human being in the society.

Mahatma Gandhi said *"Education is the basic tool for development of consciousness and reconstruction of society"*

No nation can progress and develop without a system of education that provides scope and opportunity for every individual to develop his or her potentialities thereby eventually make one contribute to the progress and development of the nation. It is recognized undeniably by everyone that teachers at all levels of education have great roles to play not only in the task of building but also in the reconstruction of our nation.

The Kothari commission while explaining educational and national objectives rightly pointed out:

"The destiny of India is now being shaped in her classrooms. This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people."

On the quality of education the commission explains that, it is the teacher who is responsible to bring about desirable changes among the children with the broader principle of raising the standard of education. In any national system of education, the elementary education is considered most significant as it is the backbone of any form of education. Providing quality education at the elementary level is considered the basis of human resources development of a nation. Since the teacher is the most

significant and vital factor in the process of education, his/her enhancement and support will help in improving the elementary education qualitatively.

Today, the need of good teachers is even more urgent. The implementation of free, compulsory and universal education at the elementary level, the launch of the massive Project Sarva Shiksa Abhiyan (SSA) in 2002, and the Right to Free and Compulsory Education (RTE) Act, 2009, brought masses of learners into the class-rooms, rendering the job of educating them an enormous task. Hence the training of such teachers has become an imposing task in order to bring quality in education.

Rationale of the Study

The Project Sarva Shiksa Abhiyan has resulted in the need to prepare the teachers adequately to address the growing demand for quality education.

The Right to Free and Compulsory Education Act has increased the demand manifold for qualified elementary school teachers. This Act directs the need of the state to invest and arrange the path for preparation of teachers through Teachers Training Institutions that are equipped with adequate materials and good curriculum with learning environment that are child friendly, and that simultaneously provide and maintain good school practices. Mizoram is a small state having a population of 1,097,206 (Census of India 2011) and it has the credit of having the third highest literacy rate of 91.33 % (Census of India 2011) in the country. Simple literacy is not enough for a society.

Along with literacy, quality education is also important which can only be possible through quality teachers. It is the teachers' training institutions that can prepare, instruct, guide and indoctrinate teachers and uplift them to the higher level of quality

teachers. Thus, the facilities available in the training institutions and their activities must be periodically assessed and maladies have to be addressed as early as possible.

Research Questions

- Are there proper infrastructural facilities in DIETs of Mizoram with reference to NCTE norms?
- Are there proper instructional facilities in DIETs of Mizoram with reference to NCTE norms?
- Are the profiles of Human Resources of DIETs of Mizoram in conformation to NCTE norms?
- Is the curriculum prescribed by MBSE for DIETs up-to-date?
- What is the mode of transaction of course contents and practical components in DIETs of Mizoram?
- What is the selection procedure of pre-service trainees/ student teachers in DIETs of Mizoram?
- What are the contributions of DIETs of Mizoram to the state so far?
- What are the challenges faced by DIETs of Mizoram?
- What are the measures that need to be taken for meeting the challenges of DIETs of Mizoram?

Objectives of the Study

- To critically assess the availability of the following resources in the DIETs of Mizoram with reference to NCTE norms:

- Infrastructural

- Instructional

- Human

- To critically analyze:

  - The admission procedure for pre-service programmes

  - The curriculum

  - The mode of transaction of course contents and practical components.

- To examine the contributions of the DIETs to the state in terms of human resources in general and during the last five years in particular.

- To analyze the in-service training programmes organized by DIETs during the last five years in terms of number and nature of programmes, duration, number of beneficiaries and unit cost.

- To examine the perceptions of Principals and Teacher Educators of the DIETs regarding the challenges of DIETs in Mizoram and the means of addressing the challenges.

- To suggest measures for meeting the challenges of DIETs in Mizoram for their effective functioning.

The Research Approach

The present study was primarily intended to study the status and challenges of DIETs in Mizoram and to suggest measures for meeting the challenges in the light of the findings of the study for their effective functioning. Therefore, descriptive survey approach was followed for the present study.

Sources of Data

The following primary and secondary sources were considered to be appropriate for collection of relevant data for the study.

Primary sources: Since the main focus of the study was to study the status and challenges of DIETs in Mizoram, the principals and teacher educators of all DIETs of Mizoram were considered to be the main sources of data.

Secondary sources: Publications, records of the institutions, reports and documents published by the central and state governments, State Council for Educational Research and Training and Mizoram Board of School Education were the sources of secondary data.

Population and sample

The population of the study comprised of all the eight DIETs located in all the eight district headquarters of Mizoram: Aizawl, Lunglei, Mamit, Champhai, Serchhip. Kolasib, Lawngtlai and Saiha.

For the present study, data were collected from all the eight DIETS. As such, no sampling was done. Data were collected from the Principals/Principals in Charge and Teacher Educators who were available during days of data collection from the concern DIETs. Besides, information were collected from the office of the concern DIETs.

Tools and techniques used

The following tools were developed for the purpose of the study:

- General information sheet to acquire basic information about the institutions.

- General information sheet about in-service training programmes organized by DIETs.
- Check list for infrastructural and instructional facilities available in DIETs.
- Information sheet for profiles of principal and staff.
- Questionnaire for principals and teacher educators about the challenges of DIETs and solutions stated by this target group.

Data collection

- Primary data were collected using the information sheet, check list and questionnaire from the eight DIETs by personal visits to the DIETS and having interviews with the principals and other teaching and non-teaching staff.
- Secondary data were collected from office records, reports and documents published by the Central and State governments, State Council of Educational Research and Training, and Mizoram Board of School Education.

Organisation of data

The data collected from various sources in respect of the eight DIETS of Mizoram were organized according to the objectives of the study.

Statistical Analysis

The data were analyzed and interpreted to fulfill the objectives of the study.

Descriptive statistics such as frequency and percentage were used.

Findings of the study

(Findings regarding the existing conditions of DIETs, availability of infrastructural, instructional and human resources with reference to NCTE norms 2014 for D. El. Ed)

Existing conditions of DIETs in Mizoram

- DIETs are established in all the eight districts of Mizoram and have been named after the concern districts. All the DIETs are located in the district headquarters.
- Except for DIETs, Aizawl and Lunglei which were upgraded to DIET status during 1988 and 1993 respectively, six DIETs function as full-fledged DIET from 2013 onwards.
- DIETs, Aizawl and Lunglei were given recognition by NCTE in the year 2000 and the other six DIETs were given rcognition in 2016.
- All DIETs are managed by SCERT, Mizoram.
- All the DIETs are co-education institutions and offer D. El. Ed. programme.
- Recognition and approval to conduct B. Ed Course at DIETs, Aizawl and Lunglei have been given by NCTE. With the approval of the NCTE, the Mizoram University has given provisional affiliation to start the course from academic session of 2018 - 2019.

I) Infrastructural resources

- ***Land and built up area***: All the eight DIETs have the required land area of 2,500 sq.mts. as specified by the NCTE norm. DIET, Champhai has the largest land of 65,476 sq.mts. while DIET, Serchhip has the smallest land area of 6,173 sq.mts. All

the eight DIETs have built up area more than 1,500 sq. mts. which is the specified NCTE norm for built up area.

- ***Classroom:*** As per the NCTE norms, one classroom is required for 50 students. It was found that all the eight DIETs have requisite number of classrooms as per the norms. Smart classrooms were found to be available in 3 DIETs, i.e. Aizawl, Lunglei and Serchhip.

- ***Multipurpose Hall***: Except two DIETs- Saiha and Lawngtlai, all six DIETs have Multipurpose Halls. As per NCTE norms, the seating capacity of multipurpose hall must be 200. Only two DIETs, Aizawl and Lunglei conformed to this norm.

- ***Library cum Resource Centre***: All the eight DIETs have this facility but, with limited seating capacity. It was found that reference books and books relevant to courses were not sufficiently available in all the libraries. The number of books in library-cum-resource centres of two DIETs, i.e. Champhai and Saiha were not available as the two institutions did not have any record of it.

- ***Curriculum Laboratory*****:** It is available in 5 DIETs whereas it is absent in 3 DIETs, i.e. Lawngtlai, Mamit and Serchhip. Science and mathematics kits, maps, globes, chemicals etc. for practical activities and teaching aids were provided in the curriculum laboratories.

- ***Computer Laboratory*****:** Functional computer laboratory is available in 3 DIETs i.e Aizawl, Lunglei and Serchhip with limited number of computers. These three DIETs collaborated with NIELIT to offer C++ programme to the students.

- ***Arts and Craft Resource Centre*****:** It is available in 6 DIETs with adequate facility. DIETs, Lawngtlai and Mamit did not have this resource centre.

- ***Health and Physical Education Resource Centre***: It is available in 4 DIETs, Aizawl, Lunglei, Champhai and Serchhip while it is not available in the other 4 DIETs. It was found that the facilities and equipments available in these institutions were rarely being used

- ***Principal's Office***: It was found spacious Principal's room available in all the eight DIETs of Mizoram. Besides, Principals' rooms of all the eight DIETs were found to have been furnished with essential furniture and the rooms were well maintained.

- ***Staff Room***: The study revealed that staff rooms were available in all the eight DIETs. The staff rooms were found to be furnished with necessary furniture such as tables and chairs for teacher educators but were found to be lacking computers and IT equipments.

- ***Administrative Office*****:** The study found that all the eight DIETs of Mizoram have administrative office but not spacious. The newly established DIETs did not have required furniture.

- ***Store Rooms*****:** All the eight DIETs were found to have one store room each. While availability of two or more store rooms was favoured, because of limited infrastructure, only one store room was available in each DIET.

- ***Common Rooms*****:** Only DIET, Aizawl had separate common rooms for male and female students.

- ***Canteen:*** Canteen facility was found available in all the eight DIETs to cater the daily need of the staff and students. These Canteens were located inside the campuses.

- ***Visitor's Room***: Only two DIETs i.e. Aizawl and Lunglei have the required visitors' room as per the NCTE norms. The other six DIETs could not fulfill this requirement because they had limited number of rooms. Visitors to these institutions used to be entertained either in the administrative office or in the staff room.

- ***Toilet Facility*****:** All the eight DIETs were found to have toilet facilities separately for men, women and staff. But, it was found that none of the DIETs had the toilet facility for PWD.

- ***Parking Space*****:** All the eight DIETs were in conformation with NCTE norms regarding parking space. The area allotted for the parking space, however, was found to be different in different DIETs depending on the size of their campus. It was found that DIET, Lawngtlai had inadequate parking space.

- ***Open Space*****:** Six DIETs i.e. Aizawl, Lunglei, Champhai, Kolasib, Saiha and Serchhip were found to have open space for lawns and gardening activities while in the two other DIETs i.e. Mamit and Lawngtlai the required space was not available. In the DIETs where open space was available, the space was found not to be adequate for gardening activities due to mountainous area.

- ***Multipurpose Playfield*****:** Six DIETs, Aizawl, Lunglei, Champhai, Kolasib, Lawngtlai and Serchhip were found to have multipurpose playfields. In DIETs where the playfields were not available, arrangements with nearby schools having playfields were made for organizing sports programmes and other activities.

II) Instructional resources

Materials and Resources in Library-cum-Resource Centre:

- The NCTE norms mention that Journals published by NCTE and at least 3 other refereed Journals in the field of education should be subscribed by the institution. It was found that only Aizawl DIET conformed to this norm. In the other DIETs, Journals in the library cum resource centres were found to be of those published in local language (Mizo) and other Journals on subjects other than education.

- Children's books like children's encyclopedia, dictionaries, comics, stories, picture books and poems were found in six DIETs i.e. Aizawl, Lunglei, Champhai, Lawngtlai, Mamit and Saiha.

- Audio-visual equipments such as OHP, DVD player were available in 4 DIETs i.e. Aizawl, Lunglei, Champhai and Saiha.

- Developmental assessment checklist and measurement tools were found only in three DIETs (Aizawl, Lunglei and Saiha) but not with the rest five DIETs.

- Photocopying Machine was found to be available in four DIETs (Aizawl, Lunglei, Lawngtlai and Saiha), whereas, it was not available in the other four DIETs.

Equipments and Materials for different Activities

- Educational kits were found to be available in all the eight DIETs. The educational kits were, however, found to be adequate only in two DIETs i.e. Aizawl and Lunglei.

- Educational models were also found to be available in all the eight DIETs but, were found to be adequate in four DIETs (Aizawl, Lunglei, Saiha and Serchhip). Thus, all eight DIETs, more or less, conform to the NCTE norms.

- Play materials for activities were found in all the eight DIETs. The play materials were found adequate only in two DIETs (Aizawl and Lunglei). Thus, all eight DIETs have, more or less, play materials as suggested by the NCTE norms.

- Picture books, photographs, charts, maps, flash cards, hand books and pictorial representations for different activities were all found to be present in the eight DIETs.

Equipments, Tools, Raw Materials, Play Materials and Arts and Crafts Materials

- Wood working tools and Gardener's tools were found to be available only in two DIETs i.e. Aizawl and Lunglei while they were not found in the other six DIETs. Teachers for work experience were also found in these two DIETs. The space allotted for gardening activities was being used by these two DIETs while the other six DIETs informed that gardening activities would be taken up in near future.

- Raw materials and equipment for toy making, doll making tailoring, dress designing etc. were also found in DIET, Aizawl and DIET, Lunglei whereas the other six DIETs were in the process of acquiring these materials for arts and crafts activities.

- Materials for preparation of charts, models and practical activities were again found only in DIETs, Aizawl and Lunglei. These two DIETs had been conducting practical activities using these materials whereas the remaining six DIETs (Champhai, Kolasib, Lawngtlai, Mamit, Saiha and Serchhip) were in the process of procuring these materials. These six DIETs were not able to conduct practical activities.

- Stationery items were found to be available in all the eight DIETs although not sufficient.

Audio Visual Equipment:

- Television and slide projectors were found in all the eight DIETs. They were also found to be adequate in number. Satellite Receive Only Terminal (ROT) was found in two DIETs i.e. Lawngtlai and Mamit. Satellite Interactive Terminal (SIT) was not available with any of the eight DIETs.

Musical Instruments:

- Conforming to NCTE norms, musical instruments like guitar, keyboard and drums were available in all the eight DIETs. The musical instruments were found to be in good condition and were being regularly used.

Games and Sports Equipments:

All the eight DIETs possess little indoor and outdoor equipments for games. The indoor items found were chess, checker, draft board and carom board. Table Tennis was found in five DIETs i.e. Aizawl, Lunglei, Kolasib, Mamit and Serchhip.

The outdoor items found were football, volleyball, basketball, shot put and javelin.

III) Human resources

- DIET Aizawl had the highest academic faculty strength with a total of 30 followed by DIET Lunglei with 23 and DIET Serchhip with faculty strength of 21. DIETs, Lawngtlai and Saiha had the lowest faculty strength of 10 each.

- It was found that DIETs having less academic faculty strength were mostly the DIETs having intake of one unit (50 students) while DIETs having larger number of students were provided with more teacher educators.

- There were 64 male teacher educators and 72 female teacher educators by October 2018.

- Among the eight principals of the DIETs, seven were males while the principal of DIET Lawngtlai was a female.

- From a total of 136 academic faculties in the eight DIETs, 87 teacher educators (63.98%) were M.A. B.Ed. while 16 teacher educators (11.76%) were M. Sc. B.Ed.

- There were 26 teacher educators (19.11%) with M. Ed degree besides having the Master's degree in various disciplines.

- There were 8 teacher educators (0.05%) who were found to have qualifications in areas such as drama, fine arts, music and physical education and they are posted in five DIETs i.e. Aizawl, Lunglei, Kolasib, Mamit and Serchhip.

Administrative Staff:

There were 2 superintendents, 14 UDCs, 7 computer data operators 5 laboratory assistants and 8 librarians in the eight DIETs. The DIET having the highest administrative staff is DIET, Aizawl with 27 staff and the DIET having the least number is DIET, Lawngtlai with 11 staff.

Findings on Admission procedure

- The minimum qualification for admission to D. El. Ed. programme is higher secondary (12^{th} standard) or its equivalent examination.

- Relaxation of 5% marks for SC/ST/OBC/PWD as per the central government rules is applicable for applicants belonging to these groups making the minimum score required to 45% in HSSLC or its equivalent examination.

- Reservation of 3% seats for SC/ST/OBC/PWD as per the central government rule is applicable.

- The applicants for the programme were graduate and post graduate degree holders mostly from Arts stream.

- Selection of students for admission to D. El. Ed. used to be done centrally by the SCERT. Common Entrance Examination used to be conducted by SCERT before the commencement of the academic session. The criteria used for selection were marks in the qualifying and entrance examinations, and personal interview. Final publication of selected candidates used to be done by the SCERT.

- It has been found that Aizawl DIET had maximum number of applicants for admission to the D. El. Ed. programme reaching 8 to 9 times more than its intake capacity of 120 per batch. In other DIETs, while intake capacity was 50 per batch, applicants were found to be less than the intake capacity. Candidates who were denied seat in Aizawl DIET were offered seats in other DIETs, if desired by the applicant.

- Till 2016, two DIETs, Aizawl and Lunglei were the only DIETs where pre-service teacher education programme used to be offered. With the up-gradation of the other six DIETs from DRCs to DIET status in 2013, pre-service programme (D. El. Ed.) has been offered in all the eight DIETs of Mizoram.

Findings on Curriculum

- Mizoram Board of School Education (MBSE) develops the curriculum for D. El. Ed. programme as the affiliating body. The present curriculum was implemented with effect from 2014 academic session and it is still being followed.

- The D. El. Ed. curriculum was designed and developed in line with the NCFTE (2009).

- D. El. Ed. programme comprised of compulsory and optional theory courses, compulsory practicum courses, and comprehensive school internship. The theory and practicum courses were assigned weightages in the proportion determined by the affiliating body (MBSE).

- NCTE norms 2014 suggests that the two year D. El. Ed. programme is to be designed to integrate areas such as study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education and communication. All such areas were found to have been included.

- Internship programme has been subdivided into two courses, pre-internship and school internship courses. Pre-internship used to be offered in the second semester while school internship used to be offered in the final semester. It conforms to the NCTE guidelines.

- The two year D. El. Ed. programme was found to be divided into four semesters. In the first semester, 5 theory courses are being offered. In the second semester, 7 courses are being offered including practicum and pre-internship and 4 theory courses. Similarly, 5 and 7 theory courses are being offered in the third and the final semesters respectively including practicum and school internship.

- The total marks allotted for each of the first three semesters is 450, whereas, the total marks in the final semester is 500. The total internal marks allotted is 125 in the first semester, 85 in second, 140 and 90 in third and fourth Semesters. The maximum of the internal marks is 440.

- The external marks in the first, second third and fourth semesters are 295, 165, 310 and 210 respectively. A total of 200 marks has been allotted for practicum in the programme.

- For school internship, pre-internship was allotted 50 marks and school internship in the final semester was allotted 150 marks. For pre-Internship 2 weeks' time has been allotted while for school internship 7-8 weeks' time has been allotted.

- The scheme of examination and question design for the D. El. Ed. used to be prepared by MBSE and has been effective since 2014. The learning objectives and their respective weightages of the questions are found to be - Knowledge level 28%, Understanding level 40%, and Application level 32%. In Bloom's taxonomy of learning outcomes, these three levels are the lower levels of learning objectives. It implies that emphasis is not given to the higher levels of learning objectives i.e. Analysis, Synthesis and Evaluation.

- The various modes of transaction of course content followed by teacher educators are Lecture method 100%, Discussion method 100%, Project method 50%, Home assignment 90%, Role play 40%, Demonstration 100%, Group work 100% and Activity based method 90%.

- ICT is being used by 30% of the teacher educators. The reasons for ICT not being used by others are mainly availability of limited equipment and lack of skills by the teacher educators.

- The teaching aids used by teacher educators for teaching are mainly Visual aids such as Charts, Pictures, Models etc. by 100% and DVD Player and Slide projector by 31.25%.

- It was found that no DIET had a separate hall for Audio Visual presentations. However, sometimes Films and Audio-Visual aids were shown in the classrooms during the periods allotted for such classes. OHP is used by 37% as most of the teacher educators did not have the knowledge or skill to operate the devices.

Findings on Contributions of DIETs to the State in terms of Human Resources

According to the latest statistics available **(**as published by Directorate of School Education, Annual Publication 2017- 18):

- The total number of teachers in primary schools is 8459 and the number of trained teachers is 6381 which accounts to 75.43 %.
- The teacher-pupil ratio of Primary schools in Mizoram is 17:1 while according to RTE Act, 2009, the teacher-pupil ratio at primary level is 30:1. Thus, the teacher-pupil ratio of Primary schools in Mizoram is found to be ideal.

- The percentage of trained teachers in the primary schools under different management are:

- `Private aided schools (100%)
- Central government (96.42%)
- State government (99.33%)
- SSA managed schools (97.55%)
- Local body managed schools (96.24%)
- Private schools (47.26%).

- In Upper primary or middle stage, percentage of trained teachers is 83.81%.
- The teacher-pupil ratio of Middle schools in Mizoram is 10:1 while according to RTE Act, 2009, at upper primary level the ratio is 35:1. Thus the teacher-pupil ratio at upper primary level is also ideal.
- The management-wise trained teachers at the Upper Primary or middle stage are:
  - SSA (100%),
  - State government (98.66%)
  - Local bodies (98.29%)
  - Private aided (97.75%)
  - Deficit (94.28%)
  - Central government (90.69%)
  - Private schools (48.38%)
- D. El. Ed. in-service training programme has been terminated by the government from 2015 onwards. Hence, teachers who are untrained are now enrolling themselves in the D. El. Ed. programme under National Institute of Open Schooling (NIOS) at their own expenses. As per Economic Survey 2017-18, Government of Mizoram, as many as 7316 teachers and prospective teachers were undergoing D. El. Ed. programme under NIOS.
- There is a total capacity of 520 seats in the 8 DIETs. The total number of pre-service trained teachers produced in the eight DIETs during the period 2014-2018 is 730 as found from the records of MBSE.

- The number of pass-out students of DIETs who have qualified the State Teacher Eligibility Test during 2015-2018 is more than 315. Exact figure could not be ascertained due to lack of proper data in any office as desired.

- 910 in-service elementary teachers have undergone the in-service D. El. Ed. programme during 2012 to 2017 being deputed by Government of Mizoram.

- Since DIET, Aizawl and DIET, Lunglei have started offering B. Ed. programme from the year, 2018, it is expected that these two institutions may produce 100 trained man power, 50 each, to cater the needs of Secondary and Higher Secondary schools of Mizoram from the year 2020.

The above statistics show that DIETs of Mizoram have been providing trained teachers from the days of their establishment for the state. There were times when untrained teachers were being appointed in the state. Now, the scenario is going to be changed owing to the contributions of the DIETs, particularly at the elementary level.

Findings on In-service Short Course Training Programmes organized by DIETs

- The major training programmes organised by the DIETs were on question setting technique, CCE, introduction of new textbooks and subject-wise training on various school subjects for the concerned teachers. Orientation programme for newly recruited teachers were also organized by some DIETs.

- DIET, Saiha had organized 64 training programmes during 2014-18 and was the institution to organize maximum number of trainings among the eight DIETs. DIET, Mamit and DIET, Serchhip had organized 60 and 59 training programmes respectively. Similarly, DIETs, Aizawl, Kolasib, Lunglei, Champhai, and Lawngtlai

had organized 43, 41, 40,37 and 32 short course programmes respectively during 2014-18.

- The total number of participants in such short term courses ranged from 40 to 150 in one training programme. The unit cost depends upon the duration and type of the programme. The duration of the training programme was found to be one to five days and the unit cost ranged from around Rs.500/- to Rs 2500/-.

- Funds for short course trainings were received from the central and state governments.

- The short course training programmes were included in the Annual work plan chalked out by each DIET.

- Late sanction of funds, at times, posed challenges in the organization of the short course training programmes.

- Due to very few number of teachers (particularly Single Teacher) in schools located in remote rural areas, the turnout of teachers for such training programmes used to be low.

- Poor communication system was also another challenge for organizing the programme.

Findings on challenges of DIETs as perceived by Principals and Teacher Educators

- *Land and Space:* Small land area, location of campus site were the main challenges for some DIETs.

- *Infrastructural facilities:* The size of classrooms was found to be not only small but also insufficient. Classroom furniture were also inadequate and shabby in some DIETs.

- *Instructional facilities and materials:* Instructional resources in some DIETs were found to be quite inadequate.

- *ICT and Internet:* There was shortage of ICT related equipments in almost all DIETs. Faculty members were also found to lack computer skills. In some DIETs, poor supply of electricity used to pose challenge for the use of ICT.

- *In-service training programme:* Poor and limited communication facility, remoteness of the schools, limited infrastructure such as training halls, shortage of training materials and resources, irregularity in the organisation of programmes, late sanction of fund were the main challenges for organizing in-service training programmes. Besides, with the introduction of semester system in DIETs, such training programmes could not be organized frequently. Those used to be organized during the vacations for which teachers used to be reluctant.

- *Results:* The examination results were found not to be satisfactory. Overall result of all the DIETs, in some years, used to be around 60%.

- *Human resources:* There was shortage of teacher educators in some subjects like Science and Mathematics. During recruitment of teacher educators subject demand was overlooked.

- *Library resources:* Library resources in shape of books and journals were found not to be sufficient as per the need of the students. On-line resources were not available

in all the DIETs. Libraries were not spacious to accommodate minimum (around 10) students. Reading rooms were not provided in all the DIETs.

- *Demand for Admission:* It was only in DIET, Aizawl that there was high demand for admission into the D. El. Ed. programme. Other DIETs were having less demand, even in some years, applicants were less than the intake capacity.

- *Internship:* For internship programme, arrangements used to be made with some selected schools. Some schools did not render full co-operation. The selected government schools had very few number of students for which school internship, in some cases, was not effectively organized.

- *Syllabus:* The present D. El. Ed.. curriculum which has been effective since 2014, is found to have duplication of some contents. Teacher educators perceived the existing Syllabus to be more theory oriented.

- *Workload:* Workload was found to vary from institution to institution.

- *Management:* Vacancy of Principal's post and some teacher educators' posts were found in some DIETs which affect the smooth functioning of the DIETs.

- *Professional development:* There is no provision for leave for teacher educators pursuing higher studies and research. Trainings and Seminars for professional development used to be rarely organized and there is no provision for payment of TA/DA for teachers who attend seminars.

- *Service conditions:* DIETs are established under CSS, financed by MHRD. However, the engagement of some teacher educators are on co-terminus basis and job security is not provided to them. Retirement scheme is not applicable for them. There is very little or no scope for their promotion.

Suggestions

The following suggestions are offered to meet the challenges of DIETs in Mizoram and for successful functioning of the DIETs:

- New buildings having larger rooms need to be constructed. In case of shortage of space vertical development of the infrastructures can be made.
- Adequate furniture for the classrooms and office need to be provided.
- Staff quarters and hostels for students inside the campuses should be constructed.
- Transportation facility for students and staff should be provided.
- Proper arrangements should be made in the laboratories and other resource centres as per NCTE norms.
- Funds should be allocated by the state government for the DIETs to meet the needs conforming to the norms.
- Teaching aids should be sufficiently provided.
- The syllabus should be revised at regular intervals by MBSE.
- Proper guidelines should be prepared for procurement of books appropriate for the different courses. Refereed journals and educational magazines must be subscribed for the libraries. Reading rooms for the students and staff should be made available in the DIETs.
- Procurement of adequate ICT facilities should be made. The teacher educators must be empowered to transact the curriculum making use of ICT through organisation of training programmes.
- Recruitment of teacher educators must be made after having proper assessment of the requirement.

- The vacant posts of principals and teacher educators must be filled up regularly by the government.
- Schools should be allotted to each DIET in accessible distance for success of internship programmes which is important in teacher preparation.
- Funds should be released timely by the central and state governments for organisation of in-service training programmes.
- Orientation programmes in management and leadership must be organized for the principals and administrators.
- The service conditions of the teacher educators may be examined and measures should be taken to avoid insecurity among them.
- The state government should make provision for granting study leave for pursuing higher education by the teacher educators.

Educational Implications

The present study has important implications for the state government, educational planners and administrators, Mizoram Board of School Education and teacher educators.

The government of Mizoram must provide all support to the DIETs and see that the DIETs are able to attend their objectives in preparing pre-service teachers and providing in-service short term programmes successfully.

The planners and administrators must see that teacher education is not ignored in the state. The prospective teachers get quality education in the DIETs and are empowered with the necessary pedagogical skills and positive attitude to discharge their responsibilities.

Mizoram Board of School Education must revise its curriculum for the D. El. Ed. programme in regular intervals of four five years and update the same. While developing the curriculum, experienced teacher educators and experts both from the state and national levels may be involved.

Teacher Educators' professional development has a significant impact on the success of students learning and on educational reforms too. The more opportunities the teachers are given, more positive result will be yielded. To bring qualitative changes in the system of education, the teachers need to be empowered. They must not miss any opportunity given to them for their empowerment.

Teachers' professional development must be systematically planned and supported by the Government. Teachers must be encouraged to participate in programmes prepared for their development. The programmes and activities designed for teachers must meet their professional needs, their personal and professional interests. Implementation of teacher development programmes should give experiences and opportunities that help in their growth as teachers and professionals. Training should be reorganized to give in-depth knowledge in classroom subjects in tune with the need of the child and changing trends of education through the training programmes proposed.

Conclusion

Education is considered essential not only for the all-round development of an individual but also for the growth and progress of the country as a whole. Elementary education is regarded as the foundation of education. In India, elementary education is made free and compulsory considering its importance in nation building. Since

independence the focus of central and the state governments is on the access, retention and quality of education particularly at elementary level. As a result, there is expansion of education and now elementary schools are available in accessible distance to realize the goals of Universalization of Elementary Education (UEE). Article 45 of the Directive Principles of State Policy was devoted to ensure free and compulsory education for all. Elementary education in rural India began to undergo transformations due to the new thrusts given by the government's National Policy of Education, 1986 and the revised Program of Action, 1992. Elementary education has been considered as a fundamental right under Article 21.A by the 86th Constitutional Amendment in 2002.

The key personnel in the institutions that play an important role to bring about quality transformation are the teachers. Teachers are required to possess adequate knowledge, skills, interests and attitudes towards the teaching profession which can be acquired through pre-service and in-service teacher education programmes. The academic and professional standards of teachers constitute an important component of the essential learning conditions for achieving the educational goals of a nation.

It is expected that, as a training centre, the DIET will disseminate new knowledge, teaching methods and innovations to the school teachers within the district, and in due course bring qualitative transformation in the life of the community through education. Besides attending to the needs of the elementary school teachers, it will also share the responsibility of making adult education, non-formal education and the literacy drive a success by meeting training and resource needs of the non-formal and adult education workers. Hence, it is required that the

DIETs of the states must be strengthened with all supports from the central and state governments.

Recently, the draft National Policy on Education, 2019 has been publicized with suggestions for lot of transformation, more particularly on teacher education. The state of Mizoram cannot ignore the education sector as it is the important pillar for the development of the state. It has to strengthen all its teacher education institutions.

APPENDIX

APPENDIX- 1

GENERAL INFORMATION SHEET

(To be filled by Principals)

Instructions: Please provide the required information on the following about your institution.

1. Name of the institution_____
2. Address for communication_____

   _____
3. Date of establishment of the institution_____
4. Date of up-gradation to DIET status_____
5. NCTE recognition No. & Date _____
6. Courses offered:- Pre-service/In-service/ Both Pre-service & In-service
7. Name of the Pre-service programme being offered: _____
8. Duration of the programme: _____

9. **Eligibility for admission**

i. Minimum qualification required for admission: _____

ii. Minimum marks required for admission: _____

iii. Availability of provision for relaxation in marks for the reserved categories

SC/ST/OBC/PWD: Available ( ) Not Available ( )

iv. Availability of provision for reservation of seats for the reserved categories

SC/ST/OBC/PWD: Available ( ) Not Available ( )

v. Maximum intake capacity with effect from 2016-2017 session _____

10. **Admission Procedure**

(i) **S**election for admission is made:

(a) centrally by the SCERT Yes ( ) No ( )

(b) at the institution level Yes ( ) No ( )

(ii) Admission criteria:

(a) Merit of marks obtained in the qualifying examination Yes ( ) No ( )

(b) Merit of marks obtained in the entrance examination Yes ( ) No ( )

(c) Both on merit of marks in the qualifying and the entrance examinations

Yes ( ) No ( )

(d) Other criteria (Please specify)

_____

11. **School Internship**

(i) Duration of the internship programme: _____

(ii) Attachment of primary/elementary school: Yes ( ) No ( )

(iii) Number of elementary schools available for field work and practice teaching related activities: _____

(iv) Arrangement with elementary schools for practice teaching is made by:

(a) The Institution Yes ( ) No ( )

(b) SCERT Yes ( ) No ( )

(c) MBSE Yes ( ) No ( )

(d) School Education Department Yes ( ) No ( )

12. **Programme Implementation**

(i) Preparation of academic calendar for all activities by the institution:

Yes ( ) No ( )

(ii) Inclusion of school internship in the academic calendar:

Yes ( ) No ( )

(iii) Organization of seminars, debates and lecture for students and faculty:

Yes ( ) No ( )

(v) Organization of faculty enrichment programmes: Yes ( ) No ( )

(vi) Encouragement of faculty members to pursue research: Yes ( ) No ( )

If Yes, how _____

(vii) Provision of leave is made by the state government for teachers undertaking research

Yes ( ) No ( )

(viii) Evaluation of students' performance through continuous assessment:

Yes ( ) No ( )

13. **Faculty Position**

Posts		**In position**	**Vacancy**	**Date of Vacancy**
Principal				
Vice Principal				
Foundations of Education	Senior Lecturer			
	Lecturer			
Languages	Senior Lecturer			
	Lecturer			
Mathematics	Senior Lecturer			
	Lecturer			
Science	Senior Lecturer			
	Lecturer			
Humanities &Social sciences	Senior Lecturer			
	Lecturer			
Physical Education	Senior Lecturer			
	Lecturer			
Art Education	Senior Lecturer			
	Lecturer			
Fine Arts/ Performing Arts	Senior Lecturer			
	Lecturer			
Work Experience/				

Work Education Teacher			
Fine Arts/ Performing Arts Teacher			

14. **Availability of Administrative and Professional Staff**

Post	**Available**		**Not Available**	**Qualified**
	Regular	**Temporary**		
Office Superintendent				
Librarian				
Accountant				
Statistician				
Lab. Assistant				
P.A./Steno to Principal				
Clerk				
Steno Typist/Data entry Operator				
ICT Support staff				

Maintenance Support Staff/Group D				

15. **Results of Pre-Service Programme for the last five years (2014-2018)**

Year	**No.of Candidates Enrolled**	**No.of Candidates appeared**	**No. of Pass candidates**	**Pass percentage**

APPENDIX- 2

GENERAL INFORMATION ABOUT IN-SERVICE TRAINING PROGRAMMES ORGANIZED BY DIETs

Instruction: Please provide accurate information to gather basic information about the in-service programmes organized by DIET.

Name of the institution: _____

Short course In-service training programmes organized by the institution during 2014-2018

Year: 2014

Sl.No	Name of the programme	Duration	Number of trainees	Total Cost	Unit cost

Year: 2015

Sl.No	Name of the programme	Duration	Number of trainees	Total Cost	Unit cost

Year: 2016

Sl.No	Name of the programme	Duration	Number of trainees	Total Cost	Unit cost

Year: 2017

Sl.No	Name of the programme	Duration	Number of trainees	Total Cost	Unit cost

Year: 2018

Sl.No	Name of the programme	Duration	Number of trainees	Total Cost	Unit cost

APPENDIX- 3

CHECK FOR INFRASTRUCTURAL AND LIST INSTRUCTIONAL FACILITIES IN DIETS

Name & Address of the institution : _____

A- Infrastructural Facilities

Land and Building

1. Institution has its own building : Yes ( ) No ( )

2. Institution is functioning from its own building: Yes ( ) No ( )

3. Land area of the institution (in sqm) : _____

4. Title of the land is in favour of Institution: Yes ( ) No ( )

5. Built up area (in sqm) : _____

6. Institution building is shared for running other course(s): Yes ( ) No ( )

If Yes, name of the course _____

Infrastructural Facilities

7. Number of classrooms : _____

8. Size of the classrooms : _____

9. Seating capacity of classrooms : _____

10. Area of Multipurpose hall : _____

11. Seating capacity of Multipurpose hall: _____

12. Availability of Library cum Resource Centre: Available ( ) Not Available ()

13. Seating capacity in the Library : _____

14. Availability of Infrastructural facilities

Sl. No.	Facilities	Available	Not Available	If available		Conforming to NCTE Norms	
				Adequate	Not Adequate	Conform	Does not conform
1	Principal's room						

2	Vice Principal's room						
3	Staff room						
4	Administrative office						
5	Computer Laboratory						
6	Curriculum Laboratory						
7	Arts & Craft Resource Centre						
8	Health & Physical Resource Centre						
9	Store room						
10	Visitors' room						
11	Canteen						
12	Parking space						

13	Space for lawns, gardening activities						
14	Multipurpose playfield						

15. Availability of Facilities and Amenities

Sl. No.	Facilities	Available	Not Available	If available		Conformation with NCTE Norms	
				Adequate	Not Adequate	Conforms	Does not Conform
1	Classroom Furniture						
2	Office Furniture						
3	Computers in Computer Laboratory						
4	Separate Common room for Males						

5	Separate Common room for Females						
6	Separate Toilets for Males						
7	Separate Toilet for Females						
8	Separate Toilets for Student-teachers						
9	Separate Toilets for Staff						
10	Safe drinking water						
11	Playground facilities						
12	Disabled friendly campus & building						
13	Electricity						
14	Hostel for boys						
15	Hostel for girls						

B- Instructional Facilities

(i) Materials and Resources available in Library- cum-Resource Centre

1. Total number of books in Library: _____

2. Library is computerized/automated: Yes ( ) No ( )

3. Availability of Materials and Resources in the Library-cum-Resource Centre

Sl. No.	Materials & Resources	Available (Numbers)	Not Availa-ble	If available		Conformation with NCTE Norms	
				Adequate	Not Adequate	Con-forms	Does not Con-Form
1	Journals						
2	Magazines						
3	Children's books						

4	Audio-visual equipments-OHP,DVD Player						
5	Audio-visual aids,slides,films						
6	Teaching aids- charts, pictures						
7	Developmental assessment checklists & measurement tools						
8	Photocopying machine						

(ii) Equipments and materials for different Activities

4. Availability of Equipments and Materials for different Activities

Sl. No.	Equipments & Materials	Available	Not Avail-able	If available		Conformation with NCTE Norms	
				Ade-quatee	Not Ade-quate	Con-forms	Does not Con-form
1	Educational kits						
2	Educational models						
3	Play materials						
4	Picture books						
5	Photographs						
6	Charts						
7	Maps						
8	Flash cards						
9	Hand books						
10	Pictorial representa-tions						

(iii) Equipments, Tools, Raw materials for Teaching aids, Play materials, and Arts and Crafts Activities

5. Availability of equipments, tools, raw materials for teaching aids, play material and crafts activities

Sl. No	Equipments ,Tools & Raw materials	Available	Not Available	If available		Conformation with NCTE Norms	
				Adequate	Not Adequate	Conforms	Does not conform
1	Wood working tools						
2	Gardeners' tools						
3	Raw materials and equipments for toy making, doll making, tailoring, dress designing, puppetry						
4	Materials for preparation of charts, models and practical activities						
5	Stationery						

(iv) Audio visual equipments

6. Availability of Audio Visual Equipments

Sl. No	Audio visual equipments	Available	Not Available	If available		Conformation with NCTE Norms	
				Adequate	Not Adequate	Conforms	Does not Conform

1	Television						
2	Slide projector						
3	Satellite ROT (Receive Only Terminal)						
4	SIT (Satellite Interactive Terminal)						

(v) Musical instruments

7. Availability of Musical Instruments

Sl. No.	**Available musical instruments**	**Adequate**	**Not Adequate**	**Conformation with NCTE Norms**	
				Conforms	**Does not Conform**

(vi) Books, Journals and Magazines

8. Availability of Books, Journals and Magazines

Sl.	Books, journals &	Available	Not	If available	Conformation with

No	magazines	(Numbers)	Available			NCTE Norms	
				Adequate	Not Adequate	Conform	Does not conform
1	Dictionaries						
2	Reference books						
3	Books published and recommended by NCTE						
4	Journals by NCTE						
5	Refereed Journals						
6	Subscribed online resources						

(vii) Games and sports

9. Availability of Games and Sports equipments

Sl. No	Games & sports equipments	Available	Not Available	If available		Conformation with NCTE Norms	
				Adequate	Not Adequate	Conforms	Does not conform
1	Equipments for indoor games						

2	Equipments for outdoor games						

Specific facilities to be noted down:

_____

_____

APPENDIX- 4

INFORMATION SHEET FOR PROFILES OF PRINCIPAL AND TEACHING STAFF

Name of the DIET _____

A. Personal Information:

Name _____

Gender_____ Age _____

Present designation: _____

Nature of job: Part-time/Contractual/Adhoc/Regular/Deputation

B. Academic Profile:

1. Educational qualification: _____

2. Additional qualification (if any): _____

C. For Principals only

(a) Date of joining as Principal _____

(b) Status: In-charge/Regular _____

(c) Years of Experience as Principal _____

APPENDIX --5

QUESTIONNAIRE FOR PRINCIPALS AND TEACHER EDUCATORS ABOUT THE CHALLENGES OF DIETS AND SOLUTIONS

Sir/Madam,

I am working on a research topic entitled 'Status and Challenges of District Institutes of Education and Training in Mizoram: A Critical Study'. Every institution is unique and has challenges which need to be addressed. The DIETs in Mizoram cannot be free from problems/challenges and those must be standing as barriers in effective functioning of DIETs. This questionnaire is meant for assessment of problems/challenges and the probable means of meeting the challenges. As experienced teacher educators, you are requested to give your sincere serious thought to the different aspects that are mentioned in the next pages and to write both the problems/challenges and their probable solutions objectively which will help in improving the status of DIETs and quality of teacher education in Mizoram. While responding keep your present institution in mind. **Please rest assured that your responses will be kept strictly confidential and will be used for research purpose only**.

Please cooperate.

(Prof B.B. Mishra)
Supervisor

(Ruth Lalsawmzuali)
Scholar

DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY

Before going to the next page, please provide the following information about you.

Name: _____

Designation: _____

Name of Institution: _____

I- Land and Space

i) Problems/Challenges:

ii) Probable Solutions:

II- Infrastructural Facilities

i) Problems/Challenges:

ii) Probable Solutions:

III- Instructional Facilities and Materials/Resources

i) Problems/Challenges:

ii) Probable Solutions:

IV- ICT and Internet

i) Problems/Challenges:

ii) Probable Solutions:

V- Human Resources

i) Problems/Challenges:

ii) Probable Solutions:

VI- Library Resources

i) Problems/Challenges:

ii) Probable Solutions:

VII- Admission

i) Problems/Challenges:

ii) Probable Solutions:

VIII- Internship

i) Problems/Challenges:

ii) Probable Solutions:

IX- In-Service Training Programme

i) Problems/Challenges:

ii) Probable Solutions:

X- Evaluation and Results

i) Problems/Challenges:

ii) Probable Solutions

XI- Syllabus

i) Problems/Challenges:

ii) Probable Solutions:

XII- Work load

i) Problems/Challenges:

ii) Probable Solutions:

XIII- Management

i) Problems/Challenges:

ii) Probable Solutions:

XIV- Professional development

i) Problems/Challenges:

ii) Probable Solutions:

XV-Service Conditions

i) Problems/Challenges:

ii) Probable Solutions:

XVI- Any other

i) Problems/Challenges:

ii) Probable Solutions:

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CONTENTS

INFRASTRUCTURAL FACILITIES IN THE DIETs OF MIZORAM

Ruth Lalsawmzuali*
B.B Mishra**

Abstract

District Institution of Education and Training (DIET) have been established under the Centrally Sponsored Scheme of Teacher Education upon the recommendations of NPE 1986 and its Programme of Action, 1992 for restructuring and reorienting teacher education in India. It is true that quality of education is substantially affected by the quality of teacher training. This, in turn, depends upon the quality and resources as well as the role and functions of teacher education institutions. The infrastructural, instructional and human resources of most of the teacher education institutions are often found to be inadequate. For regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith, the National Council for Teacher Education has been given statutory power. The present study was an attempt to examine the availability of infrastructural resources and their status of conformity to NCTE norms in the DIETs of Mizoram. The study involved all the eight DIETs of Mizoram. The study revealed that the availability of the Infrastructural resources in the DIETs of Mizoram was not uniform. Some of the DIETs are still in the process of establishing new campuses and developing infrastructural facilities since those have got recognition of NCTE in 2016.

Keywords: *Infrastructure, institution, norms, resources, teachers*.

Introduction

The Right to Free and Compulsory Education (RTE) Act, 2009 increased the demand manifold for qualified elementary school teachers. This Act directed the

states the need to invest for preparation of teachers through Teacher Training Institutions having adequate and child friendly infrastructure, curriculum and school practices. The RTE Act mandated qualified teachers who would be able to engage in providing education that would support the development of all children. Thus, achieving the objectives of RTE Act required urgent investment in preparing good teachers. Most of the states have implemented the RTE Act, 2009 with effect from April, 2010. In the meanwhile, nine years have passed and the states have received financial support from the central government to fulfill the norms prescribed in the Act. It is necessary to examine the developments that have happened in the teacher education

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institutions and to see how far the norms and standards have been maintained in different states of our country.

Mizoram is a small state having a population of 1,091,014 (Census of India 2011P). It has the credit of having third highest literacy rate of 91.58 % (Census of India 2011P) in the country. Simple literacy is not enough for a society. Along with literacy, quality education is also important, which can only be possible through quality teachers. It is the teachers' training institutions that can prepare quality teachers. The facilities available in the training institutions and their activities must be periodically assessed and maladies have to be addressed. Unlike most of the states of the country, Mizoram is not yet having any privately managed teacher education institutions. All teacher education institutions offering pre-service and in-service

teacher training programmes for both elementary and secondary levels are managed by the state government. It is expected that all norms and standards prescribed by NCTE must have been fulfilled and the institutions must have been well equipped. The present study was confined to examine the infrastructural facilities available with all the eight DIETs of Mizoram with reference to NCTE norms, 2014.

Objective of the Study:

The study was conducted with the broad objective to examine the availability of Infrastructural resources in the DIETs of Mizoram in terms of land and built up area, class rooms, office room, staff room, halls, resource centers, library etc. with reference to NCTE norms 2014.

Methodology:

a) *Research Approach*: Descriptive survey approach was followed for the conduct of the study.

b) Population and Sample of the Study: Since the study was concerned with the availability of Infrastructural resources in DIETs of Mizoram, the population of the study comprised of all the eight DIETs located in all the eight districts of Mizoram i.e. Aizawl, Lunglei, Mamit, Champhai, Serchhip. Kolasib, Lawngtlai and Saiha. Keeping the objective of the study in view, all the eight DIETS were studied as the eight DIETS were established in different years and it may not yield valid result if sample study is made.

c) Tool Used: A Check list was developed by the investigators for examining the availability of infrastructural facilities in DIETs and their status of conformity with the NCTE norms 2014.

d) *Data Collection:* For the present study, both primary and secondary data were collected during 2018. Primary data were collected using the check list from the eight DIETs by personal visits to the DIETS and having interviews with the principals and other teaching and non-teaching staff. Secondary data were collected from office records, reports and documents published by the Central and State governments, State Council of Educational Research and Training, and Mizoram Board of School Education.

Analysis and Interpretation

The data collected from various sources in respect of the eight DIETS of Mizoram were analyzed and interpreted on various key parameters and are presented below.

A. Basic Features*:* The basic features of the eight DIETs of Mizoram are presented in the following table:

Basic Features of DIETs of Mizoram

District	Name of DIET	Year of Initial Establishment	Date of Upgradation to DIET	Year of Recognition by NCTE	Intake Capacity
Aizawl	DIET, Aizawl	1st Sept 1953	30thDec 1988	19th July 2000	120
Lunglei	DIET, Lunglei	28th Sept 1974	4th Feb 1993	19th July 2000	100
Champhai	DIET,Champhai	1st April 2005	15thApril2013	3rd Mar 2016	50
Kolasib,	DIET, Kolasib	13th April 2005	15thApril2013	3rd Mar 2016	50
Lawngtlai	DIET,Lawngtlai	22nd April 2005	15thApril2013	3rd Mar 2016	50
Mamit,	DIET, Mamit	22nd April2005	15thApril2013	3rd Mar 2016	50
Saiha	DIET, Saiha	22nd April 2005	15th April 2013	3rd Mar 2016	50
Serchhip.	DIET, Serchhip	22nd April 2005	15thApril2013	3rd Mar 2016	50
				Total	520

Source: Compiled from the data collected from SCERT, Dept. of Teacher Education & Extension Service

It is revealed from the above table that the DIETs of Mizoram are established in the head quarters of the eight districts of Mizoram and have been named after the concern districts. The DIET, Aizawl and DIET, Lunglei which were initially established for training of teachers of elementary level in the years 1953 and 1974

respectively were subsequently upgraded to DIETs during 1988 and 1993 respectively. These two DIETs have got the recognition of NCTE since the year 2000. The other six DIETs were established in the year 2005 as mini DIETs for in-service training and subsequently upgraded to DIETs in the year 2013 by the state government and got the recognition of NCTE in the year 2016. At present, all the eight DIETs are running both pre-service teacher education programme named Diploma in Elementary Education (D. El. Ed.). Besides, all the DIETs are offering in-service programmes for teachers. DIET, Aizawl and DIET, Lunglei have the intake capacity of 120 and 100 respectively and the rest six have the intake capacity of 50 each. Thus, the total intake capacity of all the eight DIETs for in-service teacher education is 520 which are expected to meet the requirements of trained teachers at elementary level in the state. Since the academic session 2018-2019, DIET, Aizawl and DIET, Lunglei are offering two years Bachelor of Education (B.Ed.) programme.

B. Land and Built up area:

For running the D. El. Ed. programme, the land area specified by NCTE norms is 2,500 sq. mts. and the specified built up area is 1,500 sq. mts. for one unit with intake of 50. The norms further stated that additional intake of one unit would require additional built up area of 500 sq. mts. All the DIETs were found to have the required land and built up area as per the NCTE norms.

C. Infrastructural Facilities: The data relating to infrastructural facilities available with the DIETs were collected, analysed and compared with NCTE norms 2014 and the results are presented below along with interpretation in respect of 18 items.

i. Classrooms:

As per the NCTE norms, one classroom is required for 50 students. It was found that all the eight DIETs have requisite number of classrooms as per the norms. All the eight DIETs are found to be co-educational institutions. Smart classrooms were found to be available in 3 DIETs, i.e. DIET, Aizawl, DIET, Lunglei and DIET, Serchhip.

ii. Multipurpose Hall:

According to the NCTE norms, an institution offering D. El, Ed programme must have a Multipurpose Hall of 2000 sq. ft. with seating capacity of 200 and a dais.

The study found that only two institutions i.e. DIET, Aizawl and DIET, Mamit conformed to the norms having Hall area of 2508 sq. ft. and 4000 sq. ft. respectively. Four other institutions i.e. DIET, Lunglei, DIET, Champhai, DIET, Kolasib and DIET, Serchhip have halls smaller than the specified norms. But, in other two DIETs i.e. DIET, Lawngtlai and DIET, Saiha, Multipurpose halls were not available. The main reason behind the non-availability of Multi-purpose halls in these two DIETs was that new buildings are under construction with financial support under the Centrally Sponsored Scheme (CSS) for Teacher Education. Old buildings with limited rooms were still in use for running the programme. These two DIETs will be shifted to these new buildings shortly.

iii. Library-cum-Resource Centre:

As prescribed by NCTE, an institution running D. El. Ed. programme must have a Library-cum-Resource Centre where teachers and students will have access to variety of materials and resources to support and enhance the teaching learning process. All the eight DIETs were found to have the Library-cum-Resource Centers. The seating capacity, although not specified in the norms, found ranging from 10 to

40. The norms, however, specified the number of books to be available in the Library. It stated that a minimum of 1000 books on relevant subjects must be available during the first year of establishment of the institution and 100 standard books must be added every year. It was found that reference books and books relevant to courses were not sufficiently available in all the libraries. In two DIETs i.e. DIET, Champhai and DIET, Saiha, though the required number of books were available; no proper record was being maintained primarily due to shortage of staff. In five institutions i.e. DIET, Aizawl, DIET, Lunglei, DIET, Kolasib, DIET, Mamit and DIET, Serchhip, the libraries were computerized/ automated.

iv. Curriculum Laboratory:

As per NCTE norms, Curriculum Laboratory with Science and Mathematics kits must be available in the DIETs. Out of the eight DIETs, such provision was available in five institutions i.e. DIET, Aizawl, DIET, Lunglei, DIET, Champhai, DIET, Kolasib and DIET, Saiha, But, Curriculum Laboratory was not available in the rest three DIETs. It has been found that because of limited infrastructure, room for Curriculum Laboratory could not be spared by these three institutions. It was also noted that casual arrangements were made by these institutions to meet basic demands with limited resources. In the five DIETs where Curriculum Laboratories were available, Science and Mathematics kits, maps, globes, chemicals etc. for practical activities and teaching aids were available.

v. Computer Laboratory:

As per NCTE norms, Computer Laboratory is mandatory for every DIET. The size of the laboratory and its seating capacity, however, has not been specified in the norms. Three DIETs i.e. Aizawl, Lunglei, and Serchhip were found to have Computer

Laboratories one each and those are functional having limited number of computers. But, in other five DIETs computer laboratories were not available. Because of their locational disadvantages i.e. away from the town, and poor supply of electricity, the five DIETs used to face challenges in ICT and its related equipments. These five DIETs also had minimal and inadequate ICT facility. Two DIETs, i.e. Aizawl and Serchhip have collaborated with NIELIT to offer C++ programme for the students.

vi. Arts and Craft Resource Centre:

The curriculum of D. El. Ed. includes practicum courses to give students the opportunities to acquire professional skills and develop their capacities in crafts. Hence, as per NCTE norms, Arts and Craft Resource Centres are required to be established in such institutions. Six DIETs i.e. Aizawl, Lunglei, Champhai, Kolasib, Saiha and Serchhip were found to have such provision but, the rest two i.e. Mamit and Lawngtlai did not have such provision. These two institutions use class rooms for art and craft related activities. Resources and materials for different activities used to be provided to meet the requirements in all the eight DIETs.

vii. Health and Physical Education Resource Centre:

NCTE norms suggest establishment of Health and Physical Education Resource Centers as another infrastructural requirement for institutions offering D. El. Ed. programme. The D. El. Ed. curriculum includes practicum courses in children's physical and emotional health, school health and education. Hence, availability of Health and Physical Education Resource Centre in the DIETs is necessary. But, it was found to be available only in four DIETs i.e. Aizawl, Lunglei, Champhai and Serchhip but it was found that the facilities and equipments available in these institutions were rarely being used.

viii. Principal's Office:

As per the NCTE norms, every DIET must have separate Principal's room but it has no specification about its size. It was found spacious Principal's rooms available in all the eight DIETs of Mizoram. Besides, the Principals' rooms of all the eight DIETs were found to have been furnished with essential furniture and the rooms were well maintained.

ix. Staff Room:

NCTE norms suggested that Staff room must be provided for the teacher educators. The study revealed that staff rooms were available in all the eight DIETs. While the size of the room was not specified in the norms, the staff rooms available with the DIETs of Mizoram were found to be spacious. The staff rooms were found to be furnished with necessary furniture such as tables and chairs for teacher educators but were found to be lacking computers and IT equipments.

x. Administrative Office:

The administrative office is very much essential for any institution. Though NCTE norm specifies about the provision of administrative office in every DIET, it has not mentioned about its size. The study found that all the eight DIETs of Mizoram have administrative office but not spacious. The newly established DIETs did not have required furniture too.

xi. Store Rooms:

As per the NCTE norms, every DIET must have one or more store rooms. All the eight DIETs of Mizoram were found to have one store room each. While availability of two or more store rooms was favoured, because of limited infrastructure, only one store room was available in each DIET.

xii. Common Rooms:

NCTE norms suggest separate common rooms for male and female students in every DIET. It was revealed that only DIET, Aizawl had separate common rooms for male and female students. Limited infrastructure was found to be the main reason why the other seven DIETs could not fulfill the requirement.

xiii. Canteen:

Provision of canteen in every DIET has been suggested by NCTE. Canteen facility was found available in all the eight DIETs to cater the daily need of the staff and students. These Canteens were located inside the campuses of DIETs. These canteens mostly provide tea and snacks to the staff and students.

xiv. Visitor's Room:

NCTE norms 2014 suggest Visitor's Room in every DIET. It was revealed that only two DIETs i.e. Aizawl and Lunglei have the required visitors' room as per the NCTE norms. The other six DIETs could not fulfill this requirement because they had limited number of rooms. Visitors to these institutions used to be entertained entertained either in the administrative office or in the staff room.

xv. Toilet Facility:

The NCTE norms suggest that separate toilet facility must be provided for men and women students and staff and one more for PWD. All the eight DIETs were found to have toilet facilities separately for men, women and staff. But, it was found that none of the DIETs had the toilet facility for PWD.

xvi. Parking Space:

All the eight DIETs were in conformation with NCTE norms regarding parking space. The area allotted for the parking space, however, was found to be different in different DIETs depending on the size of their campus. It was found that DIET, Lawngtlai had inadequate parking space.

xvii. Open Space:

The NCTE norms suggested that open space for lawns, gardening activities etc. must be available in the DIETs. Out of the eight DIETs, six DIETs i.e. Aizawl, Lunglei, Champhai, Kolasib, Saiha and Serchhip were found to have open space for lawns and gardening activities while in the two other DIETs i.e. Mamit and Lawngtlai the required space was not available because of limited campus area. In the DIETs where open space was available, the space was found not to be adequate for gardening activities due to mountainous area.

xviii. Multipurpose Playfield:

As per the NCTE norms, multipurpose playfield must be available in the DIETs. Out of the eight DIETs of Mizoram, six DIETs, Aizawl, Lunglei, Champhai, Kolasib, Lawngtlai and Serchhip were found to have multipurpose playfields. In DIETs where the playfield were not available, arrangements with nearby schools having playfields were made for organizing sports programmes and other activities.

Conclusion: DIETs offer D. El. Ed. programme for preparing prospective teachers for elementary level education and also impart in-service training. In the present study an attempt was made by the investigators to reveal the availability of infrastructural facilities with the eight DIETs in Mizoram in the context of NCTE norms 2014. Till 2013, there were only two full-fledged DIETs i.e. DIET, Aizawl and DIET, Lunglei in the state of Mizoram. The other six DIETs were first established as District Resource Centres (DRCs) under the Centrally Sponsored Scheme of Teacher Education and later upgraded to DIET status recently i.e. in 2013. It was only recently, *i.e., 2016* that these six DIETs have been given recognition by NCTE. The study revealed that basic physical infrastructures such as class rooms, principals' room, staff room, administrative office were found to be available in all the DIETs of Mizoram. DIET, Aizawl and DIET, Lunglei have almost conformed to NCTE norms. The other six DIETs which are recently upgraded are lacking and do not conform to all the norms of NCTE. For quality teacher education, it is very much essential that the norms must be fulfilled. Government of Mizoram must take immediate steps to fulfill the norms so that the teacher education programme being offered by the institutions is not affected in terms of quality. Most important is the ICT laboratories. Before passing out from such institutions, all prospective teachers must be efficient in the application of ICT in their day today transaction of lessons and thus, equipping them with ICT knowledge and skill is very much necessary.

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