

## CHAPTER 7

### EDUCATING TEACHERS

#### 7.1 The Context

Teacher, no doubt, is one of the most important determinants of educational quality at all stages of education. It is the teacher who is responsible for the realization of educational objectives not only through effective transaction of the prescribed curriculum but also through experience-based interventions in curriculum development, and also by maximizing the utilization of available instructional and infrastructural facilities. The teacher's role in improving the quality of education assumes added significance in the context of Mizoram due to the presence of a large proportion of professionally unqualified teachers in the school system, which is obviously due to non-availability of professionally qualified teachers because of weak and inadequate system of teacher education in the State. Therefore, the implementation of the reforms suggested for revamping school education shall depend to a large extent on the invigoration of the teacher education system.

#### 7.2 In Retrospect

In Mizoram, the first attempt at training teachers was made in 1907, when Rev. F.W. Savidge started a training programme at Serkawn in Lunglei. In the North, in 1914, the missionaries started month-long training classes at Aizawl. The Welsh Mission established Teachers' Training Institute in the North in 1925, which was named as 'Guru Training Institute' in 1927. It offered pre-service and in-service training programmes of one-year duration. The curriculum of the programme comprised Vernacular, English, Geography, Arithmetic, Child Psychology, Methods of Teaching, Hygiene, Craft, Drawing, Current Affairs, Indian History, Nature Study, Civics, Theology, and Practical teaching. In the South also, the teacher training school for girls was started in 1925. The girls who had passed upper primary, were trained for teaching primary classes, I-IV. In the year 1936, the duration of the 'Guru Training' was raised to two years.

After independence, a Basic Training Centre offering two years' course was established in 1953 at Chaltlang, Aizawl for preparing primary school teachers. In 1970, a Normal Training Centre was opened for Middle School teachers. The two training Institutes-Basic and Normal - were amalgamated in 1974 to form Undergraduate Teacher Training Institute (UGTTI), which provided training to elementary school teachers. Shortly, thereafter, the second UGTTI was established at Lunglei. In 1980, the two UGTTIs were named as TTIs, which were upgraded as District Institutes of Education and Training (DIETs) under the Centrally Sponsored Scheme of Teacher Education in 1988 (Aizawl) and 1993 (Lunglei). The first College of Education offering B.Ed. programme was established at Aizawl in 1975, which became College of Teacher Education (CTE) in 1989 under the Centrally Sponsored Scheme of Teacher Education. Mizoram Hindi Training College was established in 1975 for the training of Hindi teachers both for elementary and secondary stages of education.

#### 7.3 Current Status

At present the system of teacher education in Mizoram comprises the following:

- (i) CTE at Aizawl
- (ii) Mizoram Hindi Training College



- (iii) Two DIETs one at Aizawl and the other at Lunglei
- (iv) Six District Resource Centres (DRCs) in the remaining six districts
- (v) State Council of Educational Research and Training (SCERT)

The CTE and Hindi Training College are Secondary while DIETs and DRCs are Elementary Teacher Education Institutions (ETEIs).

#### 7.4 College of Teacher Education

The CTE, which offers B.Ed. programme of 1-year duration, is affiliated to the Mizoram University, Aizawl. The annual intake of the College is 120, which includes both fresh candidates and deputed in-service teachers. The proportion of science graduates admitted to the B.Ed. programme is generally less than 10%. Likewise, the proportion of students with post-graduation degree is also very small. Thus, the college primarily prepares teachers in English, Mizo Language and Social Sciences for upper primary (Classes V-VII) and high school (Classes VIII-X) of the present educational structure. The Mizoram Hindi Training College, which is affiliated to the Kendriya Hindi Sansthan, Agra, offers both degree level and diploma level programmes, which aim at preparing Hindi teachers for secondary and elementary stages of education respectively.

With reference to secondary teacher education, the following problems need to be addressed:

- (i) Large proportion of untrained teachers at the secondary and higher secondary stages.
- (ii) Inadequate supply of science and mathematics teachers.
- (iii) Non-availability of teacher education programmes for the preparation of teachers for Physical Education, Visual Arts, and Performing Arts.
- (iv) Absence of facilities and programmes for continuing education of secondary teachers.

As per the data provided by the State Education Department, 975 teachers out of a total of 1,650 high school teachers (59%) in Government schools are not professionally trained. At the higher secondary stage, 727 out of a total of 1,045 (69.6%) are not professionally trained. As many as 1,702 teachers employed in Government schools need to qualify for the B.Ed. degree, which is the professional qualification prescribed both for high school and higher secondary teachers. The problem of untrained teachers in private aided and unaided schools is more serious in comparison to the Government schools, as it is estimated that an equal number of untrained teachers are employed in private schools.

*The Commission recommends that the State Government should implement a time-bound plan to clear the backlog of untrained teachers within a period of five years.*

The plan could be drawn along the lines suggested below:

- (i) The fresh recruitments should be made strictly in accordance with the Recruitment Rules (RRs), 2003, that is, persons possessing B.Ed. degree should be appointed as high school and higher secondary teachers. However, in cases where suitable persons with B.Ed. degree are not available, appointments may be made purely on temporary basis on year to year basis. At the time of initial appointment, it should be clearly mentioned in the letter of offer that teachers appointed on temporary basis shall not be entitled for regularization in the service of the government.
- (ii) At present, the Mizoram Education Department deputes a few teachers to the CTE where they complete the B.Ed. programme of one-year duration. During their stay in



the CTE, they are treated on Duty Leave and, therefore, they continue to draw their full salary from their parent school. The annual intake of the CTE is just 120 out of which the proportion of sponsored in-service teachers is around 20%. The backlog of untrained teachers cannot be cleared even in a period of ten years by continuing with this strategy. Some alternative strategies are needed to achieve the objective within a timeframe of five years.

- (iii) One alternative available to the untrained teachers is to get enrolled in the B.Ed. programme of the Indira Gandhi National Open University (IGNOU) through Distance Mode. As per the NCTE – Distance Education Council (DEC) norms, the Study Centers for the programme could be established only in the NCTE - approved Colleges of Education and in Mizoram, there is only one College where a Study Centre can be established with an intake of 100 students. In other words, only 100 teachers can be trained through this programme in a year. Evidently, the backlog of untrained teachers cannot be cleared in the near future through this facility.
- (iv) Due to the limitations of the modalities mentioned above, it is necessary to devise alternative strategies to achieve the goals in the shortest possible time. One such strategy could be a specially designed multi-mode intensive B.Ed. programme which can be offered by the CTE with the approval of the Mizoram University. The 1-year programme may comprise institution-based study of 3 months' duration, home study, project work and practice teaching in schools during the remaining nine months. The in-service teachers enrolled in the beginning of the session should learn theoretical aspects of education for about three months in residential settings and thereafter may undertake the assigned projects in their own schools. During the session, they may return to the TEI for about one week to share their experiences and remove their difficulties. At the end of the session, they should appear in the final examination along with the regular students. The same examination and the same certification agency shall ensure equivalence between the B.Ed. (Regular) and B.Ed. (Multi-mode) programme.

With the introduction of the Multi-mode B.Ed., the annual intake of the CTE, Aizawl shall have to be increased by permitting an additional unit of 100 in-service teachers. However, one CTE with an additional intake of 100 in-service teachers shall not be sufficient to clear the backlog of untrained teachers.

*The Commission recommends that two new Colleges of Education be established at Lunglei and Champhai with an annual intake of 200 in-service teachers. The proposed Colleges could start the B.Ed. (Regular) programme when the in-service teachers are not forthcoming for the Multimode B.Ed. programme.*

The introduction of Multimode B.Ed. for in-service teachers shall mean that teachers shall be granted leave with pay only for 3 months which will considerably reduce the burden on the State exchequer. The period of leave can be further shortened by rescheduling the academic calendar for this programme, which may be different from the normal calendar of the university. The commencement of the session may be aligned with the winter vacation in schools.

*The Commission recommends that the CTE should design the B.Ed. (Multimode) programme and submit it to the Mizoram University. The programme may comprise institution-based study of three months' duration, home study, project work, and practice teaching in schools during the remaining nine months. The entire cost of designing and running the programme including the cost of examination should be borne by the Mizoram Government.*



It has come to our notice that in the CTE, the proportion of science and mathematics graduates in the B.Ed. programme is very small. This has led to the shortage of science and mathematics teachers in schools. This also necessitates recruitment of untrained teachers in these subjects. In order to address the problem of shortage of qualified science and mathematics teachers the following measures should be taken:

- (i) To begin with, 25% seats in the B.Ed. programme should be reserved for the Science and Mathematics graduates. This shall mean preparation of separate merit lists for science and arts students.
- (ii) Some incentives may be offered to the Science and Mathematics graduates joining the B.Ed. programme, such as free tuition fee, free hostel accommodation, etc. provided they offer the Science Methods Course in the B.Ed. programme.
- (iii) The Science and Mathematics students should be permitted to take up part-time work in government or private schools during the period of teacher training.
- (iv) *As necessary facilities for the preparation of science and mathematics teachers do not exist in Mizoram and it would be very expensive to open new institutions for the purpose, the Mizoram Government should sign a Memorandum of Understanding (MoU) with the National Council of Educational Research and Training (NCERT) to depute every year an agreed number of students for admission in the 4-year integrated B.Sc., B.Ed. and 2-year B.Ed. programme in the Regional Institute of Education (RIE), Bhubaneshwar. With this arrangement the state shall have a sizeable number of well qualified science and mathematics teachers. The expenditure incurred on the payment of monthly stipends to the deputed students shall be insignificant in comparison to the cost involved in setting up an institution of the standard of the RIE, Bhubaneshwar.*

The present system of teacher education in Mizoram does not prepare teachers for some important areas of school curriculum such as physical education, visual arts, performing arts, work experience, vocational education, etc. The non-availability of teachers in these areas make education narrow and excessively academic which is not conducive for children's holistic development. In other states, there are colleges or university departments offering teacher education programmes in physical education like D.P.Ed., B.P.Ed., and M.P.Ed. Likewise, in many states there are colleges or university departments offering degree-level programmes in visual arts and performing arts. The students possessing Bachelor degree in visual arts, music or dance are eligible to be appointed as Arts/Music/Dance teachers in schools.

*The Commission recommends that the State Government should impress upon the Mizoram University to establish departments on the university campus offering undergraduate and postgraduate courses in Physical Education, Visual Arts, Music, Dance, and Theatre Arts.*

The Indian State is committed to realize the Constitutional mandate of universal elementary education. To fulfill this mandate, all children including differently abled children, that is, children with certain disabilities, shall have to be brought to the school. However, children with severe disabilities shall have to be educated in special schools. Teachers shall need special skills and competencies to handle such children in inclusive settings. It may not be possible for all teachers to acquire knowledge and competencies to handle differently-abled children. But the presence of at least one teacher with specialized training in special education in a school can support and coordinate the programme of special education in the school. In many states, the universities and colleges offer B.Ed. and M.Ed. programmes in special education, but such programmes are not offered in the state of Mizoram.



*The Commission recommends that the State Government should impress upon the Mizoram University to offer B.Ed. and M.Ed. (Special Education) programmes on its campus.*

## **7.5 District Institutes of Education**

Two DIETs, one each at Aizawl and Lunglei, were set up under the Centrally Sponsored Scheme of Teacher Education in 1988 and 1992 respectively. The two DIETs offer a 2-year Diploma in Teacher Education (D.T.Ed.) programme, which aims at preparing teachers for the elementary stage of education, that is, from class I to VII. The eligibility qualification for admission to the course is higher secondary (+2) pass. The Mizoram Board of School Education (MBSE) conducts the examination separately at the end of 1<sup>st</sup> year and 2<sup>nd</sup> year and awards Diploma to the successful candidates. In addition to the 2-year Diploma, the DIETs also offer one-year programme for In-service teachers, which is a condensed course of the two-year regular programme and is recognized as equivalent to it.

The Centrally Sponsored Scheme of Teacher Education envisages establishment of DIETs in each district but in the remaining six districts of Mizoram, DRCs in place of DIETs have been set up. The DRCs are responsible for the organization of short-term orientation and refresher training programmes for in-service teachers and as such they do not offer the pre-service D.T.Ed. programme.

*The DIETs and the appointment of academic staff therein are said to be co-terminus with the Centrally Sponsored Scheme of Teacher Education. Therefore, the academic staff is drawn from the Directorate of School Education on deputation basis. The State Government should own the responsibility of running DIETs even after the central funding is not available. Therefore, permanent staff should be posted in DIETs as per RRs to be specifically framed for DIETs keeping in view their objectives and functions.*

The concerns of elementary teacher education in Mizoram are similar to the concerns of secondary teacher education, namely,

- Sizeable proportion of untrained teachers in primary and middle schools.
- Unbalanced profile of student teachers pursuing the D.T.Ed. course.
- Single track elementary teacher education system devoid of diversity.

The problem of untrained teachers in Government Primary and Upper Primary schools has been discussed in detail in *Chapter 8: Teachers and Teacher Organizations*. The untrained teachers, from the stand point of academic qualifications, are categorized as under:

- (i) Untrained under-matriculates
- (ii) Untrained matriculates
- (iii) Untrained higher secondary pass

In order to provide professional training to the above mentioned categories of teachers, different strategies are required. For instance, it has been suggested elsewhere in the Report that the under-matriculate teachers be provided an opportunity to seek voluntary retirement. Alternatively, they could be provided short-term training in Work Experience and Physical Education in DIETs. The matriculate teachers should be encouraged to pursue higher secondary programme of the National Institute of Open Schooling (NIOS) or should be permitted to appear in the MBSE examination as private candidates. In addition, short-term content enrichment programmes should be organized for them in English, Mizo language, Environmental Studies (EVS) and Mathematics



during vacation. A teacher should be required to complete the following three modules of one month each:

- (i) Language Education (English and Mizo)
- (ii) Environmental Studies (Science and Social Studies)
- (iii) Mathematics

*The primary focus of the training modules should be upgradation of teachers' content competencies in primary school curriculum. The successful completion of these modules shall help the teachers to take the higher secondary examination. In addition, the teachers should be trained for the organization of activity-based learning in primary classes.*

*The untrained teachers who have passed higher secondary examination should be deputed to undergo condensed D.T.Ed. programme of 1-year duration which is currently offered in the DIET, Aizawl. This programme should be offered in all the eight DIETs/DRCs. In order to clear the backlog of untrained teachers within five years, the annual intake of each DIET should be fixed by the State Government keeping in view the number of eligible teachers in the district. The curriculum of the 1-year D.T.Ed. programme should be revisited to meet the training needs of in-service teachers. Since the overwhelming majority of untrained teachers are higher secondary pass with Arts subjects, a strong input of science and mathematics need to be included in the curriculum. The content upgradation course in science and mathematics may include selected themes from the curriculum of Classes VII and VIII but the coverage of the content should be at a fairly advanced level. The DIETs should have well equipped laboratories and well qualified science and mathematics teachers.*

Like the B.Ed. programme, the profile of student teachers in the elementary teacher education programme (D.T.Ed.) is not balanced across different streams of subjects. The proportion of students with the background of science and mathematics is negligible. The students of the D.T.Ed. programme are prepared to teach all subjects upto Class VII. The products of this programme are not comfortable with the teaching of these subjects at the upper primary stage as they possess content knowledge of these subjects of the level of Class X only. In order to attract science stream students to the D.T.Ed. course, 20-25% seats should be reserved for them. They should also be provided some incentives such as free hostel accommodation for out-station students.

During the course of its interaction, the Commission learnt that a sizeable proportion of students fail to complete the programme successfully. The wastage of scarce resources due to the reduced turnout of qualified teachers should be avoided by analyzing the reasons for shortfall in turnout. The policy of MBSE to allow only those students to move to the 2<sup>nd</sup> year who pass the Board examination of the 1<sup>st</sup> year, results in not only wastage of about two months time but also in the reduced enrolment in the 2<sup>nd</sup> year.

*The Commission recommends that all first year students should be allowed to commence their studies of the 2<sup>nd</sup> year without waiting for the Board result of the first year examination. The students who fail to qualify in the first year examination, should be provided opportunity to take the supplementary examination during the 2<sup>nd</sup> year of the programme.*

In Mizoram, only two elementary teacher education programmes are in existence. The mainstream D.T.Ed. programmes of 2-year duration is offered in two DIETs at Aizawl and Lunglei. This programme aims at preparing teachers for teaching all subjects at the primary and upper primary stages of education. For the preparation of upper primary school Hindi teachers, *Shikshan Praveen* (Diploma in Hindi Teaching) is offered in the Mizoram Hindi Training College. However,



in many other states, specialized teacher education programmes are in place for the preparation of physical education, Arts and Crafts, Visual Arts and Music/Dance teachers.

*The Commission recommends that necessary arrangements be made to offer Diploma in Physical Education (D.P.Ed.) in one of the DIETs. Likewise, Diploma in Visual Arts Education (D.VA.Ed.) and Diploma in Performing Arts Education (D.PA.Ed.) programmes may be offered in two other DIETs.*

The contribution of Pre-school education in the child's development and making him/her ready for formal schooling is well recognized. There is enough empirical evidence to suggest that it contributes immensely to the achievement of the goal of universalization of elementary education. Realizing its importance, the Commission has recommended elsewhere in the report that pre-primary classes should be added in all primary schools and a separate cadre of ECCE teachers should be created in the pay scales of primary teachers. It is felt that because of special demands of ECE, a specialized training is required for the preparation of teachers for this stage of education. The NCTE has notified Norms and Standards for a two-year programme titled 'Diploma in ECE Teacher Education' after higher secondary, which aims at preparing teachers for the children in the age bracket of 3-8 years. In many other states, this programme is offered in teacher education institutions alongwith other teacher education programmes, or in institutions exclusively meant for the ECE programme. The Government of Mizoram may consider the possibility of starting this programme in one or two DIETs alongwith the D.T.Ed. programmes for pre-service and in-service teachers. However, the better option would be to broaden the scope of the existing D.T.Ed. programme to include preparation of teachers for the age group 3-6 years as one of its objectives. In other words, instead of being a teacher education programme meant for the preparation of primary teachers, the D.T.Ed. programme should be re-designed as an integrated programme for the preparation of teachers of both ECE and primary stages. Since the products of the integrated programme shall be eligible for the ECE as well as the primary stage (3-11 years), the establishment of separate ECE teacher education institutions and a separate cadre for ECE teachers shall not be necessary as every trained primary teacher shall also be a trained ECE teacher.

*After a thorough examination of the two options mentioned above, the Commission recommends that instead of establishing a separate programme for the preparation of ECE teachers, an integrated programme for the preparation of both ECE and primary teachers should be designed and offered in all the DIETs.*

If DIETs have to function effectively and realize the objectives for which they have been established, they must be manned by suitably qualified faculty. Since DIETs have been visualized as R&D institutions, the faculty must have the capability to conduct research and develop curricular and evaluation materials. *The present practice of treating DIET faculty positions as promotion posts for high school teachers should be stopped.*

*The Commission recommends that Recruitment Rules for DIET academic staff should be framed in accordance with the norms and standards prescribed by the NCTE in respect of the faculty for elementary teacher education programmes.*

## **7.6 Mizoram Hindi Training College**

Mizoram Hindi Training College, Aizawl, established in 1975 under a Centrally Sponsored Scheme, conducts three teacher education programmes, namely, *Hindi Shikshan Parangat* after graduation (Equivalent to B.Ed.), *Hindi Shikshan Praveen* after higher secondary (Equivalent to D.T.Ed.), and *Hindi Shikshak Diploma* after High School Leaving Certificate (HSLC). The three programmes designed by Kendriya Hindi Sansthan, Agra and implemented by the College, aim at



preparing teachers of Hindi for different stages of school education. The examinations are conducted and Degrees/Diplomas are awarded by the Kendriya Hindi Sansthan Agra.

The College has, no doubt, made a commendable contribution towards the propagation of Hindi language and improving the quality of its teaching in the State. However, it has the potential to play a more proactive role in the promotion of Hindi education, not only in the State of Mizoram, but also in the entire North-Eastern Region.

The eligibility qualification for admission to the above mentioned courses and the annual intake in each of them is as under:

**Table 7.1: Eligibility for Admission to Courses of Mizoram Hindi Training College**

Sr. No.	Course	Eligibility	Annual Intake
1	Shikshan Parangat	Graduation with Hindi	30
2	Shikshan Praveen	Higher Secondary with Hindi	50
3	Shikshak Diploma	High School with Hindi	30

It has been observed that quite a few seats in the above mentioned courses remain vacant due to non-availability of eligible candidates, which is perhaps the result of the policy of discontinuing teaching of Hindi after Class VIII. The suggestions discussed in *Chapter 13: Educational Governance in Mizoram* to overcome the shortage of qualified Hindi teachers in schools, if implemented, shall enhance the availability of eligible candidates for admission to the teacher education programmes.

In addition to the 1-year B.Ed. programme after graduation with Hindi, the College should design a 4-year integrated B.Ed. after higher secondary. Normally, higher secondary with Hindi as Modern Indian Language (MIL) or an elective should be the eligibility qualification for admission to the 4-year integrated programme. But this condition should be relaxed as not too many students study Hindi as MIL at the higher secondary stage. As proper facilities for the teaching of Hindi in the College are available, it should be possible for the students to pick up proficiency in Hindi language of the graduation level and also in its pedagogy in four years' time. In addition to the study of Hindi language and literature, the curriculum may also include study of English Mizo language, computer science and 2-3 social sciences.

*The Commission recommends that Mizoram Hindi Training College should design curriculum for the 4- year integrated B.A., B.Ed. (Hindi) programme and introduce it at the earliest with the approval of Mizoram University. The products of the programme should be eligible to join postgraduate programmes in Hindi or Education. The students enrolled in the programme should be given incentives in the form of stipend @ Rs.1,000/- per month and free hostel accommodation.*

*The existing curriculum of the teacher education programmes, developed by the Kendriya Hindi Sansthan needs to be revisited as it has not been specifically developed to meet the needs of Hindi education in the State of Mizoram. The curriculum revision should be undertaken by the Mizoram Hindi Training College in collaboration with the Department of Education of the Mizoram University SCERT, CTE, DIET, MBSE and NCTE. For example, the course may include translations from the literature of Mizo and other North-East languages into Hindi, comparative study of Linguistics of Hindi and Mizo language. The study of Hindi literature may be restricted to the Modern period only as the study of Hindi literature of the medieval and ancient periods which is not in the present day standard Hindi, may prove a bit difficult for the non-Hindi speaking learners. Moreover, a few translations from the Mizo literature shall bring the course content closer to the ethos of the Mizo society. Above all, the cause of national integration shall be better served if the*



curriculum of Hindi language comprises Hindi literature of the mainland, translations from other Indian languages and translations from the Mizo language. Thus, in order to ensure contextuality and local specificity in the curriculum, it needs to be reviewed and reorganized.

The task of curriculum revision shall be greatly facilitated if the College is affiliated to the Mizoram University for the *Shikshan Parangat* course and with the MBSE for the *Shikshan Praveen* course. *Since the Hindi Shikshak Diploma course is not recognized by the NCTE as it is not in line with its teacher education policy, which stipulates higher secondary (+2) as the minimum eligibility qualification for any elementary teacher education programme, it may be gradually phased out. In its place, a condensed course of one year duration may be developed for the in-service teachers who are high school pass and intend to switch over to the teaching of Hindi.*

The State Government should ensure that the sanctioned seats in the College do not remain vacant as it amounts to wastage of precious resources. In order to attract students from outside Aizawl, free hostel accommodation should be made available on the campus. The courses should also be advertised in other NE states to attract students or the Mizoram Government may reserve a few seats for them, the conditions for which may be laid down in the MoU to be signed with the concerned states.

#### **7.7 State Council of Educational Research and Training**

The State Council of Educational Research and Training (SCERT) is mandated to work for the qualitative improvement of school education by providing it Research and Development (R&D) support in areas like policy formulation, planning and management, curriculum development and continuing professional development of teachers. At the national level, the NCERT performs the same functions in the context of school education for the entire country, in general. However, its interventions are primarily in the areas like formulation of curricular policies, development of model and prototype materials and evolution of models and strategies for the pre-service and in-service education and training of teachers. Being a professional arm of the Union Ministry of Human Resource Development (MHRD), it also provides professional support in the formulation and implementation of Centrally Sponsored Schemes. The SCERTs, being closer to the field, have to be engaged in the development of state-specific curricular materials and oversee the organization of pre-service and in-service education of various categories of educational personnel.

The SCERT, Mizoram, established in 1980, functioned as part of the Directorate of School Education till 2008, with a Joint Director as its Head. It was upgraded into a full-fledged Directorate with effect from 22<sup>nd</sup> May, 2008, and DIETs/DRCs were placed under its academic and administrative supervision. However, the issue regarding status of the SCERT has not been finally settled even after its upgradation as a Directorate. This question has been discussed in detail in *Chapter 13: Educational Governance in Mizoram*.

The functions of the SCERT have not been spelt out clearly in any official document. This has not been done even after its establishment as a separate Directorate. The Government order regarding the establishment of the Directorate of SCERT makes a mention of its units, from which its functions cannot be inferred in clear-cut terms. The MBSE had been established in 1975 under an Act of the State Legislature, and, therefore, its functions are clearly enunciated in the Act itself. At the time of the establishment of the Board, no other R&D institution was in existence; therefore, all functions relating to curriculum, textbooks and teacher education were assigned to it. Moreover, being a Board of School Education, its functions were not restricted to secondary education only, as is the case with Boards in many other States.



The functions of the CTE and DIETs, set up under the Centrally Sponsored Scheme of Teacher Education are enunciated in the project documents of the concerned scheme. The functions include curriculum development, initial and continuing education of teachers, research and innovations, but for all practical purposes these institutions have been pre-eminently pre-occupied with pre-service teacher education and sporadically with in-service education.

In the absence of clearly drawn boundaries between the functions of SCERT, MBSE, CTE, and DIETs, there is bound to be some duplication of efforts leading to wastage of resources. It is high time to draw the boundaries enabling different institutions to concentrate on the respective areas of their operation.

Being the examining body in respect of HSLC and Higher Secondary School Leaving Certificate (HSSLC) examinations, the MBSE has to prescribe the syllabi for the high school and higher secondary classes. It may continue to develop and prescribe textbooks for Classes IX-XII but the responsibility for developing syllabi, textbooks, and other curricular materials upto Class VIII may be entrusted to SCERT. The responsibility for the organization of workshops, orientation programmes, seminars, etc. relating to examinations and evaluation policies should continue to remain with the Board but the responsibility for teachers' in-service education be entrusted to the CTE and DIETs.

In view of the stipulations mentioned above the following should be the functions of SCERT:

- (i) Development of curriculum, syllabi, textbooks, and other curricular materials in print and electronic formats for the pre-primary, primary and upper primary stages.
- (ii) Planning, coordinating, and monitoring of in-service education of teachers of all stages of school education organized by different teacher education institutions like CTE, DIETs, and the Mizoram Hindi Training College.
- (iii) Development of curriculum, syllabi, and curricular materials for elementary teacher education programmes offered in the DIETs and other teacher education institutions.
- (iv) Planning and organization of in-service education of school heads and education officers in educational administration.
- (v) Planning and organization of teachers' in-service education in specialized areas for which experts may not be available with the CTE and DIETs like ICT, Inclusive Education, Pre-primary Education, Physical Education, Arts Education, etc.
- (vi) Conducting and promoting research, innovations and experimentation in all aspects of school education.
- (vii) Conducting academic and administrative supervision over elementary teacher education institutions.

In order to perform the above mentioned functions, the SCERT shall need faculty possessing high level of expertise in different areas of education. The faculty may be organized around certain focus areas which may form the basis of the departmental arrangement. A suggestive departmental arrangement is given below:

(i) *Department of Elementary Education*

- Focus Areas:*
- (a) Curriculum designing and preparation of curricular and evaluation materials in all subjects for pre-primary, primary and upper primary stages of education.
  - (b) R&D work in the elementary education.



(ii) *Department of Teacher Education*

- Focus Areas:*
- (a) Development of curriculum, syllabi, and source materials in respect of elementary teacher education programmes.
  - (b) Academic and administrative supervision of ETEIs.
  - (c) Designing and coordination of in-service education of teachers to be organized by different teacher education institutions.
  - (d) Designing and organization of in-service education of elementary teacher educators.

(iii) *Department of Educational Planning and Management*

- Focus Areas:*
- (a) Preparation of educational plans and schemes for the State as a whole and for the districts separately.
  - (b) Organization of in-service education of educational and school administrators.

(iv) *Department of Inclusive Education*

- Focus Areas:*
- (a) Development of resource material on the content and methodology of Inclusive Education including education of differently abled children.
  - (b) Training of teachers in inclusive education.

(v) *Department of Information and Communication Technology*

- Focus Areas:*
- (a) Development and production of curricular materials in electronic format.
  - (b) Promotion of educational technology and EDUSAT in education.
  - (c) Training of teachers in the use of ICT in education.

(vi) *Department of Educational Research and Innovations*

- Focus Areas:*
- (a) Promotion of research and innovations in schools.
  - (b) Undertaking research on education in Mizoram in general and school education in particular.
  - (c) Training of teachers in action research.

(vii) *Department of Early Childhood Education*

- Focus Areas:*
- (a) Curriculum designing and preparation of curricular materials for pre-primary stage.
  - (b) In-service education of ECCE trainers and teachers.
  - (c) R&D work in the field of ECCE.

*At present, a number of centrally sponsored projects or schemes are located in the SCERT like State Institute of Educational Management and Training (SIEMAT), Integrated Education of the Disabled (IED), Mizoram Institute of English, Vocational Education, etc. These schemes may be handled by different departments but the schemes of administrative nature involving distribution of materials and equipments to schools, may be handled by the Directorate of School Education.*



*The science wing presently located in SCERT may be transferred back to the Directorate of School Education. The appointment of teachers should also be the responsibility of the Directorate and not that of the SCERT.*

#### 7.7.1 Staffing

The SCERT has to be developed as an R&D institution and, therefore, it should not function as an administrative department. Its faculty should possess strong academic credentials. It will be possible if the faculty is recruited from the open market through a rigorous process of selection. The faculty should be designated on the pattern of NCERT, that is, Professor, Reader, and Lecturer. At present, the SCERT staff has a variety of designations, like Joint Director, Deputy Director, Lecturer, Project Coordinator, Counselor, Research Officer, Project Officer, Headmaster, Teachers, etc. The lecturer in the SCERT is placed in a higher pay scale in comparison to the lecturer in even NCERT.

*The Commission recommends that the Deputy Directors be re-designated as Readers and the faculty members holding positions like Research Officers, Consultants, Counselors, etc. in the pay scale of lecturer may be re-designated as lecturers. There should be no post lower than the post of a lecturer in the SCERT. However, a few positions of Project Associates or Research Associates could be created to provide academic assistance to the faculty, specially in field work and data analysis. The SCERT faculty should be given the pay scales of officers holding comparable posts in the school education department.*

Since the nature of functions of the SCERT and DIETs is almost similar, it would be desirable to establish a common cadre of academic staff of these institutions. The initial recruitment at the level of 'lecturer' should be made through direct recruitment and the current practice of promoting high school teachers as lecturers for DIETs should be stopped.

*The Commission recommends that the State Government should frame RRs for the academic staff of the SCERT keeping in view its functions. A Task Force should be appointed to allocate staff positions to different departments of the SCERT and to establish the common cadre of SCERT and DIETs staff.*

### 7.8 Preparation of Teacher Educators

The initial preparation as well as continuing professional development of teachers, is to be conducted by qualified teacher educators. The NCTE has prescribed qualifications for the teachers of elementary and secondary teacher education institutions. The Master's programme in education leading to the M.Ed. degree is considered as an appropriate qualification for appointment as a teacher in a TEI. However, in Mizoram, no institution offers the M.Ed. programme.

*The Commission recommends that the CTE should develop and offer the M.Ed. programme with the approval of Mizoram University. The state should pursue its claim for the upgradation of the CTE into Institute of Advanced Studies in Education (IASE) and for the establishment of a CTE at Lunglei. The IASE and the Department of Education, Mizoram University should provide facilities to the faculty of the SCERT, the CTE and the DIETs to pursue Ph.D. in education or in allied disciplines like psychology, philosophy and sociology. This shall certainly raise the quality of research in the SCERT and other TEIs.*



## 7.9 In-service Education of Teachers

The importance of teachers' in-service education as a means of their continuing professional development is well recognized and its objectives are well known. However, the realization of objectives of in-service education depends on the effectiveness of its organization. It is often complained that INSET in our country is not approached, by and large, as a professional activity as it is very often characterized by adhocism. In order to professionalize INSET, the training content should be decided on the basis of properly identified training needs of teachers, the course material should be invariably prepared, the resource persons should be adequately oriented, and the quality of the training imparted and its impact on the system be systematically assessed. Besides professionalization, INSET also needs to be institutionalized so that it does not remain a sporadic activity to be organized subject to the availability of funds.

*The Commission recommends that INSET should be treated as a regular and indispensable activity of the Department of Education for which provision in its annual budget must be made, and in no case it should be tied with the receipt of central assistance.*

In Mizoram, the institutional network for INSET comprises SCERT, CTE and DIETs/DRCs. Besides, INSET is also organized under the Sarva Shiksha Abhiyan (SSA) for elementary teachers. While scrutinizing the INSET programmes organized by different institutions during the last few years, the Commission has observed that the CTE's contribution in the INSET of high school and higher secondary teachers is minimal as it has not organized INSET in a planned and focused manner. The SCERT has organized INSET for the teachers of all levels including high schools, upper primary (middle) schools, and primary schools. The DIETs also organize INSET for primary and middle school teachers. Thus, there is considerable overlap in the programmes of different institutions. There is need to allocate responsibilities to different institutions to avoid duplication of effort.

*The Commission recommends that the responsibilities of INSET to different institutions<sup>4</sup> could be assigned as under:*

<b>Institutions</b>	<b>Target Groups</b>
<b>CTE</b>	(i) High School Teachers of English, Mathematics, Social Sciences, Science and Mizo language. (ii) Higher Secondary Teachers of English, Mizo language, Electives in the Arts and Science streams. (iii) Teacher Educators of DIETs.
<b>Mizoram Hindi Training College</b>	Hindi Teachers of Elementary and Secondary Schools.
<b>SCERT</b>	(i) School Heads and Educational Administrators. (ii) Theme based INSET for teachers of different levels like Inclusive Education, ICT in Education, Vocational Education, Arts Education, and Physical Education. (iii) Lecturers of DIETs and SCERT for induction training. (iv) Resource Persons in different subjects for the training of Primary and Upper Primary School Teachers.
<b>DIETs</b>	(i) Pre-primary Teachers. (ii) Primary School Teachers in Mizo language, English, Environmental Studies (EVS), and Mathematics. (iii) Upper Primary (Middle) School Teachers in Mizo language, English, Social Science, Science, and Mathematics.
<b>MBSE</b>	(i) Paper setters. (ii) School teachers in CCE.



The responsibility for coordinating teachers' in-service education in the State should be entrusted to the SCERT. It should develop a Comprehensive Plan to provide in-service education to all teachers in the State at regular intervals. The State Plan should be based on the institutional plans of the CTE, DIETs, and SCERT.

To begin with, the State Government should formulate and notify the INSET Policy, which should specify the amount of training a teacher in a Government or Private School should compulsorily undergo during his/her professional career and also the periodicity of training, that is, the time gap between two cycles of training. In the 1980s, the Chhattopadhyay Commission had recommended that every teacher must undergo 21 days' training once in five years but under SSA 20 days' training is stipulated every year. However, SSA training includes the days spent on monthly meetings at the Cluster Resource Centers (CRCs) and, therefore, the face-to-face training is of approximately ten days only. The available feedback suggests that teachers are exposed to over training as 20 days training every year is not required. It appears that yearly face-to-face training is difficult to organize for all teachers in the system and repetition of the same training every year is nothing but wastage of energy and resources.

*The Commission recommends that every teacher should be provided an opportunity to undergo training of 8-10 days once in 3-5 years. The training in a subject for a particular stage may be divided into 7-8 Modules. A teacher may attend the first three modules during the first-ten years of service and the remaining Modules in the next twenty years. The content of each module may be both subject specific as well as new thrust areas in different aspects of education such as inclusive education, use of ICT, etc. The completion of a Module should entitle a teacher to earn the pre-specified credits and the accumulation of a certain number of credits should be one of the bases for his/her career advancement.*

It is obvious that implementation of the INSET policy shall require funds. The funds available under the Centrally Sponsored Schemes of Teacher Education, SSA and *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* may not be sufficient. Moreover, the central funds may not be available on time, that is, in the beginning of an academic session. Therefore, *the State Government must allocate 1-2% of the annual budget of the Department of Education for teachers' professional development. This implies that the training organizations shall not be dependent on the central funds alone. The funds available under the State budget should be recouped periodically with the receipt of central grants.*

#### **7.10 Programme Planning**

The SCERT, CTE and DIETs are mandated to conduct research and undertake various types of developmental work such as development of syllabi, curricular materials in print and non-print formats, and organize workshops, seminars, etc. In the planning and execution of such programmes, the faculty members may require the advice and guidance of experts. These institutions have also to prepare their short-term and long-term plans for submission to the competent funding and administrative authorities. The institutions shall be in a better position to finalize meaningful and realistic plans if their proposals are critically examined by a body of experts.

*The Commission recommends that the SCERT, CTE, DIETs and Mizoram Hindi Training College should constitute Programme Advisory Committees comprising reputed educationists, researchers and administrators.*

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