TISS Evaluation of the CSSTE, August-September 2017	Tool 1	State Secretary & SCERT Director
Instructions Interview *Schedule for State Education Secretaries (ES) will mainly focus on capturing perceptions, views and vision for Teacher Education in the state and specific developments under CSSTE at the state level.*		
State	**Mizoram**	District/Place	**Aizawl**
Name of Institution	**SCERT**		
Research name	**Arindam & Dr. Diki**	Date of visit	**31.08.2017**
Respondent name	**Ms. Laldawngliani Chawngthu**	Designation	**Director**

A: Overall Teacher Education Sector in the state

1. What is the teacher education scenario in the state?

    Central Govt. and the State Govt. join hands in ensuring a sound mechanism for Teacher Education in the state. Teacher education is being implemented by the Government of Mizoram through the SCERT, the IASE and the 8 DIETs. There are no private TEIs. Courses in B.Ed and M.Ed are offered at the IASE and D.El.Ed in the DIETs. In-service training of teachers is also conducted at the IASE, the DIETs and the SCERT. The Mizoram University (MZU) too offers M.Ed & B.Ed (General).

    From the academic session of 2018-2019 B.Ed (General) will be offered in the two older DIETs at Aizawl and Lunglei with intake capacity of 50 each. B.Ed (Special Education) in Hearing Impairment & Visual Impairment with intake capacity of 30 each will also commence from the academic session of 2018-2019. Permission has been given by the NCTE, the Rehabilitation Council of India (RCI) and the Mizoram University (MZU).

    a) How is teacher education organized in the state?

    Teacher Education is organized in the state as follows:-

    - *D.El Ed under the Directorate of SCERT through the 8 DIETs.*
    - *B.Ed under Directorate of Higher and Technical Education through the IASE (Pre-service & In-service through Multi-mode for clearing backlog of untrained teachers).*
    - *M.Ed under Directorate of Higher and Technical Education through the IASE*
    - *B.Ed at MZU.*

- *In-service Teacher Education* is provided through the SCERT, IASE & DIETs on new schemes and programmes in cascade mode. Need-based Teacher Trainings are also conducted as per identified needs.

Common entrance test is conducted on the basis of which admission is given for the D.El.Ed Course at the 8 DIETs.

The MZU & IASE conduct entrance tests separately for their B.Ed & M.Ed Courses.

2. What is the state's vision for teacher education?
   a) How has the state's vision evolved in light of the NCFTE2009 and RTE 2009?
      The State has a clear- cut vision of making teaching a profession, a profession that is comparable to any other profession that requires preparation for a sufficiently long duration. The Education Reforms Commission, Mizoram 2010 clearly spelt out this vision. The enforcement of The RTE Act in the same year accelerated this vision and put into place the mechanism that has now made what was once a job into a profession requiring years of preparation through qualification and professional training. Now, post enforcement of the RTE 2009, only qualified teachers who are professionally trained and having passed the Teacher Eligibility Test (TET) can be inducted as teachers.
   b) *More professional Courses should be made available at the SCERT and the DIET for in-service and pre-service teachers.*
      The mandate of DIETs should extend to Secondary Education since DIETs are academically qualified and have the resources. Moreover, the issue needs immediate redressal since there is no CTE at present.

3. What are the key achievements of the state in the field of teacher education?
   - *Introduction of B.Ed multimode to clear backlog of untrained teachers at Secondary level*
   - *Revision of curriculum for B.Ed & D.El.Ed*
   - *Clearing the back log of untrained Govt. Teachers of elementary teachers.*
   - *Steps towards making DIET into a composite Institute by introducing B.Ed in 2 DIETs as a first step*
   - *Initiating steps to start B.Ed Special Education at the SCERT in Visual Impairment & Hearing Impairment from the RCI, who has given*

approval. Permission for obtaining affiliation has been given by the MZU to start the Course from 2018-2019

- *Initiating steps to start B.Ed course in two DIETs from NCTE who has given approval. Permission for obtaining affiliation has been given by the MZU to start the Course from 2018-2019.*
- *Conducting need-based in-service training of all categories of Teachers.*
- *Development of Training Management System (TMS) at the DIETs.*
- *Digitization of all Libraries in the Directorate of SCERT.*

4. What major changes have you made recently in the structure and functioning of TE?
   - *6 DRCs were upgraded into full-fledged DIETs*
   - *All DIETs were restructured and made functional as per Guidelines 2012.*
   - *The lone CTE was upgraded into an IASE*
   - *IASE has been made functional as per guidelines 2012*
   - *SCERT has been made Academic Authority to develop Curriculum, Syllabus and Textbooks of Elementary level including evaluation procedures.*
   - *Preparing the two older DIETs in Aizawl and Lunglei to take up the dual function of DIET & CTE with long-term plans of their upgradation into CTEs, a genuine need in the absence of a single CTE in the state*

5. What according to you are the challenges of teacher education sector on the state?

   *Short –term: 1. **Training of all un-trained teachers in less than 2 yrs time.** DIETs designated to be Study Centres need to be equipped with additional fund for infrastructural enhancement for the purpose. The upcoming training under NIOS will primarily cater to teachers of purely private Schools and monitoring the training could prove to be a hazardous task for the Directorate of SCERT.*

   *Long-term: 1. **Service Condition of manpower at the DIETs.** Although it has been made clear that this being a state issue and mentioning the fact here may not be the solution to the problem however the problem remains a challenge. The TEIs are permanent institutions carrying the mandate of providing teacher education which is a continual process and this very nature of continuity should be extended to the service of its workforce. Given the fact that Mizoram being a state with limited monetary resources needs assurance of continued fund flow for maintenance of our TEIs to impact the mode of recruitment of manpower particularly at the DIETs which till date remains "co-terminus with the scheme" as an abiding clause .*

2. Limited Fund provision for the SCERT under the CSSTE for realizing its mandate towards teacher education and fulfilling its roles and responsibilities as Academic Authority. SCERT, Mizoram established in 1980 in its un-restructured stage as per the CSSTE has a manpower of roughly 52 faculty holding posts of Group A & B working across 7 (seven) Departments that again houses smaller units of Cells implementing schemes, projects and programmes. All existing posts are state- funded posts with incumbents who have had years of service and training behind them. Mandate for carrying out responsibilities right from pre-school education to supervision of English Language Education and mentoring of Vocational Education as Academic Authority for Vocational Education to fulfilling our duties of providing Child Rights Protection awareness for teachers and sensitizing the general public among plenty of other functions requires a substantive amount of funds. The amount of Rs.20 lakhs set aside under CSSTE could be increased for implementation of the activities being carried out at the SCERT that so far runs with limited funds provided by the state government.

2. Establishment of CTE in 2 (two) Districts. With up gradation of the lone CTE in the state into an IASE, a huge gap has been created for running of B.Ed programme and in-service teacher education of secondary teachers.

6. How has the state been able to identify and deal with the challenges?
   - *The dedication of the faculty at the DIETs has not prevented the functioning of DIETs in any way; however, attracting fresh talent for new recruits may be hampered because of the temporary nature of recruitment. Government has not pulled any strings in withholding allowances such as Medical reimbursements and instead makes provisions as per requirement.*
   - *In spite of limited fund under CSSTE programmes and activities are conducted by the SCERT out of available funds from the state government.*
   - *The state government has taken steps for providing B.Ed (General & Special Education) at the SCERT and the DIETs. Permission has been given by NCTE/RCI/MZU to start the classes from the next academic session ie 2018-2019. DIET, Lunglei to start the B.Ed from next year, however can only do so on the condition that it has a new academic building.*

7. What are the roles and contributions of the central government, state government, private actors, NGOs in Teacher Education? How do these stakeholders interact with each other?

Central Government and State Government formulate Policies and provide funds for Teacher Education. NGOs and Private sectors play active roles in sensitization programmes in particular for implementation of Population Education, Adolescence Education, Environment Education, Inclusive Education and Child Rights Protection Programme. The largest NGO, the Young Mizo Association and the Church Youth Fellowship of various church denominations are worth mentioning and their contribution in carrying forward many of our programmes as stakeholders. Interactive meetings are held where stakeholders interact with each other on pertinent and emerging issues.

8. What mechanisms have you put into place to enable them to contribute to Teacher Education?

    They are members in Committees set up for addressing issues and they are involved as Resource Persons and at times as Writers.

9. What are the other measures for enhancing quality of teacher education in the state?

    - *Capacity building of teacher educators at SCERT, DIETs & IASE.*
    - *Inter-state visits for faculty of SCERTs/DIETs/IASEs across the country.*
    - *Exposure visits to in and outside India to study good practices.*

10. Have any of the teacher educators attended Arizona State University fellowship programme? Have they been able to translate the training received in their current work practice?

    Yes, in the year 2013. They are:-
    - *Vanlaltanpuii, Associate Professor, IASE*
    - *J. Lalsangzuala, Lecturer, DIET, Aizawl*

    Yes, in setting up of Smart Class, Computer Study Centre, Interactive Classroom, access of internet facility by trainees in DIETs)

B: Teacher Education Institutions of the State

11. How do these institutions coordinate with each other?
    - *Through meetings and discussions.*
    - *Involving faculty members of TEIs in their respective programmes.*
    - *Having regular meetings to discuss important issues.*
    - *Planning TE Programmes in workshop mode.*

- *Mentoring each others programme as Resource Person and as expert hands.*

12. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs. BITEs) in terms of human resources, facilities and functionaries?
     - *Adequate facilities as per existing norms are not available needing – additional infrastructure*
     - *Man power enhancement in Science, Mathematics and Language (Hindi and Mizo).*
     - *Additional Support staff.*
     - *Providing transportation facilities in consideration of the hilly terrain of Mizoram.*

13. How can the present institutional capacity be enhanced to ensure adequate supply of trained teachers for elementary school education? And/or continuous professional development of teachers?
     - *Existing Institutional capacity can be enhanced through upgrading infra-structure by providing hostel facilities and other Resource Centres such as Library, Subject Laboratories & Computer Labs.*
     - *Restructuring faculty norms of TEIs.*
     - *Availability of sufficient funds for providing in-service training for continual professional development of teachers.*

14. According to you, what are the ways for optimum utilization of existing structures for pre-service as well as in-service training of the existing cadre of teachers at all levels?
     - *All training programmes offered under the CSSTE/RMSA/SSA should be brought together under one umbrella. Funds allocated for training of teachers under different banners should be subsumed under one head so that trainings, in-service and pre-service, can be organized in a more holistic and wholesome manner.*
     - *All the stakeholders – School Education, SCERT, TEIs and SSA/RMSA may work together to design clear cut roles and functions leading to systemic change in this regard.*

15. Do the SCERT faculty have academic designations or are they academic officers?
     - *Officers of the SCERT have academic designations and administrative designations such as Deputy Directors, Project Coordinators, Special Education Officers, Lecturers, Tutors, Counsellors etc performing the*

dual function of both academic and supervisors of programmes and schemes.

16. What is the role of the private teachers training institutions in meeting the adequacy of teachers?

    There are no Private Teacher Training Institutions in Mizoram.

17. What is the quality of the private teachers training institutions?

    Does not arise.

18. Do you think that Private teacher education institutions alone can meet the needs of the state for quality Pre-Service Teacher Education and have DIETs, CTEs and IASEs may focus only on INSET?

    Not at all.

19. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?

    Yes, that is the need of the state since there is no CTE at present and DIETs are academically fit to perform this function.

20. Please suggest ways for enhancing the quality of;
    - Pre-service: *by introducing B.El.Ed for Upper Primary School Teachers since the existing Recruitment Rules stipulates B.A., B.Ed of this stage.*
        i) *The Curriculum of B.Ed (General) as of now concentrates on Secondary Education.*
        ii) *The D.El.Ed can continue to be prescribed for Primary Section.*
    - Curricular reform at school level: *as per requirement at regular intervals in consultation*
    - In-service: *by making it mandatory and incentivizing it through credits*
    - Monitoring & Supervision for enhancing quality of School Education by *collaborating with all stakeholders.*
    - *Enhancing quality of Teacher Educators through continuing Education and Professional Training.*

    C: CSSTE in the State
21. How has the state's approach towards teacher education changed post 2012?
    - *By re-structuring the existing IASE and DIETs as per norms.*

- *Upgrading the TEIs in infrastructure facilities to enable e-learning and by recruiting more faculty.*
- *By making IASE into a composite Institute offering B.Ed/ M. Ed. and B.Ed. Multi-mode for untrained secondary teachers.*
- *By taking initiative to make DIETs into Composite Institutes taking steps to offer B.Ed in the two DIETs.*
- *By taking initiative to introduce B.Ed (Special Education) at the SCERT.*

22. Did the state prepare a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan? What is it trying to achieve?

   Yes, salient features of the Plan are:
   - *Upgradation of Infrastructure of SCERT, IASE & DIETs.*
   - *Upgradation of CTE into IASE and DRCs into DIETs.*
   - *Faculty Development Programmes for SCERT & DIETs.*
   - *Technology in Teacher Education.*
   - *Training of Head of Institutions and Teachers.*

   It aims to achieve quality in education by upgrading TEIs to be in a position to offer the best in teacher education to create a team of trained teachers for recruitment as well as trained professionals of in-service teachers.

23. To what extent does this plan address the aims and objectives for quality teacher education of NCFTE 2009 and RTE 2009 to provide qualified teachers in all schools?
   - *Training of all un-trained teachers.*
   - *Curriculum revision as per NCFTE, 2009 (D.El.Ed & B.Ed)*
   - *Conduct of Mizoram Teacher Eligibility Test on need base since 2013.*
   - *Curriculum & Textbooks developed for elementary level (Class 1-8) including pre-school education as per NCF 2005.*

24. In what ways has the CSSTE has been able to strengthen the institutions of teacher education in the state?

   CSSTE has been able to strengthen the TEIs as follows:

   TEIs in the state have undergone tremendous change

   - *DIETs have been strengthened with infrastructural input*
   - *6 DRCs have been upgraded into full-fledged DIETs*

- *Pre-service education has been made accessible with the new upgraded DIETs increasing the intake capacity for the D.El Ed course by 300 thereby creating opportunity for aspirant teachers*
- *CTE has been upgraded into an IASE*
- *Infrastructure facilities have been improved in these Institutions as per norms*
- *Academic changes have been made by way of upgrading the Course of D.El Ed & B.Ed with new curriculum*
- *Induction Training and Refresher Course for faculty of DIETs could be organised.*

25. How is the scheme monitored?

Scheme implementation is monitored by
- *visiting the TEIs at regular intervals*
- *regular meetings with the Principals.*
- *Whatsapp group is created and used for coordination, dissemination of information and for and monitoring purposes.*
- *Facebook page of SCERT is created to generate information and for sharing of activities and ideas.*

26. Has the state been able to create a forum for convergence of all the institutions and structures (including SSA and RMSA) of teacher education within the state? Can you highlight major achievements of this forum?

The SCERT, SSA, RMSA, Directorate of School Education come under the Department of School Education under Govt. of Mizoram

Any issue on education is discussed and decisions are made through committees and meetings of all the 4 departments. Policy matters are discussed. The outcome of the discussion are used to frame policies such as:
- i) *School timings*
- ii) *School sessions*
- iii) *Language policy*
- iv) *Prescribing of textbooks*
- v) *Pre-school education*
- vi) *Amalgamation of schools among others*

27. Under the CSSTE how has the flow of funds to the states been? Were the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

   The funds received are far from adequate and there is no specific time line for release of funds.

28. Has there been an assessment of the needs of training for teachers?
   - Training Management System has been developed in all the DIETs
   - *Training needs are identified through questionnaire and evaluation sheet to the trainees.*

29. What were the major findings of this evaluation? How have these findings impacted training content and processes?

   Subject teacher training, CCE, ECCE, RTE etc. which were included in the topic for training as well as conducting need based specific training.

30. What could be the changes to the scheme to ensure goals of teacher education within the state are met?

   The proposed Restructuring of SCERT could be reviewed with special reference to the posts assigned for each Division and Departments. Professional Development Courses in DIETs, IASE and SCERTs should be upgraded to be made more prestigious.

31. Has a Teacher Educator cadre been created in the state? If yes, When? If not, why and what are the key issues facing the creation of this cadre?
   - *Teacher Education has not been created in the state as a COMMON CADRE*
   - *The SCERT, IASE & the DIETs all function bound by their respective Recruitment Rules, which is not in any way open to any other service to dilute the quality off its incumbents.*
   Creation of a common cadre of the teacher education institutions of Mizoram has been discussed by 2 (two) committees especially formed for discussing the issues. The findings of the committees are that:-
      i) *There already exists a cadre in each of the TEIs with sound Recruitment Rules to protect them from any unwanted infiltration.*
      ii) *Secondly a common cadre is not a workable option since the TEIs are placed in 2 Directorates i,e. (1) School Education – SCERT (2) Higher Education – IASE*

> iii)   *Mode of recruitment and service condition of the TEIs are not similar.*

32.   Under the 12th Plan, did you enhance IASEs or CTEs or make changes to IASEs and CTEs?

> *Yes, CTE has been upgraded to IASE which performs the dual function of IASE and CTE in the absence of a CTE in the state.*

33.   Do you have districts or blocks where you have created BITEs?

> *No.*

34.   Which are the key institutions with whom you have MOUs and schemes for faculty development of IASEs, CTEs and DIETs?

> *Although a formal MOU has not been made the SCERT collaborates with a number of Institutions and Organizations for faculty development of TEIs in Mizoram.*
> - *Azim Premji University came forward to give trainings to faculty of SCERT and DIETs. Two cycle of Training on classroom observation has been completed.*
> - *Mizoram University organizes Orientation and Trainings to Teacher Educators working in SCERT, IASE and DIETs. The last such training was held during 21st June to 11th July 2017.*
> - *The National University of Educational Planning and Administration (NUEPA) mentors the School Leadership Programme with academic support as well as monetary support.*
> - *The National population education Project is implemented through academic and monetary support of the NCERT.*
> - *The Scheme of Inspire Award is implemented at the SCERT in collaboration with Ministry of Science & Technology.*
> - *The English language Teaching Institute (ELTI) created in 2001 with financial assistance from Central Institute of English & Foreign languages, now re-named English& Foreign Language University, (EFLU) continues to be academically mentored by EFLU*

35.   What capacity building have you had from NCERT, NUEPA, etc.?
- *DEPA by faculty of SCERT and DIETs – NUEPA*
- *School Leadership Trainings – NUEPA*
- *Vocational Education- NUEPA*

- *Inclusive Education- NUEPA/NCERT*
- *CCE- NCERT*
- *Diploma & Certificate Course in – Guidance and Counseling- NCERT,*
- *ECCE - NCERT*
- *Women Studies – NCERT*
- *NCF and Curriculum Development- NCERT*
- *Population Education and Adolescence Education- NCERT*
- *Environment Education – NCERT*
- *National Achievement Survey (NAS)- NCERT*
- *Learning Outcomes- NCERT*
- *Digitization of textbooks- CIET, NCERT*

C: Technology Use

36. Is technology being used for administration and coordination?

    Yes.

37. Have you installed satellite/video conferencing between SCERT and DIETs?

    Yes, Satellite Interactive Terminals (SITs) under EDUSAT are installed in all the 8 DIETs and IASE as well as in selected H/S & HSS.

38. What are the examples of this? (email, Whatsapp, Edusat video conference, website)
    - *Email*
    - *Whatsapp*
    - *Facebook Page*
    - *EDUSAT – to be commissioned very soon.*
    - *SCERT Website*

39. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/IASE/CTEs?
    - *Computer assisted learning*
    - *Internet facilities*
    - *Electronic lectern*
    - *Computer & accessories*
    - *Language laboratory*
    - *Computer Labs*
    - *Projectors for PowerPoint presentations*

40. What are the ways in which currently ICT is being used in the process of training and material development? Which areas do you think can improve substantially when ICT is used?
   - *Induction training for utilisation of ICT in teaching and learning for Secondary Schools.*
   - *Training modules and TLMs are being developed using ICT.*
   - *When ICT is used in trainings, it becomes more interesting, interactive and appealing for the trainees as all the senses are involved.*

41. What kind of capacity building in human resources with regards to ICT do you envision? What are your plans for improving ICT infrastructure in classrooms and trainings?
   - *Creating ICT enabled population*
   - *Development of Teachers to use ICT in their classroom.*
   - *Teacher Educators to be made ICT literate as well as skilled users in transacting classroom procedures.*
   - *Setting up of Computer laboratories.*
   - *Providing ICT enabled classrooms.*

42. How do you see ICT impacting teaching-learning process in the classroom? What are your views about MOOCs? Do you think this model can be used in your training programmes?
   - *It will be more interesting and will enrich the learning process.*
   - *It will also become more active and participative.*
   - *MOOCs are good options for facilitating individual learning at one's own pace and convenience provided infrastructure and relevant materials are available.*
   - *It can be used when these materials are available.*

43. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?
   - *Insufficient power for consumption*
   - *Power failure*
   - *Internet Connectivity problems.*
   - *Lack of ICT skills on the part of users (trainees & teachers)*
   - *Time and financial constraints.*

44. Which areas do you think will remain largely unaffected by use of ICT?
   None. ICT will affect in one way or the other all areas of learning.

E: SCERT

45.   Does the SCERT have an organizational structure as mandated by the guidelines? Draw an Organogram of the SCERT which covers staffing, non-academic, etc. aspects

    Yes, the SCERT has an organizational structure that does not in all capacity comply with the structure mandated by the guidelines in terms of posts and corresponding salary.
    (Organogram and chart of Departments in the SCERT is attached)

46.   What are the ongoing activities for the SCERT as a leading academic institution at the state level providing support to DIETs, CTEs (college of teacher education), IASEs (Institute of Advanced Study in Education) and at the same time engaging in educational research and training; providing advice to state governments on policy issues; quality improvement in school education; and teacher education?
   - *Induction Training and Refresher Courses conducted for Teacher Educators.*
   - *Quarterly Meeting with Principals of TEIs.*
   - *Workshop conducted to formulate AWP and Budget of TEIs.*
   - *Interactive meetings with Principals and faculty of DIETs & IASE*
   - *On-site visits to TEIs*

47.   What are the ongoing activities for revision/development of curriculum and syllabus of the teacher education courses viz-a-viz National Curriculum Framework (NCF–2005) and the National Curriculum Framework for Teacher Education (NCFTE)? What are the ongoing activities of the SCERT under the preparation of prototype teaching learning material other than textbooks for elementary education;
   - *The D.El.Ed Curriculum in DIETs and B.Ed Curriculum in IASE & DIETs are revised as per NCFTE 2009.*
   - *Elementary School Textbooks have been changed in phase manner from 2015-16 and NCERT textbooks, adapted and translated are being used in all elementary schools across the state. Hindi and Mizo textbooks were developed by a committee of experts as per NCF 2005 and Syllabus prepared by NCERT. On its third of switching over to NCERT textbooks, the cycle of change is now complete and all elementary schools are uniformly learning NCERT adapted textbooks in Mizo and English.*

- *The ongoing activities of SCERT in developing prototype teaching/learning materials are:*
  - *Mizo folktales in English Vol. II to be used as supplementary teaching/learning material.*
  - *Mizo version of literature on Learning Outcomes – Book on Learning Outcomes, Leaflets, Brochures & Posters for distribution to all Elementary Schools for generating awareness to teachers and parents.*
  - *Induction Training Module on ICT for Secondary School Teachers.*
  - *Hindi in Action- a kit for learning Hindi for Elementary/ Secondary school-going children comprising of Activity Cards, Reading Cards and a booklet on Hindi for Specific Purposes(HSP)*
  - *Audio-Visual Teaching Aids (DVD) – on Science subjects viz. Physics, Chemistry & Biology for Classes IX & X.*
  - *A Quiz book on environment education for Elementary Schools.*

48. What are the strategies with respect to Pre-service and In-service training of teachers/Education (particularly for the elementary school level)?
The strategy adopted for in-service and pre-service training teachers are:-
    - *Activity- based approach*
    - *Peer teaching/ micro teaching*
    - *Text analysis*
    - *Self- learning through discussions 7 presentations*
    - *Group discussions*
    - *Development of materials followed by presentations*
    - *Learning through projects and field-work*

49. What are the steps for the professional development of education administrators and head teachers?

    The School Leadership Programme under the National Centre for School Leadership(NCSL), NUEPA has made the SCERT as the State Leadership Academy. State Resource Group is constituted comprising of dedicated educationists, prominent citizens and retired professionals who have rendered impeccable service to take forward the Leadership programme in the state. Training Module for the Programme developed by NUEPA has been translated into Mizo for training programmes for Headmasters. Training for Headmasters on Institutional Planning and Administration that were in the

past sanctioned under CSSTE has been discontinued which otherwise could be a supplement to the Leadership Programme.

50.   What kind of training is required for Professional Development of Teacher Educators for DIETs & SCERTs?

- *Research Methodology*
- *Quality Enhancement Programmes*
- *Educational and Professional Development (continuing Education)*
- *Subject-based training in all curricular areas*
- *Development of IT- based teaching/learning materials*
- *Leadership Enhancement*
- *Innovations*

51.   Nature of Duties performed by SCERT: (Yes/No, if yes, in details)

Role	Yes/ No	If Yes, specify details of the activities
1. Has the SCERT been notified as an academic authority as mandated under the state rules under RTE?	*Yes*	Development of Curriculum, syllabus, textbooks & evaluation procedures. All textbooks have been changed for Classes 1-8. NCERT textbooks have been adapted and translated into Mizo for use in Mizo-medium schools while the un-translated version is used in English – medium Schools. A single set of textbooks is being used in all elementary Schools. Textbooks in Mizo & Hindi are developed by SCERT. Authority for language education and its mode of introduction thereof. Curriculum, Source Book for Teachers & Activity for learners I Early Childhood Education.
2. Does the SCERT play a role in policy matters?	*Yes*	*SCERT is always included in discussion and decision making in all policy matters with regards to education.* Has it developed textbooks? - *Yes, Textbooks in Mizo & Hindi is prepared for*

		• *elementary stage.* • *In all other subjects of the elementary stage, NCERT textbooks are adapted & translated.* • *Source Book, First Step I&II, Pre-Number I &II for ECE is prepared.* Has it conducted evaluations? *No yet*
3. Is the SCERT involved in curriculum development?	*Yes*	Which level(s)? Examples post-2012 . *Curriculum for the Secondary and Higher Secondary School is developed by MBSE where SCERT is also involved as members of subject committees & syllabus committees. Curriculum development for Elementary level is in the hand of SCERT.*
4. Is the SCERT involved in material development?	*Yes*	What kind of material is developed? Is ICT used in material development? *Yes* *Textbooks for elementary stage* *Training packages* *Sessional Work Plan* *Source book on CCE* *Other Learning/Reading Materials*
5. Does the SCERT conduct in-service training activities?	*Yes*	• For whom? – *School teachers, Teacher Educators* • How frequently? *Spreads throughout the year on different subjects/topics(see calendar of activities)* • Which subjects? *On different school subjects, ICT, ECCE, Child Rights, Spoken English, Guidance and Counselling Population Education, Adolescence Education, Environment Education etc.* • Where do experts come from? *SCERT faculty, MZU, IASE, MBSE, DIETs, NIELIT MSACS* • Any pool of identified experts?

		– *State Resource Group in School Leadership Programme.* – *In the Subject and Textbook Committee* • Help from NGOs? *Not in the academic field*
6. Does the SCERT have in place a system to ensure community and children's outreach?	*No*	
7. Has the SCERT initiated interdepartmental coordination?	*Yes*	Faculty Coordination : With IASE, MZU, MBSE Curriculum development : With IASE, MZU, MBSE, Colleges, School Education etc.
8. Is there a Programme Advisory Committee?	*Yes*	*PAC was constituted in 2012.*
9. Does the PAC meet regularly as mandated by the guidelines?	*Yes*	*The members are all important and high officials of the Government and different NGOs including different Teacher Associations. Since the prescribed size is large it is difficult to have a PAC. The prescribed members need to be made more workable*
10. Does the SCERT have Annual plan and perspective plan documents?	*Yes*	Annual plans since when? Collect copies of plans *Annual Work Plan is made and submitted to MHRD since 2008 from the Directorate of SCERT. (Prior to this ,SCERT and DIETs were under the Directorate of School Education)* Who makes the plans? *DIETs, IASE and SCERT makes their own Institutional plan, the plans are consolidated in the SCERT for submission to MHRD*
11.Has the SCERT introduced any innovations in its roles/Is the SCERT performing activities which are not directly specified in the Guidelines?	*Yes*	• *As the Academic Authority, SCERT prescribes Common textbooks is used across the state for the elementary stage* • *Other activities of SCERT not directly specified in the guidelines are: Vocational education, Guidance and Counselling, EOSE, Spoken*

		English Institution, Population Education, Child Rights,
12. Has any research been carried out by SCERT?	*Yes*	• Needs assessment of faculty, infrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff : *Not yet done.* • *Few small researches have been carried out*

52.   Have the duties of the SCERT changed after RTE? IF yes, how?

> *Yes.*
> - *SCERT has been made Academic Authority for the Elementary stage. Consequently, Development of Curriculum and Textbooks have been taken up by SCERT.*
> - *RTE has induced the use of CCE. Source book on CCE has been developed by SCERT and training of teachers on the implementation of CCE was done*
> - *TET is introduced. Syllabus is made for TET by SCERT and Exams are conducted by MBSE.*

53.   Planning process of CSSTE
   - How are the plans made?
     Institutional plan is done in the respective DIET, and each institution brings their respective plan to SCERT and the plans are discussed and necessary alterations are made. The plans are then consolidated for submission to MHRD.

   - Who makes the plans?
     The faculty of each Institution under the guidance of the Principal. The Plan is put up to the PAC of their respective district.
   - What is the database used for planning?
     UDISE

54.   Issues in planning process
   - *At the time when planning process is initiated UDISE data is usually not finalized and updated, which delay finalization of the plan.*
   - *Since the size and population of the Districts are diverse, need assessment sometimes delay and create problems in planning process.*

- *Planning process is done in workshop mode and need assessment needs to be done. Besides that Principal and faculty of DIETs have to come to SCERT for discussion and finalization. Inspite of that no fund is allocated for planning purpose.*

55.   E-Networks and Collaborations
       Are there NGOs with whom the SCERT is working closely?
           No

56.   What functions are being performed through this partnership?

ORGANISATIONAL CHART

DIRECTOR

JOINT DIRECTOR (2)

DEPUTY DIRECTOR (6)

Group A Officers (Entry Grade)

Superintendent	Sc. Consultant (3)	Lecturer (15)	Tutors (4)	Project Officer
Audio Producer (2)	Finance Accountant Officer	Edn. Research Officer	Special Edn. Officer (2)	Computer Programmer
Project Co-ordinator (2)	Counsellor	Technical Officer	Vocational Guidance Officer	Programme Co-ordinator

Group B Officers

Graphic Artist	Sound Recordist	Headmaster (MISE)
Asst.Special Edn.Officer (2)	Asst.Project Officer (2)	Asst. Project Co-ordinator

Others

Projectionist	Lab. Bearer	Lab. Asst	Teacher (MISE) (2)	Programming Asst
Supervisor (3)	Research.Asst	Production Asst	Technician (2)	Cameraman(2)

District Functionaries

DIET Aizawl	DIET Lunglei	DIET Champhai	DIET Saiha	DIET Lawngtla	DIET Kolasib	DIET Serchhip	DIET Mamit

Faculty

- Principal – 8
- Vice Principal – 2
- Sr.Lecturer – 11
- Lecturer - 120

DEPARTMENTS IN THE SCERT

Deptt. of Teacher Education & Extension Service

- Teacher Education and Extension Services
- Research and Development
- 8 DIETs

Deptt. of Social Science & Humanities including Language

- Environmental Orientation to School Education (EOSE)
- Population/Adolescence Education Programme
- Child Rights Protection Cell
- English Language Teaching Institute (ELTI)
- District Centre for English (DCE)
- Mizoram Institute of Spoken English (MISE)

Deptt. of Vocational Education

- Vocationalisation of Secondary Education
- Educational and Vocational Guidance and Counselling Cell

Deptt. of Special Education

- Integrated Education for Disabled Children (IEDC)
- Integrated Education for Disabled at the Secondary Stage (IEDSS)
- Study Centre

Deptt. of Information & Communication Technology

- Information and Communication Technology Cell
- EDUSAT

Deptt. of Science & Mathematics

- INSPIRE award
- State Level Science & Mathematics Exhibition
- Science Drama
- Science Seminar
- Eastern India science Fair

Library & Documentation Cell

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