

Implementation of Centrally Sponsored Scheme of Teacher Education in Mizoram

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Abstract

Centrally Sponsored Scheme of Teacher Education was a resultant of the National Policy on Education, 1986 and was started in 1987 and continued till 2017 after which it was subsumed under the Samagra Shiksha scheme from 2018. Guidelines were framed by the Govt. of India for its implementation. SCERT, DIETs and IASE are supported under the scheme in Mizoram. The study aims to trace the origin and development of teacher education in Mizoram and the changes and challenges in the implementation of CSSTE in Mizoram. Descriptive Research Method and total population was used for the study. Data was collected by means of Information schedule and document analysis was done. It was found that changes in teacher education were mostly physical infrastructure development and process of planning. However, structural changes and reorganization of teacher education failed to materialize during this period.

Keywords: Teacher Education, Mizoram, Problems, Challenges.

Introduction:

The Centrally Sponsored Scheme of Teacher Education commonly referred to as Teacher Education Scheme or CSSTE was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986. The National Policy on Education (NPE) states that improvement in the status and professional competence of teachers is the cornerstone of educational reconstruction. It envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. In its original form, the Teacher Education scheme comprised of five components, namely (a) setting up 400 District Institutes of Education and Training (DIETs), (b) strengthening 250 Colleges of Teacher Education (CTEs), and development of 50 of them as Institutes of Advanced Studies in Education (IASEs), (c) strengthening of State Councils of Educational Research and Training (SCERTs), (d)

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orientation of five lakh school teachers every year, (e) establishment and strengthening of Departments of Education in Universities.

The Centrally Sponsored Scheme of Teacher Education continued with modifications in the 8th, 9th 10th, 11th and 12th Five Year Plan periods. The schemes were revised for the 12th Plan in order to meet the exceptional challenges of the Teacher Education system arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels and the corresponding increase in the demand for teachers. After the 12th Five Year Plan, it was subsumed under Samagra Shiksha scheme along with Sarva Shiksha Abhiyan and RashtriyaMadhyamik Shiksha Abhiyan.

Rationale

While funding for various components of the scheme was provided by the Central Government in accordance with the guidelines framed by it, the responsibility for day-to-day administration of the scheme vests in the respective states/UTs. The fact that Centrally Sponsored Scheme of Teacher Education as an independent scheme has been discontinued makes it even more important to collect pertinent facts about it to open doors for comparisons with other schemes. In Mizoram, the expansion of teacher education and the teacher education institutions have been observed within the past few years especially during the 12th Five-year plan i.e., during 2012 – 2017. The government at the centre as well as the state have invested a huge amount of money and other resources to better the quality of education through the CSSTE for teacher education. A study was carried out so that more will be understood about the implementation of the teacher education scheme. It is an attempt to disclose the plan and programme implementation under a heavily financed scheme for quality education in a comprehensive manner.

Objectives of the Study

- 1) To trace the origin and development of Centrally Sponsored Scheme of Teacher Education in Mizoram.
- 2) To examine the changes that have taken place in teacher education in Mizoram since the implementation of Centrally Sponsored Scheme of Teacher Education.
- 3) To examine the problems and challenges faced by the stakeholders in the implementation of Centrally Sponsored Scheme of Teacher Education.

Methodology:

The present study is historical as well as descriptive in nature. The general framework of the study was collecting and analyzing data related to growth and development of Teacher Education Institutions in Mizoram. The teacher educators of all the Teacher Education Institutions in Mizoram that come under the Centrally Sponsored Scheme of Teacher Education were considered as population. Information Schedule was prepared in which Opinionnaire and Checklist were prepared. Document Analysis was used in which various documents

pertaining to Centrally Sponsored Scheme of Teacher Education was collected and analysed. The following documents were analysed –

- 1) Perspective Plan of SCERT Mizoram (2012-2017)
- 2) Perspective Plan of 8 DIETs (2012-2017)
- 3) Perspective Plan of IASE (2012-2017)
- 4) Annual Work Plan (AWP) & Budget of SCERT Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 5) Annual Work Plan (AWP) & Budget of 8 DIETs of Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 6) Annual Work Plan (AWP) & Budget of IASE Mizoram (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 7) TEAB Meeting Minutes (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)
- 8) Sanction letter of MHRD (2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18)

Analysis and discussion:

Major findings of the present study based on the research objectives is discussed in the following paragraphs.

1. Origin and development of Centrally Sponsored Scheme of Teacher Education in Mizoram.

Teacher training in Mizoram was started as early as 1901 by the British. After India gained independence the state government continued to run the teacher training institutes established in Aizawl (1953) and Lunglei (1974) which later became DIETs. The state government also set up Mizoram Institute of Education in 1975. SCERT was established as an Academic Wing under the Directorate of School Education in 1980. After Centrally Sponsored Scheme of Teacher Education was introduced in the state of Mizoram, existing Teacher Education Institutions (TEIs) were upgraded and supported and as a result, there are now 8 DIETs, 1 IASE and 1 SCERT in the state of Mizoram which are the Teacher Education Institutions funded under the scheme.

In order to gain a more organized means for delivering desired information, this objective was divided into the following dimensions:

- 1) Origin of teacher education
- 2) Establishment of Teacher education Institutions.

The above dimensions may be discussed as below:

1) Origin of teacher education:

In order to trace the origin and development of Teacher Education in Mizoram, the researcher followed a historical research method. All relevant historical documents inclusive of available literature, office records and annual reports were used as tools for primary data collection.

The following paragraphs are a summary of the same in chronological order. No attempt was made to classify the years in uniform manner. Rather attempt was made to classify each period with major emphasis on the pivotal points that happened within that period.

I. Before CSSTE

1901 – 1953: Politically and historically, Mizoram is among the youngest and least known states of India. However, Mizoram can boast of having a long history of teacher training which was initiated back in 1901. In fact, the present DIET Aizawl is the longest running professional training institute in Mizoram. The teacher training programmes run by the missionaries at Aizawl and Lunglei were later institutionalized and functional till Basic Training Centre was established by the government at Aizawl in 1953 for training Primary School Teachers.

1954 – 1987: To meet the growing need resulting out of the opening of Middle Schools in the bigger villages, one Normal Training School for training of Middle School Teachers was established by the government at Aizawl in 1970. The Basic Training Centre and the Normal Training School were amalgamated into Under Graduate Teachers Training Institute (UGTTI) in 1974 which was later on named Teachers Training Institute (TTI) to accommodate training of graduate teachers as well. In the same year i.e., 1974, another Teachers Training Institute (TTI) was opened at Lunglei. In these TTIs, training courses for Primary & Middle School Teachers ran side by side.

Another Teacher Education Institute known as Mizoram Institute of Education (MIE) was established in 1975. It later became the College of Teacher Education (CTE) in 1997, the only CTE in the State during the mentioned period.

The State Council of Educational Research and Training (SCERT) was established in 1980 as an academic wing of the Directorate of School Education.

II. CSSTE

1988 – 2004: Under the Restructuring and Reorganisation of Teacher Education in the Ninth Plan, the two TTIs were upgraded into DIETs in 1988 (Aizawl) and 1993 (Lunglei). Chhimtuipui district at that time was the only district in Mizoram which did not have a DIET of its own.

2005 – 2011: As per the provision laid down for setting up of ‘smaller sized’ or ‘Telescoped DIET’ in the guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989 and consequent to the creation of five (5) new revenue districts in Mizoram, Ministry of Human Resources Development, Govt. of India approved sanction for setting up of six (6) new Telescoped DIETs in the districts of Saiha, Lawngtlai, Serchhip, Champhai, Kolasib and Mamit in the year 2003-04. Eventually, Telescoped DIETs were established in the year 2005 in the six Districts of Mizoram where no DIETs existed. These Telescoped DIETs have been formally known as District Resource Centres (DRCs) and the main function is focused on In-Service Teacher Training of Elementary and Secondary stage and Action Research.

The District Resource Centres (DRCs) did not undertake pre-service teacher education programme even though it had been conducted by the two full-fledged DIETs of Aizawl and Lunglei. The main task of these institutions was to uplift the quality of district elementary education through in-service teacher training, on-site academic support to schools and organising workshops, seminars for teachers, headmasters, education officials, NGOs, community leaders etc.

College of Teacher Education was further upgraded to an IASE in 2005. The IASE Aizawl was performing in compliance with the MHRD notification Letter no. F43-4/2005-EE.9 Dated New Delhi 15th September 2005. Consent of the State Government to upgrade CTE into IASE taking up the dual functions to offer both B.Ed and M.Ed Courses apart from other vested functions was issued by the Govt. of Mizoram vide letter No.B.19020/1/2002-EDN dt. 26th October, 2005.

SCERT was made a separate Directorate on 22nd May 2008. It was declared the Academic Authority for the Elementary Education of the State following the enactment of the RTE Act, on 22nd Sept 2010 and it is concerned with the development of curriculum and textbooks at the elementary stage. Teacher Education and Training is one unit among its many programmes.

2012 – 2017: The Guidelines for Restructuring and Reorganisation of the Centrally Sponsored Scheme on Teacher Education June 2012 had made a provision that existing District Resource Centres (DRCs) can be upgraded into full-fledged DIETs on need based manner. Acting upon this provision, the state government proposed all six DRCs to be upgraded to DIETs and consequent to the approval by the central government all six DRC's of Mizoram was upgraded to full-fledged DIET on 15th April 2013.

The CTE after upgradation in 2005 began functioning as an IASE from the 3rd March 2012.

2) Establishment of Teacher education Institutions.

A gestalt view of the major development regarding establishment of teacher education institutions (an important aspect of the general development of teacher education) in chronological order is made in the table below.

Table 1: Establishment of Teacher Education Institutions in Mizoram

Year	AIZAWL	LUNGLEI	SAIHA	CHAMPHAI	KOLASIB	SERCHHIP	LAWNGTLAI	MAMIT
1901	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 Teacher Training Institute (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)					
2013	DIET	DIET	DRC upgraded to District Institute of Education and Training (DIET)					

Source: Office records from SCERT Mizoram

As of today, all the eight DIETs are now offering D.El.Ed course after obtaining recognition from NCTE. B.Ed courses are offered in DIET Aizawl and DIET Lunglei. B.Ed and M.Ed courses are offered by IASE and B.Ed (Special Education) is offered by SCERT Mizoram.

Table 2: TEIs in Mizoram and courses offered

Institutions	District	Course/Programme	Intake Approved
SCERT	Aizawl	2-year B.Ed (Special Edn.)	60
DIET	Aizawl	2-year D.El.Ed	120
		2-year B.Ed	50
DIET	Lunglei	2-year D.El.Ed	100
		2-year B.Ed	50
DIET	Saiha	2-year D.El.Ed	50

DIET	Champhai	2-year D.El.Ed	50
DIET	Kolasib	2-year D.El.Ed	50
DIET	Serchhip	2-year D.El.Ed	50
DIET	Lawngtlai	2-year D.El.Ed	50
DIET	Mamit	2-year D.El.Ed	50
IASE	Aizawl	2-year B.Ed	120
		2-year B.Ed (Multi mode)	200
		1-year M.Ed	35

Source: Office records from SCERT Mizoram

2. Changes that have taken place in teacher education in Mizoram since the implementation of Centrally Sponsored Scheme of Teacher Education.

Teacher Education was started long before CSSTE was implemented in Mizoram. There were only four (4) Teacher Education Institutions in Mizoram prior to CSSTE. These four TEIs were strengthened and upgraded under CSSTE and continue to progress eventually. The first and the oldest professional training institute was started in Aizawl in 1953 as a Junior Basic Training Centre which was meant for training of untrained Primary school teachers and was later amalgamated with Normal Training School which was meant to train untrained Middle school teachers and was renamed as Under-graduate Teacher Training Institute (UGTTI) in 1974. At the same year UGTTI was started in Lunglei. These UGTTIs were state run institutes meant for training of undergraduate teachers who were mostly Primary School and Middle School teachers. These UGTTIs were upgraded to Teacher Training Institute (TTI) in 1980 to accommodate training for Graduate Teachers. After CSSTE was implemented by the central government, TTI at Aizawl was upgraded to DIET in 1988 and TTI at Lunglei was upgraded to DIET in 1993. The teacher education programme/course offered by these two institutes were diploma level. However, in 2017 these two DIETs were granted recognition to run B.Ed course/programme by the National Council for Teacher Education (NCTE).

In 1975, Mizoram Institute of Education (MIE) was started at Aizawl for training of Secondary school teachers. It later became the College of Teacher Education (CTE) in 1997 after the implementation of CSSTE in Mizoram. It was further upgraded to IASE in 2005 and began functioning as an IASE from March 2012. IASE Aizawl offers both B.Ed and M.Ed courses at present, but prior to CSSTE while it was MIE, it offered graduate level teacher education programme i.e B.Ed or formerly B.T (Bachelor of Teaching).

SCERT Mizoram was established in 1980 as a state counterpart of the NCERT at the central. Apart from short course teacher training programmes it did not offer teacher education programme/course prior to CSSTE. Even after the implementation of CSSTE in Mizoram, there was no degree or diploma course run by SCERT Mizoram under the scheme but various programmes and activities were undertaken under CSSTE. However, SCERT Mizoram run B.Ed (Special Education) programme which is recognized by Rehabilitation Council of India and is not funded under CSSTE.

Apart from the four TEIs mentioned above, six (6) District Resource Centres or Telescopic DIETs were established in 2005 under CSSTE and were later upgraded to full-fledged DIET in 2013. Unlike the two aforementioned DIETs, these DIETs were not state borne institute upgraded under CSSTE but institutions purely established under CSSTE and upgraded under the same scheme to DIETs. While they function as DRCs, these institutes did not run teacher education courses but various programmes and activities including short course teacher trainings were carried out under the scheme which was funded by the central government. After they were upgraded to DIETs, these 6 DIETs were granted recognition from NCTE to run Diploma in Elementary Education (D.El.Ed) in 2016.

Thus, CSSTE has resulted in the upgradation of three (3) existing institutes (DIET Aizawl, DIET Lunglei and IASE Aizawl) and establishment and upgradation of 6 new institutes (6 DIETs viz. DIET Saiha, DIET Champhai, DIET Kolasib, DIET Serchhip, DIET Lawngtlai and DIET Mamit) and the strengthening of an existing institute at SCERT Mizoram.

Most of the physical changes as observed by the investigator happened due to the sanction received under CSSTE. SCERT Mizoram received funds for Physical Infrastructure development as a Non-Recurring Expenditure under CSSTE which was approved in 2012-13. A new building called SCERT Multipurpose building was constructed with an amount of Rs 175.68 lakhs as approved by the TEAB. Equipments to the tune of Rs 30.00 lakhs (Rupees thirty lakhs) were purchased through the State Purchase Advisory Board. Special Cells were also established in Science and Mathematics, Social Sciences and ICT.

Two existing DIETs at Aizawl and Lunglei received funds for construction of Hostel buildings as approved in 2012 by the TEAB for an amount of Rs. 198.49 lakhs (DIET Aizawl) and Rs.216.31 lakhs (DIET Lunglei). At the same time, the then six DRCs were approved for construction of their main institute buildings with an amount of Rs. 279.25 lakhs for DIET Saiha, Rs. 241.46 lakhs for DIET Champhai, Rs. 223.46 lakhs for DIET Kolasib, Rs. 233.53 lakhs for DIET Serchhip, Rs. 274.38 lakhs for DIET Lawngtlai and Rs. 233.70 lakhs for DIET Mamit. Though the types of constructions were of similar nature i.e., Hostel building in the case of DIET Aizawl and Lunglei and Institute building in the case of the 6 new DIETs, the difference in the amount of approval was due to difference in the cost index for different districts as per the Schedule of Rates of the state Public Works Department during that time. Assistance for purchase of equipments was approved by the same TEAB in 2012 to the tune of Rs 20 lakhs each for DIET Aizawl and Lunglei and Rs. 10 lakhs each for the then six DRCs.

A non-recurring grant for IASE Aizawl was also approved in 2012 by the TEAB to an amount of Rs 25 lakhs for Vertical extension of the existing institute building. No Equipment grant was approved for IASE Aizawl.

The above mentioned Non-Recurring grants for SCERT, 8 DIETs and IASE Aizawl was sanctioned in two installments. The 1st installment was sanctioned in 26.02.2013 and the 2nd installment was sanctioned in 01.06.2015 after a gap of two years. No other Non-Recurring grant was received during the 12th Five year plan period i.e from 2012 to 2017.

However, upon closer scrutiny of the then TEAB minutes, it was found that an amount of Rs. 3122.29 lakhs for Civil Works of 8 DIETs and Rs 20 lakhs for Equipment of IASE Aizawl was approved in 2013. However, sanction was not given and there was no further mention of the approved non-recurring expenditure for the year 2013-14.

SCERT Mizoram was quite busy in performing various programmes and activities. During the period of study, SCERT Mizoram conducted an average of 102 different programmes and activities every year through its various departments and wings/cells. Teacher Education and Extension Services alone conducted 106 different programmes and activities which was mainly the utilization of Recurring Expenditure components of the CSSTE. This seems to be the result of the revision of the CSSTE which among other things had increased allocations of funds.

Apart from salary component DIETs and IASE received funds for Programmes and Activities every year from 2012 to 2017. These are the main regular features of funds received under Recurring component. Occasionally, funds for faculty development, technology support, computer consumables and contingency were approved and sanctioned. Thus, maintenance of these institutes and the works that they did was majorly funded under CSSTE.

One of the major changes which took place was regarding the planning process. Institutional planning was extensively used for formulating Annual Work Plan as well as Perspective Plan which was a positive change as not only SCERT but other Teacher Education Institutions like DIETs and IASE came up with plans of their own to be consolidated in the state Teacher Education plan.

On the other hand, there were other things which remained as 'status quo' against desired. The Restructuring and Reorganisation of Teacher Education as desired by the Guidelines in 2012 did not happen during this period. At the same time Teacher Education cadre was not created. Also, there were no new posts created in SCERT, Mizoram under CSSTE during 2012-2017.

In the case of IASE Aizawl, it took seven long years to start functioning as an IASE even after its upgradation from CTE in 2005 to 2012. Creation of posts and filling up of posts started late in 2016 for IASE Aizawl.

There were 99 posts created in DIETs during 2012 – 2017. However, casual vacancy was not filled for a prolonged period of time. At the onset of upgrading TTI Lunglei to DIET in 1993, only 4 Senior Lecturer posts were created as against the DIET Guidelines which mention that there should be 7 Senior Lecturer posts in a DIET. Again, when 6 DRCs were upgraded to DIETs in 2013 there were no Senior Lecturer posts created and even at the end of the CSSTE these 6 DIETs were devoid of Senior Lecturer posts. Only DIET Aizawl have the required number of Senior Lecturer posts.

Thus, the changes that have taken place in Teacher Education in Mizoram in implementation of CSSTE was mostly physical infrastructure development and process of planning. However, structural changes and reorganization failed to materialize during this period.

3. Problems and challenges faced by the stakeholders in the implementation of Centrally Sponsored Scheme of Teacher Education.

A checklist and an opinionnaire was prepared to gather data relating to problems and challenges faced by TEIs in Mizoram and administered to the stakeholders of TEIs which included officers and staffs, faculty as well as Principals and Directors. The following are the findings -

One of the difficulties mentioned was relating to planning process. At the time when planning processes are initiated, UDISE data are usually not finalized and updated, which delays finalization of plans. Since the size and population of the districts are diverse, need assessment sometimes get delayed which creates problems in the planning process. Also, funds do not get allocated for planning purposes.

One major problem TEIs faced was financial issue. There seems to be financial crunch in the state and the sanction received as a part of Central Assistance from the Govt. of India was irregular and often delayed. 2nd installment of Recurring Expenditure for 2016-17 was not received.

Although there were certain items of equipment as well as other physical infrastructure in place, there seems to be difficulty in arranging training activities as accommodation facilities are not available. Administratively, SCERT was a separate directorate and school teachers were also under a different directorate and as such communication as well as arrangement for certain things were often a problem. At the same time, lack of certain resource rooms and other facilities still left much to be desired.

There also seemed to be an inadequacy in human resources. Vacant posts remained unfilled for prolonged periods of time creating problems and difficulties in implementing various programmes and activities. Moreover, professional development seems to be a major challenge as there seems to be little convergence amongst the different departments under SCERT as well as other TEIs. Some faculty were not conversant with CSSTE and many of them were left out of the planning process.

Conclusion:

Teacher Education Scheme was a resultant of the National Policy on Education, 1986 and was started in 1987. The NPE envisaged teacher education as a continuous process and subsequently the scheme has been continued with modifications in all the plan periods after it was initiated. In the case of teacher education, the Centrally Sponsored Scheme of Teacher Education (CSSTE) has been instrumental in bringing about wholesome change in the teacher education scenario.

A small teacher training programme started in 1901 by the British Missionaries has evolved to a key teacher training institute after India gained its independence. Eventually, the government continued to run teacher training and after Centrally Sponsored Scheme of Teacher Education was introduced in the state of Mizoram, existing TEIs were upgraded and supported

and as a result, there are 8 DIETs, 1 IASE and 1 SCERT in the state of Mizoram which are the Teacher Education Institutions funded under the scheme.

Positive aspects of the CSSTE and its implementation was seen for which CSSTE can be considered instrumental in bringing about various developments and expansion of teacher education in Mizoram. However, in spite of the efforts taken by the Government of India to restructure and reorganise teacher education, the state has not done this restructuring and reorganisation as envisioned in the scheme guidelines which may perhaps also be one of the biggest challenges in the implementation of the scheme.

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