

JOINT REVIEW MISSION REPORT ON

TEACHER EDUCATION

TAMIL NADU

MISSION DATES: APRIL 28 TO MAY 4, 2014

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List of Abbreviations Used:

AWPB	Annual Work Plan and Budget
BRC	Block Resource Centre
CAL	Computer Assisted Learning
CASH	Committee Against Sexual Harassment
CCE	Continuous and Comprehensive Evaluation
CRC	Cluster Resource Centre
CTE	College of Teacher Education
CSSTE	Centrally Sponsored Scheme for Teacher Education
DIET	District Institute of Education and Training
JRM	Joint Review Mission
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
MHRD	Ministry of Human Resource and Development
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NPE	National Policy on Education
NUEPA	National University of Education Planning and Administration
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SCERT	State Council of Educational Research and Training
SSA	Sarva Shiksha Abhiyan
TET	Teacher Eligibility Test
TNTEU	Tamil Nadu Teachers Education University
TTI	Teacher Training Institute
UNICEF	United Nation Children's Fund

1. Executive Summary

1.1 Background

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission (JRM) to assess the progress made by various states towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for strengthening them. The JRM for the state of Tamil Nadu was held between April 28 and May 04, 2014.

Tamil Nadu has a distinguished history of progressive social movements and legislations that have contributed in making it one of the leading states in the field of education. It has a rich history of policy initiatives, experiences and institutions in the domains of education and teacher education. A large number of Pre-Service Teacher Educational Institutes co-exist, ranging from Colleges of Teacher Education (22) including IASE (2), DIETs (29), Government TTIs (9), Aided TTIs (42) and Self Financing TTIs (458). The government institutes have shown a rise in the enrolment compared to the aided and self financing institutes in the last academic session, as figures show (PPT shown to the JRM Team).

Total	No. of Students-Teachers in Second Year	No. of Students-Teachers in First Year	Number	Type of Institute
3176	1286	1890	29	DIETs
471	203	268	9	Government TTIs
2279	1282	997	42	Aided TTIs
12653	5837	6816	458	Self Financing TTIs
18579	8608	9971	538	Total

1.2 Key Achievements of the State in Teacher Education

- Tamil Nadu has consistently prepared its Annual Work Plans and Budgets annually and submitted these to MHRD. It is worth noting that help of SCERT personnel has been sought by other states and SCERTs to prepare their respective AWPB. The work plan has detail quantitative information about various aspects of education and teacher education in the state, but qualitative information was sparse.
- The availability of qualified teachers is virtually at 100%, across all the 32 districts. There is a large surplus capacity in the teacher education sector.
- The state has undertaken many academic reforms such as development of the Tamil Nadu School Curriculum Framework, development of textbooks in the light of recommendations of NCF 2005, preparation of manuals to train and orient school teachers about RTE 2009 and Child Rights.
- It has undertaken the Revision of Curriculum and Syllabus for Elementary Teacher Education, Revision of Higher Secondary Syllabus, Examination Reforms, Introduction of Trimester and Implementation of Continuous and Comprehensive Evaluation (CCE) at the school level.
- Commendable use of ICT technology in monitoring, data management and access to knowledge resources.
- Pro-active leadership and faculty of SCERT.
- The DIET faculty is highly qualified with 2/3rd faculty having M. Phil and another 10% Ph.D.
- The DIET faculty is undertaking a large number of research projects that indicates their willingness to study the challenges of education in the state.
- Significant number of trainings have been organised along with generation of resource materials.

1.3 Key Issues identified during JRM

- Many older teacher education institutions are in bad condition and they should be declared as heritage institutions with necessary support from other government departments.
- Explore resources and grants to create digital archives of historically significant records and material available at teacher education institutions.
- State has undertaken a good initiative to reduce the physical burden of textbooks but this plan also needs to attend to the incomprehension load.

- The underlying principles of NCF 2005 and NCFTE 2009 need greater understanding and appreciation.
- Lack of adequate quality standards in trainings and absence of sufficient follow ups.
- Need for greater exposure and interaction with other states, national and international educational institutions to enrich capacities and professional development of teacher educators.
- The nature of research is predominantly quantitative, mostly impact and assessment studies.
- Social Science and Modern Indian Languages have not been given adequate attention.
- Absence of Committee Against Sexual Harassment (CASH) in all the teacher education institutions as per the Vishakha Judgement of Supreme Court.

1.4 Overall Recommendations

- JRM recommends that to further enhance the usefulness of AWPB and present a model for several other states to prepare it, SCERTs competent team should elaborate the processes and rationale of its initiatives. These would give a sense of the efforts at the state level, their nature, how an organizational form was given to the initiative, what was achieved and what challenges were faced, and what is the future road map. To give an example, AWP&B may include details about the nature of teacher educator cadre, their qualifications and processes of selection.
- The underlying philosophical beliefs and spirit of NCF 2005, the RTE Act 2009 and NCFTE 2009 need to be understood, deepened and implemented in the reforms undertaken in Tamil Nadu.
- Develop resource centre for all levels of teacher education.
- SCERT to play a proactive role in facilitating institutional mechanisms, provisions and opportunities to develop academic capacities and environment to share and create knowledge gained/ outputs from participation in workshops with various agencies like SSA/ RMSA within the state or NCERT or NUEPA nationally.
- There is a need to revision the role of SCERT as an autonomous institution that may provide leadership role in the area of teacher education in the state. JRM recommends policy initiatives to bring Secondary Teacher Education and Elementary Teacher Education under the single Umbrella of SCERT by linking SCERT with Higher Education.
- Take immediate steps to fill up the vacancies to help SCERT to function with its full capacity.

- State government should provide opportunities for both upward mobility as well as horizontal shifts between IASE and CTE faculty and SCERT and DIET faculty to promote exchange and infusion of new ideas and experiences across these institutions.
- Encourage qualitative researches, with the focus to understand context specific issues rather than covering large numbers. Teacher educators should be given greater autonomy to decide the themes, questions and methodology of research and reduce centralized dictation.
- Studies from the domain of ‘Sociology of Education’ that examine the social context of institutions, students and teachers, the interface of school and teacher education curriculum with questions of social stratification, identity and social justice issues be also undertaken.
- Establishing greater process and performance indicators to ensure quality in trainings along with follow up, including use of split model recommended in MHRD guidelines.
- Equal emphasis to be given to the teaching of languages children acquire from their home, larger kinship group, neighbourhood, street and societal environment in the bi/multilingual world that we have. This will facilitate the connection children make with ideas, people and things in the world around them.
- Second Languages have to be contextualised like the curriculum and teaching-learning materials on them.
- Importance to be accorded to Social Sciences, along with Sciences and Mathematics, as a harbinger of desirable norms like justice, equality and dignity.
- Establish Committee Against Sexual Harassment (CASH) in all the teacher education institutions as per the Vishakha Judgement of Supreme Court, and pay necessary attention to gender sensitization.

2. Joint Review Mission

2.1 JRM Context

- Series of school education reforms in contemporary India including the implementation of RTE Act 2009 have underscored the need to re-visualise the academic role of all teacher education

institutions for preparing qualified teachers and engage in continuous professional development of teachers and teacher educators.

- Teacher education has witnessed substantial conceptual and structural transformation in policy, planning and management as evident in several centrally sponsored schemes of restructuring and reorganization of teacher education after the promulgation of the National Policy on Education (NPE, 1986) and other curriculum and teacher education reforms since 2005.
- Massive expansion of elementary education due to RTE Act necessitates further strengthening and reconceptualisation of teacher education institutions. The XII Plan period approved outlay of Rs 6,308 cr. for teacher education, in a Centre-State sharing ratio of 75:25 (90:10 for NER) is providing opportunities to the states to upgrade and set up new teacher education institutes.
- States have a significant opportunity to address the critical need of quality improvement in teacher education and research through systemic review, reform and expansion of their teacher education institutions.

2.2 Objectives

The overarching purpose of JRM is to understand about the teacher education institutions in the state. The specific objectives are:

- To review the historical progress of teacher education in the state and to consider issues related to programme planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme with reference to both processes and performance indicators.
- To develop an understanding of the history of teacher education institutions, progress and processes and help in building future vision.
- To share observations that highlight strengths and weaknesses with a view to enhancing implementation capacities and quality.

2.3 Areas of interest to the JRM

- AWP approvals and budget releases for 2013-14
- Progress on process and performance indicator
- Progress made on utilization of funds at institutional level
- Quality of training curriculum for pre-service and modules for in-service teacher education

- Processes and pedagogical practices in delivery of programs
- Quality of resource materials used by trainees and teacher educators
- Qualification and experience of teacher educators
- Contribution of institutions in content development, research and action research.
- Issues of governance, linkages across institutions, cadre management, filling vacant posts
- Efforts made to integrate ICT with teacher education
- Quality and adequacy of infrastructural and institutional facilities in institutions
- Knowledge and understanding of NCFTE 2009 and implications for teacher education
- Steps taken to re-align Teacher Education curriculum with NCFTE 2010
- Development of library and resource materials (print and ICT) to conform with NCFTE
- Professional development of institutions
- Linking Teacher Education Courses with vision and expectations of RTE
- Identifying and drawing partners in collaborative practice from higher education, NGOs, civil society
- Developing strategies in teacher preparation for inclusive teaching-learning, multi-lingual, assistive technologies
- Identifying centres of excellence

2.4 Team Members Profiles

- Prof. Sadhna Saxsena, Central Institute of Education (CIE), University of Delhi
- Prof. Bhupendra Yadav, Azim Premji University (APU), Bangalore
- Prof. Jacob Tharu (Retired), English and Foreign Languages University (EFLU), Hyderabad
- Mr C.N. Subramaniam, Former Director, Eklavya, Hoshangabad
- Dr Manish Jain, Assistant Professor, School of Education Studies, Ambedkar University Delhi (AUD)
- Dr Radhika Menon, Assistant Professor, Mata Sundri College for Women, University of Delhi
- Ms Manisha Subba, Assistant Professor, Central Institute of Education (CIE), University of Delhi
- Mr. Anil Srivastava, Teacher Education Consultant, EdCIL

2.5 Methodology

2.5.1 Pre-Visit Planning & Preparation

There was a series of e-mails and calls exchanged to plan and discuss the visit. It was decided that the team members would visit various teacher education institutes in different districts of the state. They would interact with the faculty and students, to understand their experiences and interests, observe the institution's infrastructural position and needs, along with other resources. The members also read the AWPB of the state for reference before the scheduled visit and identified issues for further clarification and discussion.

Given the large number of districts in Tamil Nadu, it was decided to visit nine districts. These districts were selected to represent the variety of teacher education institutions, their distinct histories and work and socio-economic diversity of the state. Three sub-groups were formed to visit three districts each. Prof. Saxena and her group visited Madurai, Teni and Pudukottai. Prof. Tharu and his group visited Tiruchirappalli, Dindigul and Viruudhanagar. Prof. Yadav and his group visited Coimbatore, Salem and Krishnagiri. During April 30 and May 2, various DIETs, CTEs, TTIs, BRCs were visited by the mission. Visits were also made to private as well as aided institutions. In the course of these visits, the Mission members interacted with the heads of the institutions and their staff, reviewed their activities and work including assessment and outreach initiatives, interacted with students and observed classes wherever it was possible, It also looked at their annual reports.

The team met in Chennai on May 3 & 4 to share their experiences. The discussion yielded valuable insights and delegation of responsibilities for further work. Then meetings were held with Ms. Sabitha, Secretary, School Education and SCERT faculty to share our observations and concerns. On the last day, there was another session with the faculty members of SCERT wherein they shared their needs and issues which they wanted the team members to focus upon. The JRM team also met and visited some other individuals and institutions (listed in the visit schedule) who have been part of school and teacher education in Tamil Nadu and expresses its gratitude to them for sharing their insights, knowledge and experiences with us. The JRM team would like to place on record its deep appreciation of the courtesy and cooperation extended to it

and for the candid discussions it had with the Secretary, School Education, Director SCERT and his team and the faculty and staff of different institutions it visited.

3. Teacher Education in Tamil Nadu

3.1 Historical Perspectives of Teacher Education: Colonial Period

Madras Presidency had the distinction of establishing the first teacher training college, known as Normal School, in colonial India in June 1826. It was managed and funded by government. With its focus on training teachers for district schools, it grew into the present Presidency College, Madras¹. Christian missionaries in Madras established a Normal school in 1853². But it failed as ‘training was not kept distinct from that of imparting general instruction’³. In 1856, a ‘comprehensive’ Normal School was established to provide ‘competent teachers’ for both Anglo-vernacular and Vernacular schools⁴. It had about 80 male students and had a couple of schools attached to it to enable student teachers to conduct practice teaching. Its main task was to give regular education of matriculation level and simultaneously train them to teach. When the students finished the Normal School they were armed with a certificate which enabled them to get jobs as trained teachers. It trained student teachers in both English medium and ‘vernacular’ medium teaching. It had three branches at Vellore, Mayavaram and Cheyur (shifted to Tiruchinopoly/Tiruchi later on) focusing on ‘vernacular’ languages⁵. This school also provided training for secondary schools. It was suggested in 1870s that the normal schools should confine themselves to training potential teachers instead of preparing them for matriculation⁶.

Madras Normal School, Saidapet is credited for initiating a novel experiment in 1883 which was partially inspired by Central Training College, Lahore. As all its students were graduates or undergraduates, Madras Normal School started three courses of lectures on Psychology in relation to Education, General History of Education in Europe and on School Method and

¹ Devi, R. S. (1968). Origin and Development of Teacher Education in India. In S. N. Mukherji (ed.) *Education of Teachers in India, Volume I*. Delhi: S. Chand & Co., pp: 6.

² Sathianandan (1894). *History of Education in the Madras Presidency*. Madras: Srinivasa, Varadachari & Co., p. 264.

³ Ibid: 48.

⁴ Ibid:48; National Archives of India (1960). ‘A. M. Monteath, Note on the State of Education in India, 1862’, in *Selections from Educational Records 1859 -1871*. Delhi: National Archives of India, pp: 66 -68.

⁵ National Archives of India (1960: 66 -68).

⁶ National Archives of India (1960). ‘A. P. Howell, Education in British India 1870 -71’, in *Selections from Educational Records 1859 -1871*. Delhi: National Archives of India, pp: 432 - 435.

Teaching and on the Art of Teaching⁷. This course received appreciable response and in 1886, this school was reorganised as Teacher's College, affiliated to the Madras University. In 1888, with addition of Kindergarten and primary classes in the Saidapet High School, it laid foundation for pre-primary teacher education in India.

The major concern around this time was the absence of female teachers and the need to set up special 'normal schools' for girls. In 1870, Ms. I. Bain, an expert women teacher educator with experience in England, USA and France was specially appointed to start such an institution near Egmore for this purpose⁸. In 1870-71, in the eight government normal schools for males established in Madras Presidency, 188 students were attending normal class. In addition, there were six private and aided 'normal schools' run mostly by Christian missionaries with 206 males and 58 females receiving training⁹. This higher proportion of students in private and aided normal schools than government institutions stood in contrast to Bengal, Bombay, North-West Provinces and Oudh, with only Punjab having almost equal number of candidates in government and private and aided institutions¹⁰. By 1880-81, there were 26 Training schools for male teachers (Masters) of which 12 were maintained by Government, 11 by Local Boards and 3 were aided institutions. This number changed in the next decade with liberal aid to Local Board and private institutions to run their Normal schools. But in July 1891, government decided to bring all the Local Board schools under the control of Education Department except those at Tinnevely and Madura from January 1892. This improved their status, provided better accommodation and brought greater uniformity in their working but still the number of students (1416) who were trained and passed from these institutions was less than the demand for certified teachers¹¹. A government report noted that Madras had highest percentage (36 %) of trained teachers at primary level which was about 50 % high than 24.8 % average. This high percentage of trained teachers did not match average emoluments of teachers per annum. Against

⁷ Op.cit. Devi. (1968: 10).

⁸ Ibid.

⁹ Ibid, p. 429.

¹⁰ See, Comparative Statistics of Normal Schools in India in 1870-71, in National Archives of India (1960). 'A. P. Howell, Education in British India 1870 -71', in *Selections from Educational Records 1859 -1871*. Delhi: National Archives of India, p., 429.

¹¹ Op. cit. Sathianandan (1894: 265-6).

an average emolument of Rs. 117 and of Rs. 274.2 in Bombay, Madras had 104.3¹². A revised scheme of teacher's certificates adopted in March 1892 had divided teacher's certificates in two groups, namely general Teacher's certificates (further subdivided in five grades) and technical Teacher's certificates. While in 1880-81, of the three teacher training institutions for girls, two were run by missionaries, by 1892-93, this number had increased to seventeen including four under government management and rest under missionary control¹³.

Table 1: Number of Normal schools (Males) in Madras Presidency¹⁴

Total	Private and Aided	Local Boards	Government	Year
26	3	11	12	1880-81
	3 (aided)	24	1	1882
52	9	39	4	1889-90
54	8 (7 aided)	16	30	1892-93
46 (One English medium at Saidapet, 45 vernacular medium, 8 for secondary grades)				1914
130 (included those for girls) with addition of teacher training college at Saidapet	20 aided training schools		58 Government training schools for elementary teachers	1923

Table 2: Number of Normal schools (Females) in Madras Presidency¹⁵

Total	Private and Aided	Government	Year
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¹² Sharp, H. (1914). *Progress of Education in India 1907-1912*, Volume I. Calcutta: Superintendent Government Printing, India, pp: 124.

¹³ Op. cit. Sathianandan (1894: 266-7).

¹⁴ These numbers are drawn from Sathianandan (1894: 265), Hunter Commission (1883: 135), Sharp (1914: 191, 197) and Richey, J.A. (1923). *Progress of Education in India 1917-1922: Eighth Quinquennial Review*, Volume I. Calcutta: Superintendent Government Printing, India, pp: 142.

¹⁵ These numbers are drawn from Sathianandan (1894). *History of Education in the Madras Presidency*. Madras: Srinivasa, Varadachari & Co., p. 267.

3	2 (Mission institutions)	1	1880-81
17	13 (Mission institutions)	4	1892-93

The JRM team visited some of the heritage TE institutions in the state like the Saidapet Institution, the Coimbatore Government Girls Normal School founded in 1885, Sri Ramakrishna Mission (Deemed University), Avinashilingam Women’s University, and Teacher Training Institution for Women run by the Church of South India founded in Salem in 1923, etc. It is indeed a matter of pride for the state to have such a large number of historical teacher education institutions with such diverse characteristics. Many of them are housed in heritage buildings, which need to be conserved and preserved for posterity. (For example some of the buildings associated with the Coimbatore Government High school and TTI date to the times of Hyder Ali and Tipu Sultan). Some of these buildings are languishing due to lack of funds for maintenance. The mission is of the firm view that it is the sacred duty of our generation to ensure that they are preserved for posterity.

The records of these institutions and their libraries contain invaluable sources of information on the history of education in the country. However, these have not been systematically or safely archived. It is a matter of urgency that these records and books should be properly preserved, digitized and made available for researchers. Given the immense value of such materials, the newly emerging Tamil Nadu Teacher Education University (TNTEU) can take upon itself the task of archiving and conducting research on them. These records will provide valuable information on social composition of students and teachers, the curriculum, evaluation, student performance, etc.

The nationalist movement and the response to Christian missionary activities saw the setting up of new educational institutions through private initiative like the Ramakrishna Mission, Gandhigram etc. While adopting the progressive framework of making education accessible to all and especially to women, these institutions also sought to promote reformed Hinduism and mother tongue education and curriculum inspired by nationalist interests. These institutions especially worked to strengthen the Basic Education of Gandhiji from 1935 to 1960s. This was also the period when Basic Teacher Training Institutions were set up across the state.

Tamil Nadu saw the simultaneous ripening of the national movement and the anti-caste movement led by Periyar and others. This enabled the state to break the upper caste monopoly over teaching profession and democratize it. Educational institutions set up by people like Raja Annamalai Chettiyar greatly facilitated this process. Annamalai University incidentally also set up the distance education directorate and sought to reach out to student-teachers in the interior regions.

3.2 Historical Perspectives of Teacher Education: Post Independence India

The idea of basic education enunciated in the Wardha Scheme by Gandhiji in 1937 also influenced teacher educators and was “introduced wholesale in the Secondary department and as an optional in the B.T. course”¹⁶. B.T. course was revised in 1952 and laid greater emphasis on practical work and wider use of audio-visual aids. In 1964, a General Inspection Commission was appointed by the University of Madras to inspect all the training colleges. State Institute of Education was established in 1965 as the “academic wing” of the Department of Education. There were institutions to train pre-primary teachers for Montessori, Kindergarten and Nursery schools and language Pandit’s courses in Tamil, Kannada, Malayalam, Urdu and Hindi were also being conducted in 1960s¹⁷. A report on the state of teacher education in late 1960s noted that of the 139 training schools, 62 were intended for women which were an increase of 11 institutions than the previous decade.

It is quite evident from this rich history of teacher education in Tamil Nadu that it has a long history of establishment and continuation of institutions that catered to different stages of school education with significant and presence of ‘private’ institutions. Efforts and initiatives were taken to institutionalise innovations and concerns for academic quality were addressed by institutions of higher education and state.

3.3 Contemporary Situation (2013-2014)

¹⁶ Samulel. G. R. (1968). Madras. In S. N. Mukherji (ed.) *Education of Teachers in India, Volume II*. Delhi: S. Chand & Co., pp: 147.

¹⁷ *ibid*: 150-1.

At the outset we were informed of the acuteness of the problem of sharp decline in number of students taking D.Ed. course. This was leading to the closure of many self-financed TE institutions. The mission was informed that, during 2010-2014, most students were women with very few men opting for it. This higher proportion of women students was also evident in the institutions visited by the Mission. Though statistical data about the social background of these students across state was not shared with the JRM, but in some of the institutions visited by us where such data was available and shared, it was clear that more than 95% students belonged to socially marginalised groups. Concern was also expressed about supply far outstripping demand. Tamil Nadu has an extraordinary high proportion of self-financed private institutions in comparison to government and aided institutions offering different teacher education programmes (see table 3).

Table 3: Number of Government and Private Teacher Education Institutions¹⁸

Self-financed (private) Institutions (Number and Percentage)	Aided Institutions (Number and Percentage)	Government Institutions (Number and Percentage)	Programme and the total number of institutions offering it
21 (60 %)	4 (11.42 %)	10 (28.57 %)	M. Ed. (38)
354 (94.4 %)	11 (2.93 %)	10 (2.66 %)	B. Ed. (375)
512 (87.22 %)	33 (5.62 %)	42 (7.15 %)	D. Ed. (587)
887 (88.7 %)	48 (4.8 %)	62 (6.2 %)	Total (1000)

On the one hand, this high share of private institutions is consistent with the all-India trend in teacher education institutions. On the other, it is also in consonance with the higher number of private professional educational institutions in medical and engineering fields in the state. This higher number has also meant that against 3622 teacher educators required in the state, it has 84,092 available¹⁹. This is 23.21 times more than the number of personnel/faculty requirement

¹⁸ These figures are based on recalculation of the number of institutions mentioned in the *Annual Work Plan and Budget for Teacher Education 2013-14*, prepared by SCERT, Tamil Nadu and submitted to MHRD, page 2 and 3. There is a difference in the numbers cited here due to a calculation mistake in the above report.

¹⁹ SCERT (Tamil Nadu) (2013). *Annual Work Plan and Budget for Teacher Education 2013-14* submitted to MHRD, pp: 6-7. MHRD's (2012:15) Guidelines for Implementation of *Restructuring and Reorganization of the*

projected by the state itself. A state functionary's remark on this state of affairs sums up the situation, "we can export teacher educators to entire India". It is commendable that all the teachers at various stages of school education in Tamil Nadu have NCTE qualifications and only 2.17 % (14331) positions are vacant against the sanctioned strength of school teachers. Annual average retirement vacancy at the elementary level with a projection of 5 % is 18333 and for secondary and senior secondary stages the number would be 15277²⁰. Intake capacity of 43890 students in the 2 year D.Ed. programme and of 40882 in one year B.Ed. in Tamil Nadu is less than 3 times the number of possible vacant positions²¹.

It is interesting to observe that the number of Indian languages teachers is only 919 against 4204 for English in the middle schools. Similarly, the number of Social Studies teachers is 624 in comparison to Science and Mathematics (10686) teachers in middle schools and it is less than 6 % of teachers appointed to teach Science and Mathematics. This low status of Social Sciences is equally visible at Secondary stage where Social Science Teachers number 32680 to English (21810), Physical Sciences (61054) and Mathematics (43570). This difference assumes greater proportions at the Senior Secondary level where the number of Physical sciences teachers is more than ten times (18802) to the Social Science teachers (1810)²². This emphasis on Science was also evident in the number of respective positions in DIETs where JRM team visited and was justified by Ms. Sabitha, Secretary, School Education in her interaction with the JRM team. This neglect of Social Sciences is disconcerting given the complex social changes being witnessed in Tamil Nadu for long and the social composition of students entering teacher education institutions. In the absence of an adequate social science training to decipher the nature of these changes and their impact on education, the efforts of the state to create educational institutions with greater inclusiveness and the challenges associated with such an endeavour may be seriously constrained.

3.3.1 Policy Initiatives vis-a-vis Rest of the country

Centrally Sponsored Scheme on Teacher Education had noted that against vacancy of 14, 495 teachers in Tamil Nadu, the pre-service teacher education intake capacity was 64,288 in D.Ed. and 71,534 in B.Ed.

²⁰ Ibid, pp: 19. These figures are calculated from the number of sanctioned strengths of school teachers at various stages.

²¹ Ibid, pp: 20

²² Ibid, pp: 19-20.

The state of Tamil Nadu has taken several policy initiatives that aim to address enrolment and participation in school education and the quality and inclusiveness dimensions of reform in the area of teacher education. These include CCE, introduction of trimester system, several incentive and support schemes for students to attend schools, creating Tamil Nadu School Curriculum Framework and development of textbooks in the light of recommendations of NCF 2005, preparation of manuals to train and orient school teachers about RTE 2009 and Child Rights, and use of ICT technology in monitoring, data management and access to knowledge resources²³.

4. SCERT

SCERT in Tamil Nadu developed in four phases. The State Institute of Education was established in 1965 to study the problems relating to School education. In 1970, this institute was upgraded to SCERT and training was added to its functions. In 1990, the name of the institution was changed to Directorate of Teacher Education, Research and Training (DTERT). Following this, all Teacher Training Institutions (TTIs, government, aided and unaided/self financing institutions) were brought under it. The academic personnel of all the District Institutes of Education and Training (DIETs) and DTERT were school teachers till 1997. Subsequently, they were inducted into DTERT service. In 1999, the DTERT became a separate unit of the Tamil Nadu Education department. However, in 2012, in order to implement the educational reforms envisaged by the State Government, DTERT was re-named SCERT once again.

The main objectives are to promote educational researches and training of teachers and other personnel, develop the curriculum aiming at an all-round development of the child, and at all levels of education, develop educational technology for use in the teaching-learning activities and in the training programmes, and to provide distance education, establish linkages with NCERT, various departments of the University of Delhi, Department of Education, Delhi Administration and other educational institutions of the Central Government and Delhi Administration. It has to also undertake policy research and to advise state governments on State Curricular Framework for School Education, preparation of curriculum of the elementary teacher education course, preparation of state perspective plan for teacher education, etc.; develop, adopt/adapt and produce curricular materials, text books and other

²³ Government of Tamil Nadu (2013). *School Education Policy Note 2013-14*, Demand No. 43, Presented by Dr. Vaigaichevian, Minister for School Education.

related instructional materials, guide, develop and provide educational materials for non-formal education and functional literacy, provide pre-service and in-service training teachers, administrators, secondary level teachers and ECCE practitioners.

Curriculum and Pedagogical Practices (Pre-Service and In-service)

4.1.1 Pre-Service: Tamil Nadu was among the first few states (along with Bihar, Chhattisgarh and Kerala) to adopt the National Curriculum Framework, 2005. It has undertaken many academic reforms such as development of the Tamil Nadu School Curriculum Framework and the development of Curriculum and Syllabus for Elementary Teacher Education. Other reforms include the Revision of Higher Secondary Syllabus, Examination Reforms, Introduction of Trimester and Implementation of Continuous and Comprehensive Evaluation (CCE) at the school level. Though it was mentioned that all these are developed in the light of NCF 2005 and the RTE Act, 2009, Mission feels that the underlying philosophical beliefs and spirit of these initiatives have not been understood and implemented in the reforms undertaken in Tamil Nadu. In these reforms, there was an absence of understanding of child-centered pedagogy, acceptance of diversity in the classroom, and everything is structured with no space for creativity and originality with the use of Activity Based Learning (ABL). Also, the understanding of the Trimester System is limited with the reduction of physical load only by distributing the content across three semesters, but the issue of curriculum load and having inter-linkages across semesters and across subjects hasn't been looked into critically. It is mentioned that gender and social issues including a chapter on casteless society have been highlighted in the new textbooks but while interacting with teacher educators, JRM noticed that there is no emphasis on perspective building as religion and caste based issues are not discussed at all with the 'trainee teachers'. JRM believes that in such a situation these teachers cannot be reasonably expected to take up such issues with confidence and maturity in the classrooms, and in the society, even if efforts have been taken to introduce these issues in the school textbooks.

4.1.2 In-Service: Training programs have been organized for improving school practices and enhancing the capacity of teacher educators and school teachers. The issues covered are CCE, content enrichment, child rights and prevention of child abuse. Trainings have also been organised for headmasters on supervision, soft skills and administration. SCERT has also been involved in various other kinds of trainings as varied as induction training of newly recruited

AEEOs, environmental awareness, inclusive education, simplified ABL, Science practical, Life-skill training, Diabetes, School Health. JRM members observed that while Tamil Nadu pioneered ABL and SABL for children, the trainings of teachers were usually conducted in the ‘chalk and talk’ mode or through Power Point presentations, using standardised training manuals. There is no mention of follow up activities. Also, the training on content enrichment focussed on all subjects except social sciences and modern Indian languages. While SCERT has been able to mobilise both human and material resources to generate large volume of material preparation amidst for such trainings and demands by diverse agencies, it has often led to situations where it has not been able to insist on quality standards across the interventions or do any meaningful follow up. Involvement of SCERT faculty in diverse tasks simultaneously may adversely affect SCERT as an institution in the long run and hamper its academic leadership role visualised in the contemporary teacher education reforms as explained in the revised guidelines of MHRD under the twelfth five year plan for teacher education.

4.2 Continuous Professional Development of Teacher Educators and Other Officials

SCERT has collaborated with NCERT, NUEPA and RIE Mysore but these collaborations are mostly limited to academic support during their curriculum and examination renewal. A training on ‘Diagnosing Learning Difficulty and Developing Remedial Measures’ was conducted by RIE Mysore for 50 select DIET and SCERT faculty. There is a need for more exposure and interactions with other state, national and international educational institutions to further their expertise. The faculty also voiced these needs.

There is no mention of any publications by SCERT faculty (AWPB 2013-14, p. 24). Also, the number of conferences/ seminars attended mentioned is 2. The culture of study leave and exposure visits is missing as there is not a single faculty who has taken it. There is a need to encourage and have opportunities for professional development. Visits and interactions is a must for the exchange of ideas and academic growth. Emphasis needs to be given to research, for this reading and writing needs to be encouraged. Also, within SCERT such academic interactions need to be given precedence along with administrative work. The weekly meeting are limited to monitoring and planning trainings (AWPB 2013-14, p. 25). In all these, the needs of the faculty

themselves along with that of the teacher educators of the state aren't addressed. There is an urgent need to reflect on the professional needs and development of the faculty.

4.3 Infrastructural Facilities and Infrastructural Resources

The SCERT campus is fully furnished and adequate at present. There is also a proposal to build special cells/ laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology (AWPB 2013-14, p. 22).

4.4 Institutional Leadership and Management

The present leadership and faculty of SCERT seem to be playing a pro-active role. SCERT has a clearly laid out vision 'to conceptualize, plan and ensure delivery of quality education to all children from pre-school to XII std through framing of state-relevant curriculum, syllabus design, textbook preparation, learning assessment with learner- friendliness and professional development of teachers through pre-service and in-service programmes, research and innovation, dissemination and exchange programmes' (Report on Programs and Activities of SCERT for JRM Visit, p. 17). It is facilitating and looking into the working of the DIETs, GTTIs, Aided TTIs and Self Financing TTIs). The faculty shared their vision of SCERT as a mentor to work with IASE, CTE along with DIET.

For performance of this role, there is a need to revision the role of SCERT as an autonomous institution that may provide leadership role in the area of teacher education in the state. JRM recommends policy initiatives to bring Secondary Teacher Education and Elementary Teacher Education under the single Umbrella of SCERT by linking SCERT with Higher Education. We also recommend formation of an autonomous programme advisory council of SCERT to deliberate and approve the programmes evolved by it. The mission believes that these initiatives would remain inadequate unless institutional mechanisms, provisions and opportunities to develop academic capacities and environment within SCERT to share and create knowledge gained / outputs from participation in workshops with various agencies like SSA /RMSA within the state or NCERT or NUEPA nationally are not created.

4.5 Research and Innovation

It is heartening to note that research studies are given due emphasis by SCERT Tamil Nadu and the faculty of SCERT Tamil Nadu and government DIETs have undertaken several research studies. Organisation of workshop and training sessions in research methodology for the faculty and publication of abstracts of these research studies are testimonies of these initiatives. Majority of these studies are focused on different aspects of school subject's achievement, effectiveness and implementation and about 'school related social problems'. Of the 59 research projects completed in 2012-13, the various subjects and topics covered are: English (10), Tamil (3), Maths (3), Science (5), Social Science (1), ICT (5), CCE (13), RTE (1), and General (18). The common thing in all these researches is that they are either action researches or are of quantitative nature using survey method and filling of questionnaire. Format and topic of these researches is often suggested by SCERT. Also, most of the researches attempt at measuring effectiveness and enhancing learning. There is a need to move towards understanding conceptual development and difficulties faced by students before attempting to address the problem, which they assume the students face, through a post-test and pre-test process all the time. Rather than focus on covering large numbers, there is a need to understand context specific issues because needs of students in one district, rather a small area, could be very different from the other.

4.6 Leveraging ICT

SCERT has collaborated with Microsoft and Intel, launching programs like Project Shiksha and IntelTeach. The objective is to help teachers and students get access to computers and able to use them after getting the proper training.

4.7 Annual Work Plan, Fund Utilization and Fund flow

Tamil Nadu has consistently prepared its Annual Work Plans and Budgets (AWP&B) annually and submitted these to MHRD. It is worth noting that help of SCERT personnel has been sought by other states and SCERTs to prepare their respective AWP&B. The work plan has detailed quantitative information about various aspects of education and teacher education in the state but the process indicators were a work in progress. JRM recommends that to further enhance the usefulness of AWP&B and present a model for several other states to prepare it, SCERTs competent team should elaborate the processes and rationale of its initiatives. These would give a sense of the efforts at the state level, their nature, how an organizational form was given to the

initiative, what was achieved and what challenges were faced, and what is the future road map. To give an example, AWP&B may include details about the nature of teacher educator cadre, their qualifications and processes of selection. Similarly, greater clarity may be brought to the section E, 'Programmes Conducted for Faculty of SCERT' (AWPB 2013-14, p. 33, 35). It mentions exposure visits/ conferences/ study tours/ publications for capacity building of SCERT faculty. This section has also been a case of under-utilization of available funds. The total proposed amount for 2013-14 is 10 lakhs but there have been only 2 conferences/ seminars and almost nil publication or exposure visits. A separate budget is devoted in AWP&B for research as section D Research & Action Research (AWP&B 2013-14, p. 32) and another section G Innovations (AWPB 2013-14, p. 34) is also given. Both have a similar component of action research so why a separate budget head is given needs to be understood.

The topmost priority is given to strengthening of physical infrastructure, with 85% of the total fund proposed for civil works and equipments (AWPB 2013-14, p. 35). This high share is required for minor repair and general facelift, not even building additional floors (AWPB 2013-14, p. 21). This doesn't even cover the proposed building of special cells for which another 8% of the total fund has been earmarked.

For the financial year (FY) 2013-14, 2nd instalment of recurring expenditure amounting to Rs.1127.15 lakhs for salary and programme components of DIETs and programme and activities of SCERT, under General Head was approved but not released by MHRD due to paucity of funds under the General Head. For the FY 2014-15, the initial central commitment was only to salary and programme and activities components only. Late release of funds by the central government to the state government and by the latter to SCERT and DIETs has meant that the programmes planned for a particular year could only be undertaken in the next year with release of funds by the concerned governments.

4.8 Inter-Institution Linkages

Most of the in-service trainings organised by SCERT is conducted in collaboration with SSA. Only the number of training days and the number of participants are mentioned. There is no mention of the resource person or how it identifies one, training of master trainer, and follow up

activities for proper implementation. Name of one resource person is mentioned, for the training on ‘Social Awareness and Cyber Safety’.

4.9 Cadre and Personnel Management

SCERT has a significant number of vacant posts in both academic (10/ 29) and non-academic (32/ 64) sections. JRM recommends immediate steps to fill up these vacancies to help SCERT to function with its full capacity. We are also of the view that the staffing structure of SCERT and the job description of faculty members need to be brought in consonance with the role and autonomy of SCERT expected under the new provisions of teacher education outlined by MHRD under the twelfth five year plan for teacher education. At present, SCERT and DIETs have separate cadre for Teacher Educators, but there is very little scope for their upward mobility beyond senior lecturer and principal post or to shift to IASE or CTE. The Mission is of the view that the State government should provide opportunities for both upward mobility as well as horizontal shifts between IASE and CTE faculty and SCERT and DIET faculty to promote exchange and infusion of new ideas and experiences across these institutions.

4.10 Partnerships and Collaborations

Many trainings and modules have been initiated by the SCERT in collaboration with SSA, RMSA, UNICEF Tamil Nadu, Tamil Nadu AIDS Control Society, Microsoft and Intel.

4.11 Process and Performance Indicators

SCERT has been involved in material development for teacher educators and school teachers. It is also mentioned that they received independent assessment and feedback on the same (AWPB 2013-14, p. 23). These should be shared with institutions in other states as well, and not let it remain confined to Tamil Nadu only.

4.12 Key Issues identified by JRM specific to SCERT

- Teacher Eligibility Test (TET) has been conducted regularly and more than 20,000 teachers have been recruited in the last couple of years which has brought down the teacher student ratio considerably, as prescribed by the RTE Act.
- The on-site support with visits to DIETS, BRCs, CRCs and schools has increased from 100 two-day visits to 200 two-day visits over the two years. The objectives are stated in general

terms: “identifying problems, providing academic support, monitoring.” The fact that the budget estimate for double the number of visits in 2013-14 remains the same at Rs. 3.0 lakhs needs to be clarified (AWPB 2013-14, p. 31). But it was shared that the faculty rarely got time to visit schools due to conflicting demands of workload.

- The JRM team noticed an out-of-proportion emphasis on the English language, in the training programs of different institutions.
- The relative neglect of social sciences also came as a surprise to the JRM team. For instance, in TN SCERT, there is just one Faculty for all the five social science subjects, viz. History, Geography, Economics, Sociology and Political Science.
- The JRM team underlines the need to translate the understanding and integration of themes like human rights and the creation of thinking and sensitive citizens, gender equality, health and adolescent issues and common problems, in the curriculum and textbooks. For instance, the History textbooks we saw were stuffed with information of the old kind where past rulers get importance while social history gets scuttled and a sense of historical progress is eclipsed by a collection of assorted ‘facts’. The mission recommends development of History textbooks that are in consonance with NCF 2005 and represent a rich historical research done on the social history of Tamil Nadu.
- The JRM team appreciates the initiatives taken to undertake research studies. Majority of these studies are focused on different aspects of school subject’s achievement, effectiveness and implementation and about ‘school related social problems’.
- SCERT has been involved in material development for teacher educators and school teachers. These should be shared with institutions in other states as well, and not let it remain confined to Tamil Nadu only.
- Capacity Building is clearly a prominent area of activity for the state level institution since various categories of personnel comprise the target population of programmes. There is evidence of systematic planning. Two 10-days programmes in selected domains were organized for the faculty in 2012-13, with the provision in 2013-14 reduced to one 5-days programme in a specific area. This seems to be based on the reasonable premise that the need for structured/package training inputs has tapered off, and further growth will come more through practice and reflection.

- Content Development primarily related to teacher education is in the form of manuals. This may be seen as complementing capacity development inputs for select target groups.
- Research and Action Research is an important activity area of the SCERT. It has a steady budget of about Rs. 12 lakhs. During 2012-13, there were impact studies (of In-service training, performance of PSTE Branch in DIETs, utilization of Science Lab). The 3 projects for 2013-14 are ‘providing a platform for development of quality CCE materials at Std X, redesigning of curriculum at (i) Upper Primary (ii) Secondary levels. While these projects (each with a budget of Rs. 4 lakhs) are important, their location under the research head (especially utilization of earlier research findings) needs to be shown clearly (AWPB 2013-14, p. 32).
- The budget for programs for Faculty of SCERT was Rs. 6.0 lakhs (2012-13) & 5.5 lakhs (2013-14) to cover 40 persons (AWPB 2013-14, p. 33). The nature of the exposure visits & study tours, seminars/conferences, publications in journals have to be in consonance with the plan envisaged by MHRD for SCERT.
- State wide surveys of reading skills and of school infrastructure were taken up in 2012-13. The focus in 2013-14 is on providing a platform for sharing innovations and best practices. Given the importance of such sharing for the teaching community as a whole, clearer articulation of the criteria for identifying good practices and of modalities is called for.

4.13 Key Recommendations specific to SCERT

- There need to be weekly meetings where faculty are to present their new, review general resources or sections of NCF or CD ROMs available in the market on specific academic discipline.
- Each faculty member needs to visit school for better understanding of the practices in the field and for constructive impact of the teacher training programs.
- Equal emphasis to be given to the teaching of languages children acquire from their home, larger kinship group, neighbourhood, street and societal environment in the bi/multilingual world that we have. This will facilitate the connection children make with ideas, people and things in the world around them.
- In the border districts, more faculty and facilities are needed for the languages prevalent in the surrounding areas like Kannada in Bangalore and Telugu in Kuppam both of which are 70 kilometres away. But that will become a priority only if the primacy given to English is suitably

curtailed to accommodate the other second-language(s) like Kannada, Telugu and Urdu. It will have to be understood that second-languages have also to be contextualised like the curriculum and teaching-learning materials on them.

- JRM recommends assigning due importance to be accorded to Social Sciences, along with Sciences and Mathematics. This needs to percolate from SCERT to the school level. In 1966, Kothari Commission had suggested the importance of Social Sciences in development and as a harbinger of desirable norms like justice, equality and dignity. There is a need to acknowledge its role in building an understanding about a just and peaceful society, also laying the foundation of an analytical and creative mindset. As the services sector expands in our times, the study of Social Sciences can also lead to jobs as much as the study of Engineering or Commerce.
- Need to critically look into the issue of curriculum load and having inter-linkages across semesters and across subjects.
- Meaningful follow up workshops/ activities mandatory for a proper closure, be it as part of in-service training programs or in research.
- Encouraging qualitative researches, with the focus to understand context specific issues rather than covering large numbers. It is important to understand the needs of students in one district, more specifically a small area, which could be very different from the other.
- There is a need to revision the role of SCERT as an autonomous institution that may provide leadership role in the area of teacher education in the state. JRM recommends policy initiatives to bring Secondary Teacher Education and Elementary Teacher Education under the single Umbrella of SCERT by linking SCERT with Higher Education.
- We also recommend formation of an autonomous programme advisory council of SCERT to deliberate and approve the programmes evolved by it. The mission believes that these initiatives would remain inadequate unless institutional mechanisms, provisions and opportunities to develop academic capacities and environment within SCERT to share and create knowledge gained / outputs from participation in workshops with various agencies like SSA /RMSA within the state or NCERT or NUEPA nationally are not created.
- JRM recommends that to further enhance the usefulness of AWP&B and present a model for several other states to prepare it, SCERTs competent team should elaborate the processes and rationale of its initiatives. These would give a sense of the efforts at the state level, their nature,

how an organizational form was given to the initiative, what was achieved and what challenges were faced, and what is the future road map.

- Mission is of the view that the State government should provide opportunities for both upward mobility as well as horizontal shifts between IASE and CTE faculty and SCERT and DIET faculty to promote exchange and infusion of new ideas and experiences across these institutions.
- There is a need for more exposure and interactions with other state, national and international educational institutions to further their expertise. The faculty also voiced these needs.
- There is a need to encourage and have opportunities for professional development. Visits and interactions is a must for the exchange of ideas and academic growth. Emphasis needs to be given to research, for this reading and writing needs to be encouraged.
- JRM recommends immediate steps to fill up these vacancies to help SCERT to function with its full capacity. Mission is of the view that the staffing structure of SCERT and the job description of faculty members need to be brought in consonance with the role and autonomy of SCERT expected under the new provisions of teacher education outlined by MHRD under the twelfth five year plan for teacher education.

5. IASE, CTE & TNTEU

5.1 Institutions

NKT College of Education for Women (established in 1966) is a private unaided CTE which at present is affiliated to TNTEU since 2008. It offers B.Ed. and M.Ed. along with B.Ed. Special Education in the area of 'Visual Impairment'. It has a well-equipped library along with special education lab and Braille printer. Micro-teaching and its 32 skills have a central place in its scheme and passing it along with test and measurement are necessary for students before proceeding to practice teaching.

Government College of Education, Pudukottai is one of the oldest colleges in Tamil Nadu. It is one of the many well endowed educational institutions established by the rulers of the former princely state. It is an elegant building standing on a large plot near other old government buildings in the town centre. New sections/wings have been built, with some effort to merge their style with the existing one.

The Principal and staff were enthusiastic and motivated about their work, and quite proud of their institution and its place in the educational landscape of the town and nearby areas. They report that virtually all teacher educators and education departments, and the majority of high school teachers are alumni of the GCE. This greatly facilitates interaction and collaboration between the college and the school sector – both for organizing internship for the B.Ed. students, and in extension activities supporting programmes of the DIET and BRCs linked to it.

During further discussion the faculty expressed some critical opinions about the state TEU mandated B.Ed. programme. They were not aware of syllabus changes under way in the light of NCTE 2009. They were concerned about absence of any scope for participating in discussions on the B.Ed., M.Ed. at the university. With regard to the range of extension activities that CTE's in the state are required to do, this college felt that 'orders' just came from above. There was no space for local initiative and for planning-scheduling taking other ongoing programmes into account. The impression gained by the JRM team was that the College felt it had the professional capacity and resources to undertake various locally relevant activities. With more autonomy it could achieve more than what it did when implementing given programmes in a non-optimal schedule.

The college has spacious and properly maintained classrooms and labs, and a well stocked library with an impressive e-lab. It has a collection of old documents and of stuffed animals and other biology linked models. There is a programme to preserve and strengthen these resources, and importantly to use them to enrich teaching and research. The college serves as a contact centre for students registered for the Certificate in Elementary Education of IGNOU. A brief interaction with a group of about 60 students attending the 2014 contact –examination programme was organized. They expressed satisfaction with the facilities at the college and the quality of the teaching sessions.

The GCE at Pudukottai with its history and current high profile as a centre for teacher education activities in a broad frame is a resource that can be better utilized. It appears to have the basic resources to be upgraded to an IASE which could be a nodal point for the southern districts of the state. With or without the formal label of IASE, the institution's profile of activity reflects a

good model of productive interaction between a tertiary level institution and its hinterland. There are lessons in the experience (recent history) gained at Pudukottai for exploring ways of strengthening worthwhile collaboration between higher and secondary/elementary education sectors. The geographical and demographic-cultural setting of a district town like Pudukottai are significantly different from what is possible/can be imagined in the vast urban complex of Chennai which houses the TEU and both IASE's nominally in the midst of a few thousand schools.

Oxford College of Teacher Education is a self-financed private unaided institution which offers B.Ed. in Tamil medium. It is affiliated to TNTEU and is also a study centre for IGNOU and Madurai Kamraj University. Teachers here used the term constructivism but as a synonym for Activity Based Learning. What was intriguing was that a larger number of books in the library were in English though the medium is Tamil. Further, the government policy to reimburse the fee of students from certain social groups had drastically altered the social composition of students. In the year 2013-14, all the 44 students in D.T.Ed. programme belonged to BC-MBC/DNC, SC, SC (A) groups. Of the 200 students in B.Ed. only 2 students are from other castes (OC) and rest are from BC, MCB/DNC, SC, ST and SC (A) communities. More than 3/4th of these are girls and a significant number of these are married with domestic responsibility and are first generation students. We do not know whether this shift in the social profile of students attending this self-financing private teacher education institution represents a state-wide trend but it definitely deserves research study as it involves public money and may have implications for organising the curriculum and pedagogy to build on their knowledge and experiences besides providing necessary support for such students.

Faculty of Education, Gandhigram Rural Institute (Deemed University) presents a different model to enroll and select B.Ed. students. Undergraduate and postgraduate students intending to do B.Ed. need to study two pedagogic courses. These two courses, namely teaching learning methods and psycho-social basis of teaching-learning pre B.Ed. are classified as pre B.Ed. and students are selected for these courses through an aptitude test devised by the faculty. On the basis of performance in these two courses, a merit list for B.Ed. is prepared. Before sending B.Ed. students to stay in villages, faculty goes to rural areas to identify 'needy villages' with the help of a network of balwadis and NGOs. Teaching-learning process combines school teaching,

adult education, remedial teaching and social and health awareness campaigns. Students are placed in rural and semi-urban contexts for teaching practice for 20 days each and group project is also undertaken. Faculty felt that shorter duration of B.Ed. restricted the inputs for practicum aspect unlike D.T.Ed. that allowed greater inputs due to its longer duration. Longer duration was also considered significant for students to develop their own methods of teaching and to innovate without imposition of any one kind of methodology on students. Scouting model schools for TTI was seen as an area of challenge and was attaching some institutions to them was presented as a solution. The faculty is also involved in conducting faculty development programme for school teachers, middle level SSA functionaries and BRC officials. Earlier it also organized UGC funded training programmes for TTIs but these were stopped after UGC stipulation of necessity of Academic Staff College for conducting such a programme. Being a central university, it also faces difficulty in obtaining necessary approvals from the state government.

Lakshmi College of Education, Dindigul is an aided college of Teacher Education established with Gandhian philosophy that selects students from across the state with its students working in diverse institutions. School teachers work as guide teachers to B.Ed. students during their practice teaching. Besides them, DEO, CEO, Assistant Elementary Education officers, DIET, TTI faculty also visit, monitor and help in teaching practice in schools. Unlike private CTE, its low fee has also attracted boys to graduate as B.Ed. Before 1996, all the students were provided hostel but with change in policy and promotion of self-finance mode, this is no longer the case.

CTE (Government College of Teacher Education for Women) It is an old all Girls College of Teacher Education, founded in 1956, which offers courses on B. Ed and M. Ed. It has a staff of about seven teachers, a good hostel and a well equipped library – housed in a new building and in the process of acquiring new books. The faculty claimed that they assist SSA in its trainings and also provide in-service programs for secondary and higher secondary teachers. They help create forum for interaction with experts on subject content, method, technology, etc.

Though this institution had a hostel but it needs improvement in its levels of cleanliness, ventilation, lighting and other necessary provisions such as beds, mattresses, tables etc. Looking through the assignments and class copies, it looked as if notes were dictated and a certain

structure was followed for assignments. This the teachers also corroborated saying that the curriculum was uniform, as given by the TNTEU. The assignments and activities are fixed by the university, which is evaluated every 3 years. The books which they referred to were mainly private national and regional publications, written by people from Tamil Nadu. Further, mission got the impression that there is no emphasis on perspective building as religion and caste based issues are not discussed at all with trainee teachers due to fear of ‘problem’ it may create.

Tamil Nadu Teacher Education University (TNTEU) with its six departments namely pedagogic sciences, education psychology, curriculum development, value education, education technology and education management encourages research through its PhD programme, annual research grant and with 12 of its affiliated colleges being research centres as well. Most researches at this university relate to domains of education technology and education psychology. At present, the university does not subscribe to any research journals or e-resources. The Mission is of the view that with a limited focus within the discipline of education, neglect of the philosophical and sociological underpinnings of education and little academic resources for research, the University may develop a limited focus in its initial years that may be quite detrimental to the development of teacher education as well in the state. At a time when the national policies, initiatives by NCTE and NCFTE 2009 have recommended greater integration and interaction between institutions of teacher education with institutions of liberal education in Social Sciences, Humanities and Sciences, TNTEU should forge linkages with excellent universities and research institutions that exist in Tamil Nadu to broaden the horizons of its programmes and students.

5.2 Academic and curricular pedagogic practices (pre-service and in-service)

Discussions with the state teams carrying out curriculum revision according to NCFTE 2009 was already in place and meetings have already been organised in which a section of the academic staff have been involved. The state has also undertaken production of its own learning material, mainly through the Activity Based Learning cards, for use in schools. Teacher education linked material in Tamil were also available but were inadequate for all subjects and streams. This weakness was accentuated in the case of Social Science education.

Pre-service training, and B.Ed. and M.Ed. teaching, continues to follow traditional patterns of education in both aided, self-financing as well as government colleges of education. While there is a familiarity with existence of NCF and NCFTE, its translation into pedagogic practices were found wanting in the absence of clarity about approach and transaction. The nature of intervention required by teachers and teacher educators in the new emerging classrooms posed a challenge both in terms of content as well as preparedness among teacher educators. Teacher educators were attuned with the behavioural pedagogical practices and shifts in approaches was superficial, with adoption of terms like constructivism, teacher as facilitator and so on. New measures of assessments, dealing with issues of inclusion were also areas that were found wanting in preparation, though terminology acceptance and usage was high.

The books in the libraries are not representative of the wide scholarship necessary for NCFTE or NCF's implementation. While the older institutions have a rich collection of older books, the new developments in education is inadequately reflected and is an area requiring attention.

The in-service role of CTEs and IASEs are unevenly spread. Most CTEs focussed upon pre-service and had little to offer in terms of in-service training. The IASEs have been undertaking programmes and utilising funds allocated for in-service training. This includes training both to teachers as well as to school leadership.

5.3 Inter-institutional linkages

The IASE's ability to provide linkages between various institutions has been taken over by the TNTEU, which however mainly provides administrative and academic guidelines. The need for providing linkages between SCERT, DIETs, CTEs, in service secondary school teachers have also been hampered by the dire conditions and resource constraint within which IASEs have been operating. The training is dependent upon fund allocation, which is far below requirement of the linkages that needs to be established.

On an administrative level, the IASE and CTEs being separate from SCERT frequently found barriers to building linkages and for mobilising new funding areas. The teacher educators from these institutions are from different cadre as a result of which the ease of interaction has been impacted by hierarchies and administrative issues.

On academic level, while state level centralisation has been made possible by establishment of TNTEU, the isolation of teacher education from multi-disciplinary universities delinks teacher education from other areas of higher education. The mission believes that this acts as detrimental for research and knowledge expansion.

5.4 Infrastructure and Institutional Facilities

The infrastructure and institutional facilities varied across the institutions. In some institutions basic infrastructure was available in terms of libraries, hostels and academic halls. This included both government as well as private institutions. The quality of the infrastructure was however uneven across institutions.

The situation of IASEs was dire, as they were older institutions located in large spacious campus and in colonial period buildings. Both the IASEs are facing acute difficulties in the minimum infrastructure necessary for functioning. The situation of IASE Saidapet is particularly serious as most of its buildings are dilapidated and unsafe for use.

The funds for infrastructure is being fully utilised by the IASEs and CTEs for purchase of new infrastructure like setting up of computer lab, audio visual laboratory, science laboratory. However in the absence of adequate recurring funds for maintenance of the colonial era buildings, and required capital investment for new infrastructure, the institutions are unable to ensure the upkeep of the institutions.

While land is being taken away from older institutions, like IASEs, these institutions are unable to expand themselves without necessary permissions and appointments. The ability of the institutions to act as leaders in building linkages is thereby getting affected because of these delays.

5.5 Leadership and Management

In institutions that are under such strain, the leadership has played a critical role in keeping demotivation at bay. The motivation has often emerged from the belief and intrinsic worth of teacher education, and the ability of the leadership in building a shared vision, as was particularly visible in the case of IASE Saidapet.

5.6 Research and Innovation

The staffs in the IASE and colleges of education either had research degrees or were in the process of acquiring it, thereby becoming eligible to guide and take up research. Most research activities of the staff members involve guiding pre-doctoral, doctoral research as well as carrying out independent research studies. Many of these were quantitative replicatory studies. A section of the IASE staff and those in University departments have however been undertaking research projects as well. There is a dearth of research linkages with other university departments and adequate academic support. Financial allocations were mainly available and utilised by IASE and University department staff, but these were not large enough to support major studies. CTEs have not shown substantive studies being undertaken. Apart from very few, most of these studies involve little reflection on the specific contexts of education in the state or the research problems here. Research work in education also was limited mainly to IASE and university departments and not seen among CTEs. The separation of IASEs from main universities and separation of teacher education from mainstream universities reflected in the scarcity of disciplinary research carried out both at the doctoral level as well as in the projects. New social and content specific questions, as well as research approaches to educational studies was found wanting by the Mission. The Mission felt that this is an area requiring attention as it could equip teachers to deal with contemporary educational questions.

5.7 Leveraging ICT

Institutions across the state have been quick in taking up technology aided learning. Technology usage is high for managerial and administrative measures. Websites are being developed and accessed by the institutions. The TNTEU has been promoting this area considerably, in order to also manage the large number of institutions that have got affiliated with it. Each institution visited had people who were equipped to deal with technology needs of the institution. Internet access, computer labs, hardware and software resources were beginning to be available to the teacher educators. However access to journals and e-libraries are far below the requirements of the institutions. While research is being carried on technology aided teaching, instead of original context studies, many are replicating and testing to establish known ideas.

5.8 Fund Utilization and Annual Work Plan

The fund utilization is almost complete in government CTEs and IASEs. A peculiar problem faced by the institutions in recent years has been the inadequacy of funds following inflation and escalation of costs, because of the delay between fund application, allocation, and receipt by the institutions. This has impacted hostel construction, building renovation, library up gradation.

5.9 Cadre and Personnel Management

The separation of the teacher educators based on their location within CTE, IASE, and DIETs, and dependent upon their association with the Department of School education and Department of Higher Education has led to hierarchy and differences in the pay-scale and avenues for promotions. While grievances on avenues for promotion exists, and has demotivated staff on various occasions, it has had serious impact on the possibility for inter-institutional transfer, exchange of academics and leadership and development of linkages. This appears to have affected innovation and sharing of experiments and ideas that have come about in certain places.

The rejuvenation of teacher educators in CTEs and IASEs and their own in-service education is dependent upon Academic Staff Colleges. However, regular up-gradation of their own education is mainly dependent upon acquisition of formal degrees with limited exposure and participation in seminars and conferences for all teachers, in various disciplines as well as pedagogies.

There are gaps in teachers available and sanctioned posts. Social Science faculty are often clubbed together. CTEs and IASEs do not have separate cadre of teacher educators. The faculty is interchangeable with faculty of Government Arts and Science Colleges.

5.10 Key Issues identified by the JRM with reference to IASE and CTE

- Administrative and managerial efficiency introduced through single window of TNTEU. Academic guidance is still to be crystallised, and select private CTEs with- school and other institutional linkages lobbying for autonomous status in order to set their own curriculum.
- Pre-service training, and B.Ed. and M.Ed. teaching, continues to follow traditional patterns of education in both aided, self-financing as well as government colleges of education and the new developments in education are inadequately represented in their libraries.
- Infrastructure is uneven, with condition of government CTEs and IASEs being particularly

critical. Delays in fund allocation and its receipts by the institutions concerned have led to cost escalation.

- Low priority to social science and humanities education within CTEs in the state, in terms of sanctioned teacher educator strength, curricular measures within programmes, absence of context specific research.
- Research and innovation requires special attention.
- Differentiation of school and higher education cadre among teacher educators leading to problems of linkages and transfer of practices.
- Recent pedagogic practices introduced in terms of outlook and accepted as terminology, but its transaction continues to be a challenge. It is further aided by the state government's own preference for Activity Based Learning over curricular pedagogic practices suggested as per NCF.
- In-service training of secondary education teachers is only being carried out by select institutions with most CTEs catering only to pre-service education.

5.11 Recommendations specific to IASE and CTEs

- Need to involve IASE staff and CTE faculty in setting curriculum as per the NCFTE guidelines, and by involving larger groups of teacher educators.
- Review the differentiation of the teacher educator cadre and develop avenues for inter-institutional transfers, linkages and promotions.
- Policy initiatives should be taken to bring Secondary Teacher Education and Elementary Teacher Education under ambit of SCERT, by linking SCERT with Higher Education.
- Enabling institutional transfers between SCERT, DIETs, IASE and CTEs by making avenues for promotions, pay scales and allowances at par for all academic personnel. For this purpose, the SCERT may be instructed by the state to restructure DIETs and SCERT as per the revised guidelines of MHRD under the twelfth five year plan for teacher education with corresponding pay hikes treating
- Encouraging disciplinary educational research and keeping a section of the teacher educator cadre of an institution interchangeable with faculty of Government Arts and Science Colleges.
- Encouraging teacher education CTEs in multi disciplinary institutions also. Reviewing the advantages and disadvantages of teacher education institutes as standalone institutes and

university.

- Developing leadership among the institutions that could guide them through issues of autonomy and undertaking state level vision plans.
- Enabling research and professional growth of teacher educators through refresher courses in disciplines as well as in pedagogies.
- Association with faculty within and outside the state for undertaking research projects, collaborative work and guidance.
- Field and research trips to institutions with established reputation of work in teacher education.
- Enrichment of social science issues in education by linking with state and national level bodies undertaking social science research.
- TNTEU should forge linkages with excellent universities and research institutions that exist in Tamil Nadu to broaden the horizons of its programmes and students.
- There is a need to upgrade library in consonance with the new developments in education.
- Timely disbursement of funds from the Ministry to the state and to the institutions, with time monitoring to reduce wastage of funds because of cost escalation.
- Review of all institutions that are located in older buildings and make special provisioning for their renovation, if required with institutions working on heritage.
- Integral plans for teacher education for Tamil Nadu, which includes both higher and school education departments.
- Exposure to contemporary debates and researches in education and up-gradation of library for this purpose.
- Undertaking institutional studies to understand contribution of early teacher education institutes that have shaped education in the state. Lessons to be drawn on best practices from these studies.
- Provisioning for academic orientation programmes at institutional level for teacher educators, by inviting resource persons from within and outside the state.
- Trainings in new areas of educational research and creating opportunities for research
- Sharing and dissemination of research by encouraging peer reviewed journals. Provision of seed money, grants and subsidies and technology to be made available.
- Special provisions to upgrade libraries to subscribe to print journals and also avail e-resources (such as INFLIBNET) through UGC.
- Universities may also need to revise and/or relax rules for enabling working school teachers and

teacher educators to join research programmes without compromising on the rigour of their program but with flexibility of work hours.

- Provide resources for maintenance and upkeep of buildings and infrastructures.

6. DIETs and TTIs

The National Policy of Education, 1986, envisioned the DIETs as a significant intervention in the area of Teacher education. It was visualised as a nodal institution that would work towards improving quality of elementary education at the district level, through its pre-service and in-service training, resource support and action research. Under the revised Scheme(2012) the role of DIETs have been extended to strengthen RTE Act, RMSA and NCF. They are expected to manage quality aspects in schools, work for professional development of elementary and secondary school teachers, coordinate intra-district academic activities; undertake academic assessment, monitoring, research and action research, ICT interventions; introduce innovative practices and academic planning. They are also expected to organise and support teacher professional development and leadership development programs for Head Masters, senior teachers, and School Management Committees; design interventions for direct support to schools and work with special groups in the district.

The JRM to Tamil Nadu visited nine DIETs. Among these were DIETs in Triplicane (Chennai), Kallupatti (Madurai), Kumulur (Tiruchirappalli), Oddanchatram (Dindigul), Udhampalayam (Teni), Uthamacholapura (Salem), Pudukottai, Palyampatti (Virudhanagar) and Krishnagiri.

Among the five TTIs visited by JRM, there were two Government TTIs, Johilpatti (Virudhanagar), Raja Street(Coimbatore); one aided TTI namely, Church of South of India TTI for Women (Salem); and two self-financed institutions namely Punitha Ammal TTI (Pudukotai) and Oxford TTI (Tiruchirappalli).

The key issues identified in the area of pre-service education and recommendations made on DIETs are also pertinent for TTIs, irrespective of the management type of these institutions.

6.1 Pre-Service Training

The majority of students in DIET are women. Few boys take up the diploma courses offered by DIETs. While male preference for engineering jobs was mentioned by few school heads, the

decline in boys enrolment has been mainly because of policy level moves of not recruiting men as primary school teachers in the state reportedly over safety concerns.

Almost all the DIETs were providing education to students from socially and economically disadvantaged backgrounds as indicated by the records on parental occupation and caste backgrounds. In almost all the DIETS visited, the JRM members came across students from families of manual workers, agrarian labor, factory workers and rural artisans. Hence teacher education appears to be a popular route towards social mobility. The socially inclusive nature of teacher education in Tamil Nadu has been possible because of the policies pursued by the state in school education. For instance, the students of DIETs in Kallupatti, Palyampatti and Udhampalayam had expressed tremendous enthusiasm while describing their role as future teachers and that they saw it as a respectable profession.

The school leadership and faculty of all the DIETs responded positively to first generation students in post school education. While this forms the strength of teacher education in the state and the possibility for expansion of Right to Education, this also poses specific challenges. The pursuit of studies by the students was mainly through support of their families for which each had to spend between Rs. 4000 to 5000 for a year of the course (including expenditure incurred in books, uniform, transport, etc.), with hostel residents having to spend nearly Rs 75 to 100 a day to sustain. The costs were reportedly found to be burdensome and prohibitory. In several DIETs JRM members met women students who were married and had children, who required special support. The constrained circumstances of their economic situation also delimited student exposure thereby requiring special efforts to be taken up on the part of DIETs. Faculty also observed the challenges of educating teacher educators, when several early concepts were inadequately formed.

Faculty exhibited enthusiasm and motivation for improving situation of teacher education in the state. Most DIETs indicated a great deal of team work in accomplishing the tasks entrusted in the area of pre-service and inservice training. Most of it was however on the basis of individual efforts of the teachers and their own enthusiasm. The increasing role of faculty in the administrative roles, however has eroded time spent in enriching the pedagogic processes.

The institutionalization of the role of faculty in collective management of DIETs and its roles through necessary management training requires further support. There is also a need to incorporate these activities in the faculty work-load so as to ensure that these roles do not take away time from pre-service work.

In all the visited DIETs, interaction with faculty indicated the need for academic support in both content as well as pedagogic areas of Science, Social Sciences and Language. A section of the faculty members of the visited DIETs expressed need for subject specialization and subject specific departments in DIETs. JRM's interaction with the faculty in the DIETs also showed the need for academic support in Science and Social Science teaching. Subject specific committees are also much needed.

JRM observed the declining emphasis on social sciences both in terms of faculty engagements, specializations, time allocation, projects undertaken, school teaching and staffing. This was justified across levels of teacher education management in the state as being an outcome of people's lack of interest in social sciences. The NCF however clearly points to relevance of social science subjects in a changing-global world, as do the position papers and textbooks.

The application import of NCF and NCFTE in classroom transactions and curricular preparations is still to be fully developed and achieved. The staff of all DIETs have been through workshops on NCF and NCFTE and were familiar with the terminology. In addition the state has prioritized ABL method of learning. The ABL has also inculcated a host of activities that have been introduced and later revised and reported to be improved following district feedback on its limitations. Yet, top down approaches to activity has become central to classroom interactions in schools.

6.2 In-Service Training

All the DIETs were engaged in-service training. Most of the faculty had research degrees, hence qualified to be engaged in post graduate teaching and conducting refresher courses. However the range of activities that they were expected to do meant that they were mainly engaged in coordinating and organizing the training needs of the secondary school teachers and school leadership. A section of the teachers were involved in the trainings but a pool of resource persons

were drawn from among retired teachers, local private and aided colleges as well as SCERT's resource persons list who were then invited for these trainings.

6.3 Institutional and Infrastructure Facilities

All the visited DIETs were situated in large spacious areas, with playgrounds and buildings. However the buildings require a lot of upkeep as some of the institutions are in several decade old buildings, spread out and not in keeping with the requirements of the growing needs of DIETs as modern training centres. While the state has provided at least one hall and computers in all the visited institutions, the applicability of most of CBL appears to be limited in day to day application because of infrastructural constraints, and spread of the buildings and its laboratories as could be seen in DIET, Virudhanagar, which is housed in an old zamindar mansion.

The DIET hostels have been finding it difficult to upkeep the students' quarters with their funds. The DIET in Virudhanagar had inadequate number of toilets for its students and staff. The newer DIET buildings are also faced with issues of upkeep. However, as was seen in all DIETs efforts were being taken to maintain these buildings to the best they could. In DIET, Udhampalayam, even under constrained situations the faculty and students were attempting to improve their surroundings through botanical gardens built on the premises.

All the DIETs had libraries that were stocked with hundreds of books. In most DIETS, each class also has had a small collection of books referred by the students. A look at the books in the library and those used by students however indicates the need to update the readings according to the recommended lists provided by NCTE, NCERT, SCERT. Range of reading material was limited in Sciences, Social Sciences. The reference sections in particular has to be enriched in light of the role of these DIETS as centres for secondary school teachers' training. The library also needs to acquire a good collection of children's literature. Library usage is mainly by the faculty and limited among the students, indicating the need to inculcate self study, project based study and library usage habits among DIET students.

6.4 Leadership and Management

The DIETs in the state have close association with SCERT and is closely guided by it through regular meetings. The coordination is smooth and there are several meetings that bring together

DIET faculty. This has enabled the leadership of these institutions to be familiar with the activities of DIETs in other part of the state.

The institutions have exhibited collective functioning in dealing with the new challenges and tasks entrusted to them. Even when principals have been officiating, as in DIET Udhampalayam, they have shown consistent initiatives in fulfilling the set objectives. However, the JRM observed that a considerable amount of time of the faculty is devoted to these managerial functions and was taking time away from their in-service and pre-service responsibilities.

The activities of all the DIETs have been meticulously documented as was seen in all the DIETS with extensive use of technology deployed for this purpose. The documentation has mostly followed quantitative listing and accomplishments. The DIET staff and their expertise in various areas has found recognition in the many initiatives being undertaken by the state, however the incentives for this in terms of career growth is limited as DIET faculty are governed by school education rules. The management of the DIET institutions were unfamiliar with the need for Vishakha Committee and had not initiated it. This needs to be immediately addressed.

6.5 Research and Innovation

A large number of research works is being conducted at the level of DIETs. In the year 2012-13, as many as 59 projects were successfully completed by the faculty. This included research projects taken up in English and Tamil (listening-reading-writing skills, effectiveness of methods like ABL), Maths (logical thinking, effectiveness), Science (CAL methods, utilization of equipments, cooperative learning, teacher habits), Social Science (activities, problems faced by teachers, life skills), RTE Act, CCE, Formative assessments, ICT (mainly effectiveness), D.El.Ed. Programme. The TN-SCERT also has taken an initiative to disseminate these efforts by publishing the abstracts.

Research work at DIETs were observed to follow format and areas suggested by SCERT based on topics that have been prioritized either at the national or at the state level. These studies have often taken survey formats and are quantitative descriptions rather than analytical, exploratory or qualitative descriptions. For instance, Salem district has acute problem of female foeticide and has the lowest sex ratio in the state. Likewise it has a substantial tribal population inhabiting hilly

tracts. These can be areas for research for DIET staff. The state government has been sending strong messages to promote English education and even in research this has assumed priority over studies on mother tongue based education, leaving little space for feedback in terms of researches to flow back from schools.

The Mission felt that qualitative research studies on content, pedagogy and specific to district's immediate realities could be given attention, for which linkages may be developed with university departments and different disciplinary studies. It was also felt that in the faculty's expertise and familiarity of the district could form basis of research questions. Some action research, as witnessed in a plan proposed by DIET Udhampalayam, show how relevant research could emerge from such discussions.

6.6 Cadre and Personnel

The faculties in DIET are well qualified, with as many as 400 out of 600 having M. Phils and 70 having Ph.Ds. Their qualifications make them eligible to teach in higher education programs such as B. Ed.

A section of the faculty in DIETs such as physical education teachers have not been able to get promotion opportunities even when they undertake work comparable to other teachers, resulting in demotivation.

6.7 Key Issues Identified by the JRM on DIETs and TTIs

JRM observed that the DIET and TTI institutions in almost all the districts exercised a key role in the both expansion of teacher education as well as in attempting to undertake efforts for improving quality of school education. The location of the institutions, the physical and academic infrastructure available as well as the profile of leadership in building a team influenced the functioning of these institutions. At broad level all the institutions and its faculty were aware of their roles and functions and were proactively attempting to address the specific requirements expected from SCERT as well as the local needs.

6.8 Recommendations Specific to DIETs and TTIs

- The libraries of almost all the DIETs and TTIs need special funds for expanding both textbooks as well as reference sections to ensure updating of new researches, writings, audio visual material. Infrastructure provision to libraries for this expansion has to be planned.
- In the context of the expanded role of DIETs (MHRD, 2012) for training secondary school teachers and as a resource centre, the libraries require updating and a wider range of books, e-resources, and linkages with web portals.
- Provision of scholarships and academic support for the special requirements of first generation students in higher education.
- Field trips of students within and outside the state as well interaction of students from across DIETs and TTIs needs to be organized to expand.
- The non-recruitment of male primary school teachers and its consequent impact in the enrolment of male students in DIETs requires greater discussion and review in the light of its impact on gender roles in the state. Gender sensitization of students could instead be considered as an important component of the DIET training.
- The familiarity of the faculty with components of National Curriculum Framework needs to be extended to its application in teacher education and subject pedagogy. Workshops may be conducted and resources within and outside the state may be mobilized for this purpose.
- The utilization of new forms of learning, audio visual learning may be expanded further at both pre-service as well as in service training to equip teachers to utilize the same in school. Exposure to different pedagogic approaches and its theoretical basis has to be expanded.
- DIETs role as a key resource support in the state and its increasing role in improving quality of secondary education requires the placement of DIET as an institute of higher education, and as a linking institution between school and higher education.
- The institutionalization of the role of faculty in collective management of DIETs and its roles through necessary management training. Further, this must be accounted in the teacher work-load to ensure that improvement and quality of work done at pre-service level is not affected.
- Social Science teaching needs to be fore grounded in a state that is at the forefront of creating socially inclusive opportunities for marginalized students in teacher education. Expansion of the new roles in universalization of education, DIETs ability to provide relevant

analysis of local situations and appropriate educational responses, conduct of useful action research is dependent upon this foregrounding. Academic resources and persons working in the relevant area within and outside the state may be mobilized for support.

- Workshops and refresher courses in Mathematics, Sciences, Social Sciences and Language may be more frequently organized for content and pedagogic enrichment. Interactions and linkages with may also be initiated.
- The nature and content of the in-service training programs need to be monitored regularly, also initiatives taken to improve these.
- Institutional linkages may be developed with universities and institutions undertaking research work in theory, content and pedagogy within and outside the state.
- There has to be an effort to update the library books, include new reading lists in the stock and stock up the reference sections in Sciences and Social Sciences. Libraries also need to acquire a range of children's literature. DIETs could be encouraged to become resource libraries for the districts.
- Library usage by students is limited and few of them acknowledged using these indicating the need to inculcate self study, project based study and library usage habits among DIET students. Support and guidance may be required to develop these habits in the students and curricular time could be allocated for this purpose.
- Documentation processes could adopt reflective analysis alongside quantitative listing to identify areas for growth.
- The formation of Vishakha Committee in each of the DIETs and TTIs.
- DIET research could focus upon conducting research that could provide feedback not only of state prioritized areas but also in generating areas of concern relevant to the district. Various forms of research including qualitative research, specific district level issues of education, content generation and pedagogy needs to be encouraged.

7. Conclusion

The JRM team would like to thank the Tamil Nadu government for its hospitality and enthusiastic participation. We could see a great deal of organization and preparation that underwent prior to the visit. We appreciate the meticulous planning and excellent documentation that was undertaken in preparation of the Mission's visit across all districts and the visited

institutions. The interest taken by the state government towards expansion of school and higher education is commendable. The state shows potential and willingness to build upon its strengths to take a qualitative leap in the field of teacher education. The interactions that we had with the SCERT faculty were particularly informative and showed the depth of faculty's involvement, understanding and also commitment. There is need to update faculty's knowledge about new ideas and research in the field of pedagogy of social sciences, languages, and physical sciences and perspectives on education that is ,education sociology and philosophy. Inter institutional interactions, refresher courses and avenues to participate in academic interactions would be desirable for fulfilling such objectives.

Last but not the least, we would like to emphasise that the promotion avenues for the experienced and qualified faculty in the various teacher education institutions should be looked into very carefully.

Annexure 1:**Visit Schedule**

Meetings and Institutions visited	Date
Meeting with Dr Pankajam, ex-Vice Chancellor, Gandhigram University, Madurai Meeting with Ms Aruna Rathnam, UNICEF Tamil Nadu Tamil Nadu Teacher Education University (TNTEU) Meeting with Vice Chancellor Prof. G. Vishwanath, Teacher Education University and Faculty	28.04.2014
Meeting at SCERT, Tamil Nadu Presentations by State Project Director, SSA British Council Intel(Micro soft) Programme Faculty of SCERT on teacher counsellor manual on guidance and counselling Director SCERT Visits NKT National College of Education for Women (Self Financing CTE, affiliated to TNTEU) DIET, Triplicane, Chennai Lady Willingdon, IASE, Triplicane IASE, Saidapet	29.04.2014
1. Madurai: DIET, Kallupatti Thyagraja College of Education(Self Financing CTE affiliated to TNTEU) Tiruchirappalli: Centre for Distance Education, Bharathidasan University, Tiruchirappalli	30.04.2014

<p>Oxford College of Teacher Education, Tiruchirappalli (Self Financing CTE, affiliated to TNTEU)</p> <p>Oxford Teacher Training Institute, Tiruchirappalli (Self Financing TTI)</p> <p>DIET, Kumulur, Tiruchirappalli</p> <p>Coimbatore:</p> <p>Faculty of Disability Management and Special Education, off campus of Ramakrishna Mission Vivekananda University, Blur Math, West Bengal</p> <p>Department of Special Education, Avinashalingam University (Aided Women's University , Deemed status)</p> <p>Government College of Teacher Education for Women, Coimbatore</p> <p>Government TTI, Raja Street</p>	
<p>Teni:</p> <p>DIET , Udhampalayam</p> <p>Salem:</p> <p>DIET, Uthamacholapura</p> <p>Block Resource Centre(BRC), Salem</p> <p>Church of South India, Teacher Training Institute for Women (Aided TTI), Salem</p> <p>Dindigul:</p> <p>BRC , Vedasandur</p> <p>DIET, Oddanchatram</p> <p>Faculty of Education, Gandhigram Rural University (Deemed University), Dindigul</p> <p>Meeting with Professor Sudhir, Department of Applied Research, Gandhigram Rural Institute (Deemed University), Dindigul</p> <p>Lakshmi College of Education (Aided CTE, affiliated TNTEU)</p>	<p>1 May 2014</p>
<p>Krishnagiri:</p> <p>Block Resource Centre(BRC)</p> <p>SSA office</p>	<p>2 May 2014</p>

DIET, Krishnagiri Viruudhanagar: Government TTI, Johilpatti DIET, Palyampatti Pudukottai: DIET, Pudukottai Government College of Teacher Education, Pudukottai Punitha Ammal, Teacher Training Institute (Unaided TTI), Pudukottai	
JRM Team meeting Meeting with Ms Sabitha, Secretary School Education, Tamil Nadu	3 May 2014
Presentation and discussion with SCERT, Tamil Nadu	4 May 2014

Annexure 2:

Types of Institutions visited by JRM Team (31)

DIET, Triplicane, Chennai DIET, Kallupatti DIET, Kumulur, Tiruchirappalli DIET, Oddanchatram DIET , Udhampalayam DIET, Uthamacholapura DIET, Pudukottai DIET, Palyampatti , Virudhanagar DIET, Krishnagiri	DIETs (9)	Administrative Body : School Education
Government TTI , Raja Street, Coimbatore Church of South India, Teacher Training Institute for Women , Salem (Aided TTI) Government TTI, Johilpatti , Viruddhanagar Punitha Annal, Teacher Training Institute, Pudukottai (Unaided TTI), Oxford Teacher Training Institute, Tiruchirappalli (Self Financing TTI)	TTI (5) (Government: 2, Self Financed: 2 Aided:1)	
Block Resource Centre (BRC), Salem Block Resource Centre (BRC), Vedasandur Block Resource Centre (BRC), Krishnagiri district SSA office , Krishnagiri district	Other school institutions (4)	
Lady Willingdon, IASE, Triplicane IASE, Saidapet	IASE (2)	Administrative Body : Higher Education
NKT National College of Education for Women (Self Financing CTE, affiliated to TNTEU	CTE (6) (Government:	

<p>Thyagraja College of Education (Self Financing CTE, affiliated to TNTEU)</p> <p>Government College of Teacher Education for Women, Coimbatore (Government college affiliated to TNTEU)</p> <p>Lakshmi College of Education, Dindigul (Aided CTE, affiliated TNTEU)</p> <p>Government College of Teacher Education, Pudukottai</p> <p>Oxford College of Teacher Education, Tiruchirappalli (Self Financing CTE, affiliated to TNTEU)</p>	<p>2, Self Financed: 3 Aided:1)</p>	
<p>Centre for Distance Education, Bharathidasan University</p> <p>Faculty of Disability Management and Special Education, off campus of Ramakrishna Mission Vivekananda University, Belur Math, West Bengal</p> <p>Department of Special Education, Avinashalingam University (Aided Women's University , Deemed status)</p> <p>Tamil Nadu Teacher Education University (TNTEU)</p> <p>Faculty of Education, Gandhigram Rural Institute (Deemed University)</p>	<p>University Departments of Education (5)</p>	