Conceptualization & Implementation of Pre-Service Teacher Education Curriculum (BTC)
(2010-2012, Uttarakhand)
Content

Terms Used
Abbreviations

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**TERMS USED**

<table>
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<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Student trainees</strong></td>
<td>The students enrolled in BTC course for training</td>
</tr>
<tr>
<td><strong>Shiksha-mitras</strong></td>
<td>The student-trainees who were previously shiksha-mitras (para-teachers) before enrolment</td>
</tr>
<tr>
<td><strong>Fresher</strong></td>
<td>The student-trainees who enrolled in the course through an entrance test</td>
</tr>
<tr>
<td><strong>Institute/ Institutions</strong></td>
<td>DIETs and DRCs</td>
</tr>
<tr>
<td><strong>Faculties/ Faculty Members</strong></td>
<td>The faculty members of DIETs/DRCs involved in BTC</td>
</tr>
<tr>
<td><strong>SCERT Members</strong></td>
<td>The faculty members of SCERT</td>
</tr>
<tr>
<td><strong>APF Members/ Foundation Members</strong></td>
<td>Members of Azim Premji Foundation</td>
</tr>
<tr>
<td><strong>The Foundation</strong></td>
<td>Azim Premji Foundation</td>
</tr>
<tr>
<td><strong>Head Teachers</strong></td>
<td>Head teachers of schools that were visited during this research and discussion was held with student-trainees there</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>APF</td>
<td>Azim Premji Foundation</td>
</tr>
<tr>
<td>BTC</td>
<td>Basic Training Certificate</td>
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<tr>
<td>CALP</td>
<td>Computer Aided Learning Program</td>
</tr>
<tr>
<td>CCE</td>
<td>Continuous and Comprehensive Evaluation</td>
</tr>
<tr>
<td>CD</td>
<td>Compact Disk</td>
</tr>
<tr>
<td>CWSN</td>
<td>Children with Special Needs</td>
</tr>
<tr>
<td>DIET</td>
<td>District Institute of Education and Training</td>
</tr>
<tr>
<td>DOT</td>
<td>Design of Training</td>
</tr>
<tr>
<td>DRC</td>
<td>District Resource Centre</td>
</tr>
<tr>
<td>D.Ed.</td>
<td>Diploma in Education</td>
</tr>
<tr>
<td>DTS</td>
<td>Direct Trainer Skills</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information System</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
</tr>
<tr>
<td>MDM</td>
<td>Mid Day Meal</td>
</tr>
<tr>
<td>MGML</td>
<td>Multi Grade Multi Level</td>
</tr>
<tr>
<td>NCF</td>
<td>National Curriculum Framework 2005</td>
</tr>
<tr>
<td>NCFTE</td>
<td>National Curriculum Framework for Teacher Education 2009</td>
</tr>
<tr>
<td>NPE</td>
<td>National Policy on Education</td>
</tr>
<tr>
<td>PSTE</td>
<td>Pre-Service Teacher Education</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Training</td>
</tr>
<tr>
<td>SCERT</td>
<td>State Council for Education Research and Training</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
</tr>
<tr>
<td>TLM</td>
<td>Teaching Learning Material</td>
</tr>
</tbody>
</table>
1. Introduction

New understanding about education leads to changes in the system or practices, and hence roles of teachers and in turn, their training needs. Different attempts, understanding and theories have been emerging since centuries. Understanding some of these theories and where they are emerging from, will help in tracing our present understanding.

1.1 Understanding about Education

There have been several philosophies and ideas that have influenced education – its aim, principles and style and also the role of a teacher. A brief overview of some of these theories and their origins will help in understanding where the present system has come from.

<table>
<thead>
<tr>
<th>Origin/People associated:</th>
<th><strong>Idealism</strong></th>
<th><strong>Naturalism</strong></th>
<th><strong>Pragmatism</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Principles:</td>
<td>Emphasis on spiritual and moral environment</td>
<td>Emphasis on nature</td>
<td>Emphasis on physical and social environment</td>
</tr>
<tr>
<td>Aims of Education:</td>
<td>Self-realisation, spiritual development</td>
<td>Self-expression, autonomous development, adjustment to environment</td>
<td>Social efficiency, adjustment with present</td>
</tr>
<tr>
<td>Role of Teacher:</td>
<td>Teacher’s position very high. Guides, directs, suggests and controls.</td>
<td>Role is from behind the scene. Does not interfere in child’s activities</td>
<td>Teacher has an important position. Puts the pupil in the position of a discoverer or experimenter.</td>
</tr>
</tbody>
</table>

(Ref: Adapted from IGNOU B.Ed. Course ES-334, Understanding Education, Education and society)


In a modern teaching-learning situation, an optimum philosophical combination is sought for. There is a shift from teacher-controlled instruction to learner-centered instruction which gives the student greater importance and role in the teaching-learning activity. It lays stress on individualized learning or self-learning. Since the emphasis is more on learning rather than teaching, the role of a teacher is more of a manager, a facilitator or guide.
The approach of constructivism has mainly been derived from Dewey; “education is not an affair of ‘telling’ and being told, but an active and constructive process (Dewey, 1916 in Beck and Kosnik, 2006). The interpretations of Piaget and Vygotsky further lay emphasis on social constructivism, where they note the importance of dialogue with others for knowledge construction (Beck and Kosnik, 2006).

1.2 Roles of a Teacher

Wilensky (1964) pointed out that “Many occupations engage in heroic struggles for professional identification; few make the grade”. The ‘teaching profession’ has experienced such struggles across the world. Several reasons and several kinds of changes – our understanding about education, hence the changing understanding about how learning takes place, changing policies, hence changing roles of teachers, and thus about teaching, is the predominant characteristic (Storey and Hutchinson, 2001).

<table>
<thead>
<tr>
<th>Demand from Teacher – Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The nature of knowledge that informs educational goals and curricula.</td>
</tr>
<tr>
<td>✓ The nature of learners and how they learn.</td>
</tr>
<tr>
<td>✓ The nature of teaching and the strategies and models that comprise a teacher’s instructional and assessment repertoire.</td>
</tr>
<tr>
<td>✓ The importance of context and its influences on curriculum, teaching and learning.</td>
</tr>
</tbody>
</table>

The system demands new knowledge and skills from the teacher and head teachers. Has the State, which is the main provider of education in the country, responded to the changed reality? Has the teacher become more empowered? Have adequate efforts been made to equip the teacher to face the emerging challenges? What is the current reality with respect to status, roles and functions of the teacher and the head teachers in India? And how can we come out from this challenge? (Ranjan and Rahman). These are few issues which need attention.

A National Commission was set up by the Government of India in 1983 (Report – The Teacher and Society, 1985), to look into the issues related to the teachers at the school stage. It had to address the following issues –

- Measures to give teachers the status they need and deserve.
- Evolution of a system of teacher preparation.
- Indicate broad parameters of a code of conduct.
1.3 Teacher Professional Development

The 21st century's first call for education reform is directed toward public education and teacher education programs (Linek et al., 2003). Yet, it is important to consider whether they have actually been effective.

Zeichner and Tabachnick (1981) argued that educational notions developed during preservice teacher education are "washed out" during field experiences. Comparable findings were reported in a review by Veenman (1984), who also pointed to the severe problems teachers experience once they have left preservice teacher education. Similar indications of a lack of transfer from teacher education to practice have surfaced in reviews by Feiman-Nemser (1990) and Wideen, Mayer-Smith, and Moon (1998), and Lortie too. This problem is found in many countries and contexts. (Brouwer and Korthagen, 2005).

Need for Change in Teacher Education: Some Examples

Some courses have been criticized for being over-academic and unhelpful to the needs of prospective teachers and their relevance has been doubted since as early as 1944 (Crook, 2002). Dismay has been expressed at “students’ unconscious misunderstandings and misinterpretations; the huge unqualified generalisations; the repeated presentation of undigested and inert ideas; and the sloppy and uncritical use of language” (from Crook, 2002).

Due to quality related issues, Scottish colleges started seeking course validation from the Council for National Academic Awards instead of Universities (Crook, 2002).

Several countries have been working towards reforming teacher education to make it more relevant and useful. In England and Wales there were three Circulars in nine years, coinciding with a revision of National Curriculum for schools, to reconsider the teacher education curriculum (Ellis, 1995).

Specific Problems

- Re-examine the aims of subject studies in the light of evolving public policy (Ellis, 1995).
- Attracted criticisms in respect of course content and quality (Crook, 2002).
- Crook (2002) based on Taylor (1969) highlights that there was a lack of close cooperation or pooling of resources among institutes, as compared to what was originally envisaged (Crook, 2002).
- The persistent gap between theory and practice has been pointed out as a common challenge in courses (DES, 1972, Brouwer and Korthagen, 2005).
- The courses have been said to focus on methods and not enough on effecting change in teachers’ beliefs (Linek et al., 2003).
Preferred Changes (Future of PSTE)

Student teaching, however, has long been recognized as possibly the most potent aspect of preservice teacher education (Britzman, 1991).

Darling-Hammond (1997) stated, "No other intervention can make the difference that a knowledgeable, skillful teacher can make in the learning process" (p. 8). Collaborative planning, collaborative implementation, and ongoing collaborative assessment processes also have been cited as key components in shifting the educational focus in teacher education programs and public schools from "how teachers teach" to "how children learn" (Goodlad, 1994).

The vision created by the teams of teachers, administrators, and university personnel during the first year of the study was based on educational practices that (a) were developmentally appropriate, (b) valued cultural and linguistic diversity, and (c) recognized the social nature of learning. The team also believed that development, implementation, evaluation, and survival of this continually evolving field based program required constant communication, collaborative decision making, and altered collegial relationships.

The Phase II Report (Hay McBer Report (2000)) recognizes that teaching is a cultural activity and hence changes in teaching practice can only take place over a long period of time. It also recognizes that teachers are not clones (Storey and Hutchinson, 2001).

There is already a large body of work that is laying emphasis on initial teacher education or early professional development, and how it may be made more effective. In the UK, the Association for Science Education (ASE), in particular, drew up a framework for Continuing Professional Development – (from Banks et al.)

<table>
<thead>
<tr>
<th>Areas of Development</th>
<th>Understanding to be Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge and understanding</td>
<td>Having a sound knowledge of the subject area that you need to teach</td>
</tr>
<tr>
<td>Pedagogical content knowledge</td>
<td>Translating one’s own understanding into forms that will be understood by pupils of varying abilities and ages</td>
</tr>
<tr>
<td>Development of teaching and assessment skills</td>
<td>Development of teaching skills which are felt to be underdeveloped or under-used</td>
</tr>
<tr>
<td>Understanding teaching and learning</td>
<td>Being aware of the significance of the findings of recent years on the ways in which pupils learn best</td>
</tr>
<tr>
<td>The wider curriculum and other changes affecting teaching</td>
<td>Being able to place one’s teaching in the context of national developments</td>
</tr>
<tr>
<td>Management skills: managing people</td>
<td>Being able to manage others effectively</td>
</tr>
<tr>
<td>Management skills: managing yourself and your professional development</td>
<td>Being able to manage oneself effectively</td>
</tr>
</tbody>
</table>
1.4 Situation in India

NCFTE features

“People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This concern expressed in the University Education Commission (1948-49) Report is alive in its relevance even today. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed an expression of the important role played by the teachers. The urgency is to address ourselves seriously to examining the issues related to the preparation of teachers as well as to prune the theory and practice of teacher education (Ref NCFTE 2009).

Structure of present teacher training process

During the late 1970s and early 1980s, the State Councils of Educational Research and Training (SCERTs) were established under different names, mainly by bringing together a number of government-owned training institutions in the school education sector. Though this institution was established as one of the wings in the administrative setup, this had the character of an academic structure in terms of nomenclature, staff structures and job roles. During the late 1980s and early 1990s, District Institutes of Education and Training (DIETs) were established under a centrally sponsored scheme to provide academic/technical support to elementary education. Some states, like Gujarat, have started giving autonomous status to the SCERTs/ DIETs within the broad governmental framework, but these remain part of the government’s administrative structures in most other states in India (Ranjan and Rahman).

Some initiatives by the Government

The New Policy on Education (NPE 1986) and the Programme of Action (POA 1992) made efforts to improve the quality of pre-service and in-service teacher education programmes. The NPE, 1986, recognized the need for continuous teacher education process and thus, the importance of in-service programmes. This is where the proposition for District Institutes of Education and Training (DIETs) came in. It was hoped that the DIETs would complement SCERTs. Since the NPE, NCERT launched several large-scale programmes for in-service teachers –

- Programme for Mass Orientation for School Teachers (MOST) – This took place between 1986-87 and 1988-89. Its objective was to sensitise teachers about new thrust areas and reforms in teaching-learning strategies
• Training camps were organized for the use of kits provided during Operation Blackboard (OB Kits) between 1989-90 and 1991-92.
• Special Orientation Programme for Primary School Teachers (SOPT) – Since DIETs had only a limited capacity and could not cater to all primary school teachers, a large scale orientation similar to MOST was operationalized during 1993-94. (IGNOU B.Ed. Course ES-334, Indian Education System – Some issues, Education and Society).

Teacher education is a continuous process with three consecutive stages –

• Pre-service training
• Induction
• In-service training

Pre-service training – It consists of studies of theory and practice of teaching, where practice teaching is a very crucial ingredient of the training. This is the phase where a student is introduced to the knowledge and skills needed for teaching. In general, the course has elements of psychology, educational philosophy and sociology of education and instruction about teaching of certain subjects. Also included are principles such as aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and introduction to resources that a teacher may draw on. The National Council for Teacher Education (NCTE) was established on 17 August, 1995 by an Act of Parliament (No 73 of 1993) as a statutory body to achieve planned and coordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

Induction – This is the phase where a new teacher is familiarized with the institution, its practices and activities, so that the teacher may easily get acquainted with his/her role, sources of information etc.

In-service training – This is a continuous and very important phase. It is for personal and professional renewal of knowledge and skills and getting acquainted with recent changes. One of the most common formal in-service training in India is in the form of workshops of specific length conducted by the government, which are compulsory for all in-service teachers to attend. Such workshops were first introduced by the Ohio State University in 1936.

Effectiveness of Teacher Education in India

Even though teachers were recognized as major factor for improving quality, after Jometien (1990) and during Dakar (2000) (Mayo, 2005), limited attention has been given towards building of state, district and local institutional capacity to educate teachers (Batra, 2009).
The position paper of National Focus Group on systematic reforms for curriculum change (NCERT) states that, “the multiplicity of situations and contexts that the teachers engage with requires them to be equipped with capabilities to construct and apply rules rather than follow directions. They require support and flexibility to deal with their particular situation.”

“The training programs, support mechanisms and the trainers are not equipped to deal with these requirements.”

“Many potentially powerful ideas like ‘child centred learning’, ‘activity based learning’, natural learning situations and so on have become hackneyed jargon words devoid of any meaning. These words have neither evolved as an organic process in response to teachers’ own demand for professionalization of their services nor have they emerged from a systematic analysis in which the implementers and policy makers have faith.”

The quality of teacher education has been lamented time and again. There are some systemic and policy level challenges responsible for this. Two policy measures in some places in India, among other reasons, have been a cause of the failure to address quality concerns. These are, one, recruitment of para-teachers has led states to completely give up regular recruitments and two, in some places pre-service programs of teacher education have been replaced with short-term in-service programs (Batra, 2009). Among systemic reasons, some prominent ones are – poor professional preparation of teacher educators (Rao, 2010). NCTE lacks manpower, resources and capacity to monitor and regulate standards (Rao, 2010). There is a proliferation of sub-standard and unregulated teacher training institutions in the private sector (Rao, 2010). The support system created under DIET and SSA failed to achieve its basic objective and has acted mainly as an administrative unit (Dyer et al, 2004).

Several reasons related to content of teacher education programs have been given for lack of quality in teacher education. These include – It is not clear to what extent the pre-service programs should focus on content knowledge. We have not been quite sure as to whose responsibility it is to ensure subject knowledge of student teachers (McIntyre and Byrd, 1996 from Singh, 2010). It has been suggested that teacher education sector should not take the responsibility of teaching school-subjects which should be left to the domain of the general education institutions (Behar). Teacher preparation has concentrated a lot on information dissemination and not on developing skills aspect of a teacher and even when pedagogical skills have been addressed, it has been difficult to identify relevant pedagogical skills and understand how to transmit them (Singh, 2010). Overall, the curricula are outdated (Rao, 2010) and even when several new papers were added to pre-service teacher education, they were put in optional category (Singh, 2010). The teacher education curriculum needs to be a multi-disciplinary area which draws from other disciplines such as psychology, sociology and philosophy (Rao, 2010).
Suggestions

- To ensure that teacher education is not isolated from rest of education, which it is at present, Batra (2009) has highlighted the need to establish links between DIETs, SCERTs and Universities on one hand, and between DIETs and Block and Cluster Resource Centres on the other where, DIET faculty assume a mentoring role for coordinators of BRCs and CRCs.
- Suitable convergence between the NCF and teacher education goals, strategy and instruments needs to be brought about (Rao, 2010).
- There should be appropriate linkage between pre-service and continuing in-service teacher education programs (Rao, 2010).
- The emphasis should be on a long duration internship that provides enough opportunity for self-study, reflection and involved engagement with children (Rao, 2010).

1.5 Need for New Curriculum

Considering all these aspects, it is quite apparent that a new, updated and more relevant course of teacher education is needed. In the state of Uttarakhand, there was no document for teacher training available. The older curriculum of Uttar Pradesh was being followed and updated version not available.

It all began with a meeting with the then Secretary, Education, Dr. Rakesh Kumar, who agreed to our analysis that a big hindrance in the States’ progress on its agenda to attain Quality education is the nature and current status of teacher preparation. After duly recognizing this problem, the State initiated a much-needed process of curricular reforms for in-service teacher training program referred to as BTC.

The SCERT, Uttarakhand, was entrusted with the task of revamping the BTC curriculum. Azim Premji Foundation supported this process. Over the last two years of our engagement, we’ve undertaken many need based steps to strengthen the BTC curriculum and make it effective.

1.6 Rationale for Process Documentation

As we consider the entire process of BTC curriculum development and the process of its introduction very important, it was decided to systematically document the whole process. Importantly, having refined the curriculum, and while it is being implemented for the first time itself, it is worthwhile to gauge the pertinence of the processes and recognize challenges.

An assessment of our process will also help us to improve our efforts by identifying gaps in our processes and filling them. Evaluation at this early stage of implementation will help us explore
appropriateness of the adopted model and provide guidance to adjust to challenges faced. It will also lead to a periodic assessment of achievements in relation to expected results.

It is also important to note that this is our first attempt and also that there were several challenges accompanying this attempt. Some of the challenges faced were with respect to the DIET faculties transacting the new curriculum. A shortage in their numbers has been felt. A new curriculum and new transaction process poses a challenge for them. Their readiness, understanding and agreement with the new processes and the resultant changes in classroom environment are important factors for effectiveness of the curriculum.

The present study will help the education system in making pre-service teacher curriculum more appropriate, considering the demand of a good teacher. In addition, change in curriculum is needed in many states so as to align the curriculum with NCFTE. Insights from this study could help in doing the same thing in other states.

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**Extracts from the Project Proposal**

a. The teacher is at the heart of the education process. Addressing the vision, capability and motivation of the teacher would significantly impact the teaching-learning process. SCERT, Uttarakhand, took up the task of revamping the BTC curriculum. Azim Premji Foundation supported this. Revamping the BTC curriculum and providing support has been an important activity of the Foundation.

b. Why is the problem important – It was decided to systematically document the whole process. Importantly, it is worthwhile to gauge the pertinence of the processes and recognize challenges. A focus is to identify struggles and key issues when philosophical paradigm shifts take place at curriculum level, and an attempt is made to translate such policies into practice.
2. Research Design

2.1 Objectives of the Study

1. To document the processes and challenges in developing a state level pre service teacher education program in alignment with NCF 2005 and NCFTE 2009.
2. To document the processes and challenges of implementing the BTC curriculum.
3. To document the processes and challenges involved in a partnership with the government.
4. To analyze the experiences of concerned educational stakeholders.

2.2 Research Design

Sample of the Study

In Uttarakhand, there are total 10 DIETs and 3 DRCs (*Table 2.1*) functional. There is either one DIET or one DRC in each district of the state. As per the norms of these institutions, there are considerable differences about Human Resource and Infrastructure norms between both types of institutions. Though, all these institutions are equally facing lots of human resource and infrastructure related challenges. However, the situation seems to be better in case of DIETs. Considering this, sample DIETs and DRCs were identified giving adequate representation to both types of institutions. Accordingly, 3 DIETs from 10 DIETs and 1 DRC from 3 DRCs were randomly chosen for the study purpose using lottery method. The following were the sample DIETs/DRCs identified for the study:

*Table 2.1 : Sample DIETs*

<table>
<thead>
<tr>
<th>Name of DIET/DRC</th>
<th>Type of Institution</th>
<th>DIET/DRC Selected for State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dehradun (Dehradun), Barkot (Uttarkashi), Tehri, Chadi Gaon (Pauri), Gauchar (Chamoli), Roorkee (Haridwar), Rudrapur (Udham Singh Nagar), Bheemtal (Nainital), Almora (Almora), Didihat (Pithoragath)</td>
<td>District Institute of Education and Training (DIET)</td>
<td>Barkot (Uttarkashi), Roorkee (Haridwar) and Almora (Almora)</td>
</tr>
<tr>
<td>Ratura (Rudraprayag), Bageshwar (Bageshwar), Lohaghat (Champawat)</td>
<td>District Resource Centre (DRC)</td>
<td>Ratura (Rudraprayag)</td>
</tr>
</tbody>
</table>

Although the data collection was concentrated on randomly identified 3 DIETs and 1 DRCs, efforts were also made to analyze profiles of State’s DIETs and DRCs and capturing experience and perceptions of principals/in-charges for all these institutions.
Apart from these institutions, faculties and in-charge of SCERT were also part of the study as they were crucial for development of the curriculum as well as in providing academic support to DIETs.

Secretary and Director of School Education Department, as they are key decision making personnel of any kind of educational initiative, were also identified as respondents considering their role in provoking thoughts and making a decision of developing pre-service (BTC) curriculum.

The study also covered Azim Premji Foundation members who were involved in developing the course as well in providing onsite support to the faculties and institutions.

From all these institutions, the following were the study respondents (Table 2.2):

**Table 2.2 : Respondents of the Study**

<table>
<thead>
<tr>
<th>Institutions/Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIET/DRC</td>
<td>All 13 DIET/DRC for profiling of Institutions</td>
</tr>
<tr>
<td>DIET Principal</td>
<td>All 13 DIET/DRC to know their experiences</td>
</tr>
<tr>
<td>DIET Faculties</td>
<td>4 DIET/DRC (Almora; Barkot; Roorkee and Ratura*) to observe Classroom Transaction</td>
</tr>
<tr>
<td>DIET Faculties</td>
<td>4 DIET/DRC (Almora; Barkot; Roorkee and Ratura*) to know their experiences and perception</td>
</tr>
<tr>
<td>Student Trainees</td>
<td>All Student trainees (n=1650) of all 13 DIET/DRC, who were present in the DIET/DRC on the day of visit</td>
</tr>
<tr>
<td>Student Trainees (during teaching)</td>
<td>16 Schools to observe classroom transactions. 4 Schools from each sample districts (2 Freshers’ and 2 Para Teachers’ classroom)</td>
</tr>
<tr>
<td>SCERT Members</td>
<td>Faculties involved in conceptualization of curriculum and in providing support to DIET/DRC</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td></td>
</tr>
<tr>
<td>1. SCERT</td>
<td>In/charge SCERT</td>
</tr>
<tr>
<td>2. Directorate</td>
<td>The Director – School Education</td>
</tr>
<tr>
<td>3. Secretariat</td>
<td>The Secretary – School Education</td>
</tr>
<tr>
<td>4. Azim Premji Foundation</td>
<td>Members involved in conceptualization of curriculum</td>
</tr>
</tbody>
</table>

* Ratura is a District Resource Center

**Respondents of the Study**

In the study, respondents from the concerned institutions who took part in any of the process of this pre-service curriculum, such as, development of curriculum, its transaction, resource support to institutions for effective transaction of curriculum etc. were covered under the study. The profile and number of respondents are as under:
<table>
<thead>
<tr>
<th>Respondent’s Profile</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary, Director – School Education</td>
<td>2</td>
</tr>
<tr>
<td>Faculties – Pre-service curriculum (DIET and SCERT)</td>
<td>50</td>
</tr>
<tr>
<td>Principals/In-charge (DIET &amp; SCERT)</td>
<td>14</td>
</tr>
<tr>
<td>Head Teacher (Internship School)</td>
<td>10</td>
</tr>
<tr>
<td>Student trainees (DIET/DRC)</td>
<td>1650</td>
</tr>
</tbody>
</table>

**Research Tools**

In the study, different research tools were designed bearing in mind the need of the study, sample size, possibility of respondents’ availability individually or in groups. The research tools, used in the study were as under:

**Questionnaire:** The questionnaire for this study was designed only for student trainees. There were about 2600 student trainees enrolled in different DIETs and DRCs. It was felt that it would be useful to get some inputs from all student trainees who would be available on the day of the visit of research team. Hence, keeping this sample size in mind, a questionnaire was designed instead of an interview schedule. Secondly, there were lots of issues/questions for student trainees so it was not convenient to develop interview schedule due to time constraint.

**Interview Schedule:** All the interview schedules were of semi-structure nature. These schedules were used for Principals of DIETs/DRC, In-charge-SCERT, Secretary and Director of School Education Department, faculties of SCERT and members of Azim Premji Foundation. Overall, the purpose of developing interview schedule was to know the experiences of all these faculties and dignitaries about development and implementation of BTC curriculum and challenges faced by them at different levels.

**Focus Group Discussion:** It was important to hear the voices of DIET faculties about transaction process. To generate a discussion among DIET faculties about their varied experiences and what they thought about experiences of student trainees, an FGD guide was developed. This was used only in four sample DIETs.

**Classroom Observation:** Though various schedules were developed to capture perception of all different stakeholders of BTC curriculum, observing transaction processes in sample DIETs and Schools (to observe classroom processes of student trainees) were considered key components of the study. In each DIET/DRC, it was planned to cover at-least one classroom session of each faculty engaged with student trainees so that a feel of actual transaction of curriculum in each of the sample institution could be gained.
**Profile Format:** A format to capture human resource and infrastructure related information of all DIETs and DRCs of the State was designed to cull out their strengths and challenges in regard to availability of resources in these institutions.

Apart from all these study tools, efforts were also made to get details of best practices and initiatives taken by the faculties or the institute for effective implementation of the curriculum. Wherever, possible the process have been captured to show case the efforts.

### 2.3 Key Issues

- **Development of BTC Curriculum**
  - Trace the genesis (strategies, opportunities) of the need to develop a new pre service curriculum and implement it in the state
  - Evolution of the curriculum development process

- **Implementation of the BTC curriculum**
  - Content, pedagogy and resources
  - Roles and responsibilities of SCERT, DIETs and APF
  - Innovations in implementation

- **Partnership with the government in Development and Implementation of Curriculum**
  - Issues of transfer of DIET faculties
  - Issues of change in leadership at SCERT and DIETs
  - Extent of availability of resources – ICT, books, printers, stationary, time
  - Sharing of practices, knowledge, resources
  - Organizational and administrative processes
  - Experiences of stakeholders such as SCERT faculties, DIET Faculties, Student trainees, APF members, Head teacher (internship schools)
3. DIETs in Uttarakhand

The DIET has been considered as Light Houses of elementary and secondary education. The State has DIETs in 10 out of 13 districts; however, in rest of the three districts, there is a provision of District Resource Centre (DRC). These three districts are Champawat, Bageshwar and Rudraprayag. All these institutions are functional in their own building except Udham Singh Nagar district where own building of DIET is under construction. Pithoragarh DIET is the oldest DIET in the State established in 1961. All other DIETs/DRCs have been established in last two decades mostly in the mid of 1990 – 2000 or 2000 – 2010. All the three District Resource Centres and Udham Singh Nagar DIET have been established after the State was carved out from its parental State, that is, Uttar Pradesh.

3.1 Structure of DIET and DRC

In DIET, there are 7 different branches who deal with different academic functions. These departments are – 1 – Pre-service Teacher Education (PSTE), 2 – Work Experience, 3 – District Resource Unit for AE/NFE, 4 – In-service Programmes, Field Interaction and Innovation Coordination (IFIC), 5 – Curriculum Material Development and Evaluation, 6 – Educational Technology (ET) and 7 – Planning and Management (PM). The guidelines drafted by Government of India, also known as Pink Book, elaborate about the desirable qualification of all these faculties like Sr. Lecture, Lecturer etc. The data below reveals the functional status of various branches of DIETs. In DRC, these departments do not exist.

3.2 Academic Staff in States’ DIETs and DRCs

The biggest challenge before DIETs and DRC is the lack of permanent leadership in all the institutions. In 4 out of 13 institutes, there is no Principal appointed. These institutes are headed by one of the senior faculties or other authority there. Such arrangements are not in favor of ensuring that these institutes function as light houses of education. There are almost 18 different posts in DIET and 10 in DRC among which 9 posts are academic or related areas in the DIETs and 6 in DRC (Chart alongside). The situation seems challenging especially in case of Senior
Lecturer and Librarian where more than half of the posts are vacant in both the cases. The post of Senior Lecturer is considered to be important considering the leadership to the respective department of the Institute and the post of Librarian, in providing content resources to the faculties, cannot be underestimated. It needs urgent attention of decision makers to enhance effectiveness of these institutions. Similarly, the post of Lecturers are vacant only in 15 percent cases but considering the crucial role of this post it needs to be addressed.

In Uttarakhand, District Resource Centres (DRCs) are forced to play the role of full-fledged DIETs. Implementation of two year pre-service teacher education course (BTC Course) is the recent example where 600 newly selected student-trainees have been oriented through three District Resource Centres even in the face of lack of human and infrastructural resources. This can affect the process of professional development of teachers. As these institutions are the only academic resources for their respective districts, the need to reform these institutions into a full-fledged DIET is a strong recommendation.

3.3 Leadership in DIETs

As stated above, in only 9 out of 13 institutions a permanent principal has been appointed. Of these 9 institutes, 8 are DIETs and 1 DRC. However, it is noteworthy that, even in places where a permanent principal was appointed, none of the principals completed their three-year tenure in their respective institute. In rest of the cases, namely, Bageshwar and Ratura DRCs and Roorkee and Tehri DIETs, the charge of principals is given to senior faculty of the same institute or to the other educational authority. Recent reshuffling in the department has also made changes in leadership of DIETs. In 4 out of 8 cases, the changes are within same institutes however in case of other some new DIET leaders have been appointed who were looking after administrative jobs in non-academic institutions.

3.4 Teacher Educators in DIETs and DRCs

In the DIET, there are six posts of senior lecturer in different department. The Chart 2.1 clearly depicts the status of faculties of DIETs and DRCs. Institution wise analysis reveals that in three DIETs, namely, Barkot, Gauchar, Tehri and also in all the three DRCs, senior lectures are not posted at all. Besides this, in Almora, Didihat, Roorkee and Pauri DIETs, only two or three senior lecturers are posted. This presents a deplorable situation of different departments of DIETs and DRCs. Though the availability of Lecturers in most of the institutions seems better but in case of DIET Uttarkashi and Didihat, the situation is quite similar as in case of senior lecturers. In Uttarkashi, there are only 11 lecturers posted in the DIET against 17 posts while it is only 8 in case of Didihat. Didihat and Uttarkashi fare worst, when the availability of faculties is compared across all 13 institutions.
3.5 Department-wise Availability of Teacher Educators

Pre-Service Teacher Education (PSTE)

As per the guidelines of government of India, this department will have one senior lecturer who will be having specialization in Child Psychology. There will be 8 post for lecturers, 2 in language (may be 3 or 4 depending on the circumstances of the State/District), one each in Foundation of Education, Maths, Science, Social Science/studies, Art Education and Physical Education. The department also has provision of one Lab Assistant. The guideline document also reveals that in the area of Art Education, the DIET will need the faculty strength in visual as well as performing arts. If the Lecturer in Art Education has expertise in only one of the areas, a resource person may be engaged on part time basis.

All DIETs and DRCs taken together, 3 institutes, all DRCs, do not have any senior lecturer posted in PSTE department. In rest of the 10 institutes though Institutes have senior lecturer but none of these are specialized in child psychology except one case of Dehradun DIET where senior lecturer has post-graduation in Psychology.

So far as availability of Lecturers in PSTE is concerned, the availability of faculty in Arts Education department seems to be worst as there are only two institutions, namely, Tehri and Pauri DIETs where one faculty in each institution is posted, however, the provision of Arts faculty has been made through Attachment. In rest of the subjects like Language, Foundations of Education, Maths, Science and Social Science, faculties are available in more than three-fourth institutions.

Institute wise analysis of PSTE reveals a great shortage of faculties in all the three District Resource Centres, Didihaat and Barkot DIETs. In Lohaghat DRC, faculties for Maths and Social Science have been managed through Attachment. Besides this, in DIET Didihaat, only one faculty for Social Science subject is posted in the DIET and similarly in DIET Badkot, no faculty have been posted in three subjects, namely, Science, Social Science and Art Education.

Work Experience (WE)

DIET guidelines suggest provisions of one Sr. lecturer, one Lecturer and one WE Teacher/Draft Instructors (for specialized in craft/trade/horticulture etc.

Faculty wise analysis of Work Experience department shows that post of senior lecturer is vacant in almost half of the cases where 6 out of 13 DIETs do not have senior lecturer in work experience department. The status of availability of lecturer as well as work education teacher/draft instructors is also same as in case of senior lecture. In both the cases, post for
Lecturer in 5 DIETs and Work Education Teachers/Draft Instructor in 6 cases are vacant across the State’s DIETs/DRCs.

Institution wise analysis reveals that three institutes, that is, Almora, Dehradun and Didihaat DIETs, all the posts are filled-up. In rest of the institutes, there are 5 institutes where at-least one post is vacant across all three categories. In 4 out of 13 institutions, no post has been filled-up in WE department. This analysis does not include Pauri DIET as the information about faculties is not available department wise.

**District Resource Unit (DRU)**

*The post of Vice-Principal of the institute is provisioned in DRU. This department will deal with Non-Formal Education (NFE) and Alternative Education (AE). Apart from having one post of senior lecturer, there will be two lecturers for NFE and 2 for AE. If DRU has 2 clerks, one of them will be a steno-typist attached to the vice principal.*

In District Resource Unit, there is a provision of vice-principal/sr. lecturer, lecturer-non-formal education and lecturer-alternative education. In only two institutions, namely, Bheemtal and Dehradun DIET, the faculties are appointed as per the norms. However, In Lohaghat CRC, Bageshwar CRC and Roorkee DIET, no faculty has been appointed for District Resource Unit and this department is run by giving additional charge to the faculties of other departments. In rest of the cases, the department has either one or two faculties. As the vice-principal of the DIETs is from this department, this post is filled up in 5 institutions. Although the department has a provision of two clerks, in three institutions, there are only two to three clerks posted. 4 institutions do not have even a single clerk at the DRU. Five institutions, where there is a provision of two clerks, only one clerk is available.

**In-Service Programs**

In-service department has provision of one senior lecturer, one lecturer and one clerk. The status of this department seems better among different departments as most of the post of senior lecturer and lecturer are filled-up in all the institutions. Though the post of senior lecturer does not exist in DRCs but lecturers are posted at each DRC.

**Curriculum, material development and evaluation**

In each DRC, one lecturer is posted against one post of lecturer but there is no senior lecturer posted as DRCs do not have provision of senior lecturer. According to the DIET guidelines, there should be one senior lecturer and one lecturer at each DIET. Of these, one should have a background in Science/Mathematics and the other in Social Science/Humanities. In case of
DIETs, senior lecturer is not posted in three DIETs, namely, Tehri, Chamoli and Pauri. This points towards readiness of these three institutions in dealing with evaluation and curriculum material development.

**Education Technology**

The allocation for this department according to the DIET guidelines is – one senior lecturer, one lecturer and one technician. Though the post of lecturer is filled up in all the institutions except two cases, that is, Pauri DIET and Champawat DRC but the situation seems critical in case of availability of senior lecturer as no senior lecturer is posted in 5 institutions, all DRCs and two DIETs, namely, Gauchar and Uttarkashi. In 9 institutions, a technical assistant is also appointed in each institutions except four cases, 2 DIETs (Gauchar and Pithoragarh) and 2 DRCs (Rudraprayag and Champawat).

**Planning and Management**

DIET guidelines suggest that this department should comprise of one senior lecturer, one lecturer and one statistician. In six out of thirteen institutions, post of senior lecturer is vacant, which can be consider a great challenge before all these institutions as planning and management is one of departments where lack of in-adequate functionaries can be understood non-negotiable. The situation seems quite satisfactory in case of posting of lecturer as there in only one institution, Pithoragarh DIET, where no lecturer was found to be posted in the DIET during data collection. A provision of one Statistician has been made in this department, which is available in 10 institutions but in two cases, this post is filled up by deputy assistant teachers. In Gauchar DIET and Champawat and Rudraprayag DRC, no one is deputed or posted for the post of statistician.
4. BTC Curriculum: Genesis and Development

4.1 Genesis of the Idea

After the formation of Uttarakhand state in 2001, no curriculum for teacher education was designed till 2008. There was a need to design a course in light of NCF 2005 and NCFTE 2009, as well as, keeping in mind the context of the state. It was felt that, in Uttarakhand’s progress on its agenda to attain quality education, the nature and status of teacher preparation would play an important role. For this, the curriculum and quality of teacher preparation needed to be made better. After duly recognizing this need, the State initiated a much-needed process of curricular reforms for pre-service teacher training program referred to as BTC (Basic Training Certificate).

The curriculum was developed in accordance with the current understanding of education and the role expected of teachers in the process of schooling i.e. what NCF 2005 and NCFTE 2009 have talked about. Although NCFTE 2009 had not been released till then, its draft was ready.

Those involved in the development of the curriculum aimed –

- To ensure that BTC Curriculum is aligned to the requirements of what NCF 2005 and NCFTE 2009 demand from new teachers.
- To ensure that the student trainees are informed and equipped with dealing with new theories of learning methods and objectives.

4.2 Participants in BTC

BTC had two sets of participants divided based on the two main phases – development and implementation.

**Participants during Development of the BTC Curriculum (Curriculum Development Team)**

The SCERT, Uttarakhand, was entrusted with the task of revamping the BTC curriculum. Azim Premji Foundation had been working in the state since 2004 and the state decided to involve the Foundation in this work also. Hence the Foundation also participated in this process. A few DIET faculty members were also part of this process.

**Participants during Implementation of the BTC Curriculum**

The BTC curriculum was implemented in all the 13 districts of Uttarakhand. The main stakeholders were student trainees and DIET faculty.
The Students – Graduation is generally the eligibility criteria for PSTE and appointment of teachers. However, due to inadequate number of eligible candidates, appointments were made using other channels too, leading to a diversified group. It was earlier thought that BTC students would at least be graduates. They may even have done B.Ed. or M.Ed. but that was not an eligibility criterion. They would get enrolment in the course by clearing an entrance examination. Later, before the admission of these students, another set of students were added to the course. These were the current shiksha-mitras. Hence, it was decided that at each institute, there will be shiksha-mitras as well as other students, who would be referred to as freshers. The entrance examination was only for the freshers. For shiksha-mitras, the eligibility criterion was that they should be graduates.

The Facilitators (Faculty members) – The facilitators in the DIETs generally are the subject specific lecturers and senior lecturers. The curriculum document says that the BTC course will serve the dual purposes of i) effective training of student trainees, with emphasis on hands-on, practical training and ii) giving a chance to trainers to enhance their androgogy skills and perspective. The facilitators have learnt about methods for androgogy through DTS and DOT trainings.

4.3 Development of the BTC Curriculum

For deciding on what should be included in the curriculum, the curriculum development team besides focusing on NCF and NCFTE also drew upon the experiences from Eklavya, Digantar and Vidyabhavan. They developed a new D.Ed. Curriculum for the state of Chhattisgarh and used that experience for Uttarakhand too.

The primary focus of referring to these experiences was with regard to the kind of teachers needed. The following were the suggestions that emerged –

<table>
<thead>
<tr>
<th>Good Teacher Has</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge and understanding of the subject</td>
</tr>
<tr>
<td>• Pedagogic (teaching) skills specific to the subject</td>
</tr>
<tr>
<td>• Ability to access/develop teaching learning resources</td>
</tr>
<tr>
<td>• Sensitivity to and respect for learners</td>
</tr>
<tr>
<td>• Vision and understanding of society, education and children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New teachers enter the profession with vision, competence and motivation that is conducive to achieving the aims of education</td>
</tr>
<tr>
<td>• Practicing teachers find meaning in professional development programs</td>
</tr>
<tr>
<td>• Paradigm shift in teacher preparation, development and support</td>
</tr>
</tbody>
</table>
### 4.4 Structure of the Course

The NCFTE 2009 document stated three Teacher Education Curricular Areas namely:

1. Foundations of Education
2. Curriculum and pedagogy
3. School Internship

The BTC curriculum also adopted the same three curricular areas while conceptualization and framing of the various subject papers for the four semester course.

The course subjects and topics within each were carefully thought of. Stress was given to inclusion of topics that would help the trainees understand natures of subjects and specific pedagogical practices.

In every paper of the BTC syllabus, in accordance to the DIET guidelines, each unit of study is divided into four portions:

1. The content of the topic
2. Classroom transaction (List of suggested transaction processes)
3. Practicum activities (List of suggested activities)
4. Internal Assessment (List of activities which could be used for assessment)

The examination pattern and allocation of marks tells about the comparative importance of aspects such as Foundation and Pedagogy—

<table>
<thead>
<tr>
<th>Type</th>
<th>Total</th>
<th>Each Paper</th>
<th>Theory</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>1100</td>
<td>100</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>1400</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Internship</td>
<td>Report 50</td>
<td>Viva 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institute 50</td>
<td>Institute 50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hence, there was more focus on pedagogy and within that, on practical work. As a general trend, the number of Foundation papers reduced from first semester to last while the pedagogical and practical component increased over semesters.

4.5 Key Features of the Curriculum

Minimum Lectures

The curriculum envisaged a classroom with minimum lectures. The curriculum suggested several other classroom transaction processes such as group discussions, presentations, role play, brainstorming etc.

Absence of textbooks

Another key feature of BTC was the absence of prescribed text books. There was no textbook developed for the transaction of the curriculum. In due course of time, mechanisms for support were developed such as, library books and subject-wise workshops for these faculty members. This allowed the student trainees to explore the available reference material, surf the internet to obtain information regarding specific papers.

Alignment of BTC Curriculum with NCF 2005 and NCFTE 2009

NCF and NCFTE were used as basis for making several decisions regarding aims of education, preparation of teachers, teacher training methodology and content focus. This alignment with NCF and NCFTE, as well as with Guidelines for Programmes and Activities by DIET is detailed in the following section.

Aims of Education

- One of the important objectives of education is to make the child competent to understand the meaning of life, develop her capability, to set a goal and strive to achieve it and also to provide the other person with the right to do the same. (शिक्षा का एक महत्वपूर्ण उद्देश्य यह है कि बच्चों को इतना संक्षम बना दिया जाए कि वे जीवन का अर्थ समझ सकें एवं अपनी योग्यता का विकास कर सकें, अपने जीवन का एक उद्देश्य निर्धारित कर उसे प्राप्त करने का प्रयास कर सकें। दूसरे व्यक्ति को भी ऐसा करने का अधिकार दे सकें।)

- The guiding principles discussed earlier provide the landscape of social values within which we locate our educational aims. The first is a commitment to democracy and the values of equality, justice, freedom, concern for others’ well-being, secularism, respect for human dignity and rights. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum,
therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children. (*Page 10, Para 5, NCF 2005*)

- Choices in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work and participate in economic processes and social change. (*Page 11, Para 5, NCF 2005*)

- **We need to give preference to the experiences of children, their creative participation and constructive potential.** To nurture the primary zest that children have to naturally relate to others and to the world. (हम बच्चों के अनुमोदनों, उनके स्वर्ण और उनकी सक्रिय सहभागिता को प्राथमिकता दें। उनकी सक्रियता और रचनात्मक सामर्थ्य को पॉशित और संवर्धित करें। दुनिया से वास्तविक रूप से सम्बन्ध विकास तथा दूसरों से जुड़ने की उनकी मूल अभिवृद्धि को पॉशित करें।)

- Activity is the heart of the child’s attempt to make sense of the world around him/her. Therefore, every resource must be deployed to enable children to express themselves, handle objects, explore their natural and social milieu, and to grow up healthy. (*Page viii- under Executive Summary, Para 2, NCF 2005*).

- Education must provide the means and opportunities to enhance the child’s creative expression and the capacity for aesthetic appreciation. (*Page 11, column 2, Para 1, NCF 2005*).

- It is important for a child to learn to participate in the process of knowledge creation. In the very process of knowledge creations, meaning making and human action i.e.; work. (*Page 25, Para 1, NCF 2005*).

- Development of Life skills such as critical thinking skills, interpersonal communication skills, negotiation/ refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of daily life. (*Page 40, Para 4, NCF 2005*).

- **Education needs to be organized in a manner that is accordance with the psychological development of the child and her interests.** To convert these plans to reality would need teachers with adequate training. (बच्चों के मनोवैज्ञानिक विकास व अभिलक्षण के अनुसार शिक्षा को नियोजित किया जाना चाहिए। इन योजनाओं को धरातल पर उतारने वाले शिक्षक तैयार किए जाने चाहिए।). The teacher needs to have an appropriate understanding of progress and that the process involved has the human being as the centre and to understand the concept of child development in this context. (विकास की सही समझ रखने हों अर्थात् यह समझ उन्हें सुरुचाप हो कि विकास की प्रक्रिया के केन्द्र में मनुष्य है, न कि आर्थिक मूल्य, और इसी संदर्भ में वाला विकास की अवधारणा को समझने हों।)

BTC Curriculum: Genesis and Development
NCF recommends the softening of subject boundaries so that children can get a taste of integrated knowledge and the joy of understanding. (*Page viii – under Executive Summary, Para 3, NCF 2005*)

- Respect children’s native wisdom and imagination. (*Page 5, Para 4, NCF 2005*)
- ‘Child-centered’ pedagogy means giving primacy to children’s experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children’s psychological development and interests. (*Page 13, Para 3, NCF 2005*)

The role of a teacher is not restricted to developing the skills of reading, writing and counting in the child and subject matter knowledge but to be a facilitator and to create an environment of knowledge creation. (*Page 20, Para 3, NCF 2005*)

- We are now seeing a small shift away from the focus on ‘factual knowledge’, but teacher preparation, planning of classroom practice, textbook preparation, and evaluation need to support this shift more decisively. (*Page 20, Para 3, NCF 2005*)

- Inclusion of the local context in classroom transaction would imply a serious attempt by the teacher to make choices in a manner that is pedagogically imaginative and ethically sound (*Page 32, Para 1, NCF 2005*).

- Develop the needed counseling skills and competencies to be a ‘facilitator’ for and helper of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations. (*Page 108, NCF 2005*)

**Vision of the BTC Curriculum on Preparing Teachers**

- Capability of understanding the child and society in the present scenario and also comprehend the appropriate learning processes needed for this context. (*Page 2, Para 2, NCFTE 2009*)

- A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society. (*Page 2, Para 2, NCFTE 2009*)
Be sensitive to the social, professional and administrative contexts in which they need to operate. *(Page 108, NCF 2005)*

Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts. *(Page 108, NCF 2005)*

- Teachers to be able to define the learning process based on the individual diversity and views of the child. *(बच्चों की वैयक्तिक भिन्नता तथा विचारों के अनुरूप उनके सीखने की प्रक्रिया का निर्धारण करने की क्षमता रखते हों)। *Based on the new concept of allowing children to create their own knowledge, the teacher needs to have the capability of situating her teaching learning process in an appropriate environment.* *(बच्चों में स्वयं ज्ञान का सृजन करने की नई अवधारणा के अनुरूप सीखने--सिखाने की प्रक्रिया के लिए उचित वातावरण तैयार करने की क्षमता रखते हों)।

- Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. *(Page 4, Para 2, NCFTE 2009)*

- Develop the needed counseling skills and competencies to be a 'facilitator' for and helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations. *(Page 8, NCF 2005)*

- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity. *(Page 23, Para 1, NCFTE 2009)*

- Understand the way learning occurs and to create plausible situations conducive to learning. *(Page 108, Para 1, NCF 2005)*

- The teacher needs to have the skill to integrate/incorporate and use the rich knowledge of the community in the teaching learning process. *(सीखने की प्रक्रिया में समुदाय के ज्ञान की विरासत को अन्तर्विक्ष करने का कोशल एवं उसे उपयोग करने की क्षमता रखते हों)।

- Connecting classroom knowledge to the life experiences of children. *(Page 5, Para 2, NCF 2005).*

- Our children need to feel that each one of them, their homes, communities, languages and cultures, are valuable as resources for experience to be analysed and enquired into at school; that their diverse capabilities are accepted; that all of them have the ability and the right to learn resources for experience to be analysed and enquired into at school; that their diverse capabilities are accepted; that all of them have the ability and the right to learn and to access knowledge and skills *(Page 14, Para 1, NCF 2005).*
Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each (Page 15, Para 3, NCF 2005).

Locally available resources include folklore and storytelling, community singing and theatre. Storytelling is appropriate not only for pre-school education, but continues to be significant even late (Page 41, Para 1, NCF 2005).

- **To be able to implement democratic processes and values in the classroom and school.** (विद्यालय एवं कक्षा—कक्ष प्रबन्धन में लोकतात्त्विक तीर—तरीकों एवं मूल्यों को लागू करने में सक्षम हैं).

- Enables all children to experience dignity and the confidence to learn. (Page 5, Para 2, NCF 2005).

- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction. (Page 23, Para 1, NCF 2009)

- Teacher should practice equality and not practice discrimination to make children feel secure and create a fear-free environment. (Page 82, Para 1, NCF 2005)

- A positive ‘experience’ of democracy and democratic participation must be provided both within and outside the school. This experience must actively engage children and young people in ways that encourage values of inclusion, eventually leading the way to the realisation of the vision of a participatory democracy. (Page 84, Para 1, NCF 2005)

- **Teacher to have the potential of supporting the continuous progress in children.** (बच्चों की सतल प्रगति में सहायक बनने की क्षमता रखते हैं )

- Careful study of children and an understanding of what they are capable of learning at different ages. (Page 10, Para 4, NCF 2005)

- Teachers must be able to say things about each child/student, that conveys to them a sense of individualized attention, reaffirms a positive self-image, and communicates personal goals for them to work towards. (Page 57, Para 1, NCF 2005).

- Meaningful discussion of experiences and reflections, exploring and understanding complex motivations and ethical dilemmas associated with human behaviour and actions (Page 63, Para 6, NCF 2005).

- Keeping samples and notes of the child's work at different stages provides both the teacher and the learner herself or himself with a systematic record of his/her learning progress. (Page 73, Para 3, NCF 2005)
• Teacher to be able to analyse the curriculum, syllabus and textbooks based on the changing educational contexts. Also, the teacher needs to be able to engage in planning of curriculum and creating syllabus. (बदलते शैक्षिक सन्दर्भों में पाठ्यक्रम, पाठ्यक्रम और पाठ्यपुस्तकों के विश्लेषण, पाठ्यक्रमों के नियोजन तथा स्वयं पाठ्यक्रम निर्माण करने की क्षमता रखते हों।)

- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs. (Page 2, Para 2, NCFTE 2009)
- Teachers need to be prepared to analyse the curricular framework, policy implications and texts. (Page 108, Text box, NCF 2005)
- View knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks. (Page 108, Para 1, NCF 2005)

• In the BTC curriculum कला, संगीत एवं कार्यानुभव, शान्ति की शिक्षा has been included in the first and second semester. Teachers should understand the importance of games and creative arts in child development. (बाल विकास में खेल एवं रचनात्मक कलाओं के महत्व को समझना चाहिए।) In the third semester, BTC curriculum talks about सामाजिक शिक्षा. In the BTC curriculum teaching and work experience of arts and sports and health education are an integral part of the BTC curriculum from the first semester onwards and carry weightage along with library management skills. Activities such as art, music and work experience and peace education are interlinked and are part of the BTC curriculum in the first and second semester.

- To use conflict as a pedagogic strategy is to enable children to deal with conflict and facilitate awareness of its nature and its role in their lives. (Page 5, Para 1, NCF 2005)
- Children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school (Page 5, Para 3, NCF 2005).
- Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. (Page 15, Para 4, NCF 2005).
- Allow learners to spend time on deeper, meaningful learning of arts and crafts (Page 20, NCF 2005).
- Child's social experience needs to be brought to classroom to address issues of conflict (Page 24, Para 1, NCF 2005).
Teachers should make deliberate attempts to infuse and reinforce the importance of peace-related values that are commensurate with the textual material taught in school and the developmental stages of children. (Page 63, Para 7, NCF 2005)

The language used in early education is one that the child is familiar with in the immediate environment, while an informal multilingual classroom would help children to comfortably adjust to the early introduction of a second language (English) (Page 66, Para 1, NCF 2005).

Physical development through sports activities is also a must (Page 68, Para 1, NCF 2005).

Training Methodology

- The curriculum envisaged a classroom with minimum lectures and the absence of prescribed text books. This allowed the student trainees to explore the available reference material, surf the internet to obtain information regarding specific papers. (BTC document)

- Training methodology will, in general, be so devised as to carefully eliminate 'spoon-feeding' and help trainees discover, learn and practice for themselves (BTC curriculum document as given in District Institutes of Education and Training, Guidelines for programmes and activities, Chapter 3, 3.2.2 (IV))

- The teaching of science should be recast so that it enables children to examine and analyze everyday experiences (Page ix, Para 2, NCF 2005).

- Both teachers and children need to be motivated and trained to use the library as a resource for learning, pleasure, and concentration (Page 91, Para 1, NCF 2005).

- Children should be provided more direct access to multi-media stimulations, ICT present their own experiences, could provide them with new opportunities to explore their own creative imagination. (Page92, Para 1, NCF 2005)

- Teacher educators evoke responses from students to engage them with deeper discussions and reflection. Students encouraged to identify and articulate issues for self-study and critical enquiry. (Page 52, NCFTE 2009)

- Students encouraged to work in teams undertaking classroom and learners’ observations, interaction and projects across diverse courses. Group presentations encouraged. (Page 52, NCFTE 2009)

- The NCFTE 2009 proposed a Process-based Teacher Education as opposed to the Dominant Practice of Teacher Education. The BTC curriculum incorporated the suggestions of this proposal, by including activities in the classroom transaction processes and practicum in all the semester papers.
**Content Focus**

NCFTE has recommended three broad curricular areas for effective teacher education. These are i) Foundations of education ii) Curriculum and pedagogy and iii) School internship.

Following is a glimpse of how the above mentioned curricular areas mentioned were addressed in the various papers in the BTC curriculum.

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<tr>
<th>Curricular Areas</th>
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<th>BTC papers that addressed the Curricular Aspects</th>
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<td>Language</td>
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<tr>
<td></td>
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</tbody>
</table>

**BTC papers that addressed the Curricular Aspects**

1. बाल विकास और सीखना I and II (Child development and learning) [BTC doc., P. 25 - 30]
2. खेल एवं स्वास्थ्य शिक्षा (Teaching of Health and Sports) [BTC doc, P. 126]
3. भारतीय समाज व शिक्षा (Indian Society and Education) [BTC doc., P. 34]
4. समावेशित शिक्षा (Inclusive Education)

**BTC papers that addressed the Curricular Aspects**

1. विद्यालय शिक्षा का ढांचा संस्थाएं व परियोजनाएं (Framework of teacher education, institutions and projects) [BTC doc. P. 38]
2. शिक्षा और शिक्षा का विकास (Education and Educational Development) [BTC doc., P. 42]
3. विद्यालय नियोजन व कक्षा कक्ष प्रबंधन (School Planning and Classroom Management) [BTC doc., P. 52]
4. कार्यालयों का शिक्षण एवं कार्यानुभव (Teaching of Art and Work Experience) [BTC doc., P. 122]
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<th>Area C</th>
<th>School Internship</th>
<th>The BTC curriculum provided for three months of school internship for the student trainees in the fourth and final semester [BTC document, Page 135]</th>
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<td>1. परिवेशीय अध्ययन, विज्ञान एवं सामाजिक विज्ञान की प्रकृति (Nature of Environmental Studies, Science and Social Science) [BTC doc., P. 69]</td>
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<td>2. सामाजिक विज्ञान का शिक्षण (Teaching of Social Science) [BTC doc., P. 118]</td>
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<td>पाठ्यपर्याय एवं शैक्षिक मूल्यांकन (Curriculum and academic evaluation) [BTC document, Page 46]</td>
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5. BTC Curriculum Implementation

Till 2009 the faculty members i.e. the teacher educators had been involved in implementation of Vishisht BTC curriculum, which was a 6 month curriculum. These faculties were now faced with transacting a two-year (4 semesters) curriculum, which was new in several other ways too. To enable this transition an effort was made to familiarize them with the rationale of the curriculum and its content. Hence, orientation of faculties became the first step towards implementation.

5.1 Orientation of Faculties

Visioning Workshop

A group of thirty-three senior teacher educators from Uttarakhand were identified to facilitate and support the process of curriculum development of the BTC teacher preparation program. A consultative visioning workshop took place where these SCERT Senior Faculty Members as well as some faculty members of DIETs and DRCs participated. The main objective was of perspective building on education.

The five-day workshop was designed around topics which would hold relevance in the teacher preparation program. The design incorporated sessions giving a sociological, psychological and philosophical perspective of education to the participants. Eminent resource persons were invited for these sessions. It was felt necessary to help participants develop a deep understanding of the ‘teacher’ on whom the responsibility of giving quality education to the children of the State rests and who is at the centre of the teacher preparation program. One of the five days was also spent on demonstrating lesson transactions through different classroom techniques – experiencing a classroom situation first hand was the key objective of the session. Participants had expressed their desire to learn various transaction and facilitation skills in their list of expectations from the workshop. A full-day exercise was organized where participants experienced the use of different methods like film viewing, small and large group discussions and lecture method for some of the new BTC curricular content. Participants also discussed the relevance of each of these topics to the BTC curriculum in separate sessions throughout the five days.

Topics of Discussion –

- The Idea of Teacher
- The Chhattisgarh D. Ed. Experience
- Child Development and Learning
- Demonstrating Classroom Transaction
- Understanding Our Social Context
- Knowledge and Nature of Subjects
Orientation of DIET Principals

Though DIET principals did not participate in the process of curriculum designing, an orientation meeting took place for them, where DIET principals got to understand the course. This orientation took place in the Kumaon and Garhwal regions where the DIET principals of the respective regions attended. The primary facilitators were SCERT and APF members. The orientation started from perspectives regarding in-service teacher education and the concept of a DIET. Details of components of the BTC curriculum, like time-table, methodology, semester system, evaluation system, content and rules regarding attendance, uniform and leave were discussed. There was a discussion about finances and ICT resources. Even the plan for welcoming student trainees was made. In addition, some participants of the visioning workshop shared their experiences of attending it. Following responsibilities of DIET principals were fixed–

- Management and Planning
- Coordination with the faculties
- Supervision of curriculum transaction
- Weekly in house meetings
- Feedback to SCERT - administrative and academic
- Resource Support
- Liaison work
- Evaluation of training

5.2 The BTC Course

Its Beginnings

The course started with a big inaugural function on the first day, for the BTC students. The purpose was to generate vibrancy in the institution and show respect for the future teachers. (Several institutes organized a function to commemorate the end of the course).

Transaction of the Course

The transaction was designed to be in a semester-wise format over two years, with examinations and components of practicum in each semester. Four components of the envisaged transaction process are briefly described here, for a glimpse of what the course transaction was expected to be.
Daily Schedule

- **Time-table** – The curriculum document talked about having daily eight classes of 45 minutes each. The document mentioned that the time-table and break-up is only a suggestion ("सामान्य रूप से प्रयोग हेतु") and that it is not binding. Faculty could mutually decide and change duration of classes as and when required.

- **Assembly** – Daily morning assembly was placed as an important activity of BTC course. The objective as mentioned in the curriculum document – "प्रातः कार्यालय सभा का उद्देश्य अनंतायी वातावरण में प्रशिक्षुओं को मानव मूल्यों के प्रति संवेदित करना है". A 30 minute time-slot was allotted to it and several activities suggested.

Teaching Processes

- **Classroom Transaction** – The first point mentioned for this was that, since trainees are adults, appropriate methods of androgogy should be used. A few suggested appropriate techniques were detailed, without limiting the faculties to these. The next thing highlighted was that there should be minimum use of lecture-method.

"In the pre-service course, as in other programmes, use of the lecture method will be limited to the minimum. The process will be learner-active/participative rather than being of one-way communication. The process of learning for the trainees will consist as much as possible of modes like investigations, case-studies, problem solving, role-play, project work, self-study, field visits, demonstrations, group work, tutorials, and other activities. Audio-visual aids like video and audio cassettes, telecasts/broadcasts, films, slides, transparencies etc. as well as low-cost aids will be liberally used to make learning as lively as possible. (BTC curriculum document as given in District Institutes of Education and Training, Guidelines for programmes and activities, Chapter 3, 3.2.2 (IV))."

- **Practicum** – This component was hoped to achieve the following for the student-teachers –
  - Learning teaching skills
  - Opportunity for reflection and self-development
  - Opportunity for practicing theory
Individual and group engagements for the student-teachers were planned, within schools as well as outside schools. Hence practicum component not only included classroom teaching, but also other things such as, interaction with children, organizing gatherings such as ‘melas’, observing and learning all school activities.

- **Assessment** – The overall assessment was divided into two categories – i) Internal and ii) External. In the case of internal assessment, the curriculum provided the teacher with various options to assess the student trainee. Some examples of possible techniques given - peer-evaluation of group-work presentations, assignments, unit tests. In the semesters which had pedagogy papers, the practicum marks also included the marks received by student trainees during their practice teaching in schools. The external assessment, in the form of a written examination at the end of each semester, was conducted by the Board of Examination. It was hoped that the questions in these examinations will not promote rote-learning.

### 5.3 Need Based Initiatives and Innovations

**Taken by Curriculum Development Team**

Even during the curriculum development process some challenges in its transaction were expected/anticipated/thought about. These challenges were –

- Inadequate preparation of teacher education faculty. Hence following were required -
  - Perspective building of the curriculum
  - Deeper knowledge and understanding of theory and its constant application in practice
  - Updated skill of working with student trainees as adult learners, in the new curriculum
  - Demonstrating democratic processes through interactive classroom sessions with a focus on collaborative learning
  - Understanding and adopting the suggested assessment practices including practicum activities and classroom transaction processes

- Inadequate availability of reading and reference material in Hindi

Once the course started, members of the Foundation visited several DIETs and interacted with DIET faculty members and students, to see how things were moving along. These visits were made to gauge the effectiveness of the new curriculum and identify needs. Through these discussions, several experiences were shared and thus, insights gained for further steps. After getting these insights, a review and planning meeting was held wherein the curriculum development team gave due thought to what has been learnt, how to overcome challenges and make the transaction process better.
Some initiates were planned and implemented in the middle of first semester and then continued over rest of the semesters. These were –

- Curriculum detailing workshop – A subject-wise workshop at the beginning of a semester to delimit the curriculum.
- Regional Resource Group Workshop – A subject-wise workshop in the middle of a semester for DIET faculties to share their experiences, share resources and plan for assessment.
- Content support – Resources in the form of CDs, handouts, books were shared with the DIET faculties.
- Other forms of support –
  - On-site support to the DIET faculty in terms of choosing a resource like an appropriate book or article from a book
  - Giving references about resources telephonically
  - Help regarding ICT usage

**Introduction of Curriculum Detailing Workshops**

During first semester, Faculty and students across DIETs expressed anxiety about course completion and evaluation. Faculty members were looking forward to guidance from the SCERT regarding the extent of content coverage and modes of assessment (internal and external assessment). The need to have a detailed curriculum emerged in the observations. This also led to a need to help the faculty have a deeper understanding about the different aspects and content of the BTC. To facilitate this, APF and SCERT supported the DIETs.

The immediate plan of action was a two day on site workshop to be held at all the DIETs by a team of resource persons consisting of members from SCERT and APF. Further, it was decided that 6 functionaries per subject for 6 subjects are required to be engaged in an intensive workshop to detail, delimit and frame the curriculum of second semester before the start of the semester.

It was decided that these workshops should be intensive and comprise of clear outlining of content areas, possible transaction and practicum activities, weightage of different topics for evaluation along with suggested evaluation processes, and also locating reference material and other possible resources.

This component in the transaction process was thus added from second semester onwards and was continued for all subsequent semesters.
Introduction of Regional Resource Group (RRG) Workshops

In the beginning, these were envisaged as meetings to discuss about papers for examinations because a need emerged to form a resource group for each paper. The participants in these workshops would be the faculties dealing with the subject (1 faculty per DIET) along with the subject champion of SCERT and members of foundation. Besides developing a shared understanding on the subject, it was hoped that this workshop would focus on sharing of resource material amongst DIETs. For example, some individual lecturers took great effort to collate material and share it with other DIET faculties. Such efforts were brought to the forefront by sharing them in RRG workshops.

These two together then formed the innovative and one of the very important components of the transaction process – Platforms for Exchange among DIET faculty members.

Content Support

During the development of the curriculum, the SCERT members had to do a lot of reading. This helped to build capacity and understanding. Thus, there was a development of the SCERT team.

Several modes were used to collect reading material for topics where SCERT members were involved. Examples of these include –

- Apart from reading themselves, SCERT members became subject-wise coordinators for subject-wise groups comprising of DIET faculty members. These groups tried to find reading material as well as resource persons to develop material for them.

- Besides this formal role, SCERT members tried to be in a continuous support role for DIET faculties, to talk about subject related issues, whenever approached by a faculty member. Few SCERT members said that they got calls from DIET faculty members to ask regarding reading material or details of some topic.

By the first semester it was realized that the BTC curriculum could be significantly strengthened further by improving the availability of relevant resource and reference material in all the DIETs. There was a great deal of variation in the availability of library/ reference books and access to internet across the different DIETs. The urgency was realized and it was addressed by providing library books.
Initiatives by DIET Faculty and Student trainees

**DIET Faculty**

Sometimes guests were invited to interact with the BTC student trainees in the DIET’s. Some examples for guest lectures invited by some DIETs are - lectures on topics related with folk dance and culture, use of remote sensing and GIS for mapping of schools in remote areas, information technology and education development, traditional matric system for measurements units in three languages such as Garhwali, Hindi and English, and about the English grammar (learning of tense in easy manner).

At the same time some DIETs took the initiative to invite external resource persons through teleconferencing.

Inter-DIET sharing among DIET faculties took place because several of them formed informal networks among themselves for sharing experiences and addressing issues. These were based on personal relations and friendships, and faculty members interacted with each other through telephone.

**Student trainees**

Students formed study groups where they divided topics among themselves. Each one collected resource material and shared with others in their group. Student trainees who could use computer and internet, often took the initiative to help other students to learn. In one DIET student-trainees initiated the process of bringing out a bulletin of their creative pursuits.

**Collaborative efforts**

Faculties encouraged some students to take classes and also sometimes in the absence of teachers. Some DIETs have chosen from among BTC student trainees, one resource person for a particular subject of his/ her specialization and that resource person took classes. This helped in overall development of the student trainees. Subject-wise groups of students were formed and these groups took some ownership of helping other students in that subject.
6. Observations, Experiences and Perceptions

6.1 Development and Implementation Process

While talking to faculty members during this study, some of them, who had participated in the development process, said that a lot of topics in the final curriculum document were different from what was originally placed, during the curriculum development workshop. Mathematics and Science curriculums were highlighted as examples. They felt that SCERT, while finalizing the document, had made changes in it. Faculty members also said that during the development process, local context was kept in mind. For example, even though Chattisgarh curriculum was used, it was not entirely fit for Uttarakhand, especially the examples were not suitable.

On the other hand, other inputs from DIET faculties showed otherwise. They said that, curriculum development was an important step of partnership. While creating the curriculum, people listened to all the people involved and incorporated all the relevant things in the curriculum.

Those SCERT members who were involved since the beginning have said that the process of curriculum creation was very unique, strong and collective.

Talking about the curriculum as a whole, there was a spectrum of responses. The responses may be summarized in the following three categories –

- Some faculty members felt that the curriculum was quite relevant to present needs. They said that the semester-wise curriculum was designed very well and comprises of all important things. Going into the detail of what was liked, the design of the transaction process was reiterated, which mainly included focus on activities and student-centered learning processes.
- Some others felt that they liked some parts of the curriculum while others were a challenge. In this category, while liking the suggested transaction process and recognizing its strengths, they also highlighted challenges in 100% implementation as desired.
- There were also some, although very few, who felt the curriculum was quite weak, mainly because they felt that the suggested transaction was not at all implementable. The reason highlighted was lack of resources.
About Content and Curriculum Detailing

DIET Faculty on Content in Curriculum

• Some DIET faculties felt that the course could have focused on clearing basic concepts of primary level so that new teachers would be able to teach effectively in school. As a teacher at the primary level is expected to teach all the subjects, the BTC curriculum could have addressed this specifically.

• A lot of time was spent on discussions related to topics which were not relevant to the school-level content. The curriculum of Mathematics, especially in fourth semester was cited as an example. The content of mathematics dealt with graduation level topics and action research, rather than providing the students clear concepts on how to teach school-level topics. Science course was also found to be too vast and not suited to the school-level. This became a larger challenge as two-thirds of the students were from Arts or Humanities background.

• A common comment was that the ICT curriculum was very vast. It could have been general and basic, of the level required for teaching primary students. Also, it was difficult to merge it with other subjects.

Student Trainees on Content

• It was felt that the curriculum focused more on theory and not enough on practical. This was one of the most common comments, made either for some specific subject or topics, but most often for the entire curriculum. For example, a large number of students expressed the need to be informed about methods and techniques of teaching, such as, the easiest way of teaching mathematical operations, or teaching English.

• There was a feeling that the syllabus was vast, but later it was realized that it was more a matter of developing an understanding.

• Child Psychology was a subject liked by many students, both freshers as well as shikshamitras. It helped them to know about behavior of children.

• Some students felt that orientation should have been given to all the faculties so that they could deal with the content better.

• The freshers felt that since many of them were B.Ed., M.Ed. some topics seemed repeated in the course, such as BRC, CRC, mid-day meal concept etc.

“The curriculum was about qualities of a good teacher, how a teacher should teach in school, how to make teaching interesting and how to interact with children.”

- A DIET Principal
• Since there were no text books, students found subjects like mathematics and science difficult.

• They listed out several topics which they felt should have been part of their training. Some of these were not just specific topics but related to some aspects of teaching, such as, dealing with children with special needs (CWSN), dealing with multi-grade multi-level (MGML) situations.

• Some students also felt the need of including ‘Naitik Shiksha’ and how to teach it to children.

• They felt that perceptions of teachers could have been included while designing the curriculum so as to make it richer.

• This curriculum talks about ICT but we do not find any use of it in our schools where these facilities are not provided. Moreover facilities of ICT are not up to the mark in our DIET.

• ‘Sanskrit Teaching’ should be introduced in all the semesters like all other subjects.

**Content Development team on Content**

• Highlighting the difference between this BTC curriculum and previous curriculum (6 month special BTC), they said that the new curriculum was not a content based document and focused more on transaction processes. Mainly, the way of presentation was different and the content was not in a structured or ready form.

• The basic soul of the curriculum was its approach of a “no textbook curriculum”. This absence of textbooks turned out to be challenging for students and some faculty members. Hence, this motivated them to explore resources like books, internet etc.

• Introducing ‘Nature of Subject’ in the curriculum was very advantageous. It helped to understand each subject better.

**Perspectives on Curriculum Detailing**

During visits in the first semester, it was realized that there was a need to detail out the curriculum and delimit it. This was done so that all faculty members would understand the extent to which each topic has to be dealt with. Curriculum detailing and RRG workshops, discussed earlier, provided a platform for this purpose.

• Faculty members concerned with same subject, from all DIETs and DRCs came together and several fruitful discussions took place.
• Several faculty members took efforts to prepare well for these workshops and bring their work to share with others. It was said, by foundation members as well as DIET faculty members that this was one of the most efficient motivation and encouragement for the faculty members, themselves and others too.

• DIET faculties had limited opportunities for interaction with other DIET faculty. These workshops created a platform for such interactions.

• There was a lack of sharing of learning after going back to DIET.

• Even after third semester it was found that the DIET faculties were also not on the same platform about what components of the curriculum, such as lesson plan, mean and we found that there was a lack of coordination between faculty members on the whole course.

• In certain subjects, the workshops were very informative but did not give enough knowledge for practical usage.

**Orientation and Visioning Workshops**

These workshops were conducted for the SCERT members, DIET faculty and principals before the commencement of the BTC course. The following were the perceptions of the various participants –

The visioning workshop was appreciated by participants, as even after entering the third semester, DIET faculty said that the visioning workshop was very helpful and added that more such workshops should have been organized, giving them a chance to listen to eminent educationists. Other faculty members present at that time also agreed to this.

The orientation workshop was also appreciated by the participants. However, several principals got transferred and new ones came and these new principals did not have enough orientation towards the course.

**6.2 Transaction**

**Transaction at DIETs and DRCs**

An SCERT member asked some students about difference between B.Ed. and BTC. SCERT members said that, B.Ed. was still being run in a traditional pattern while in the BTC course the students have to have a very active and involved participation. The students also said that the way they make lesson plans is very different from what they did earlier. The students are themselves realising the capabilities that have developed in them. The key capabilities are communication skills and ability to think of innovative methods of teaching.
DIET faculties said that the main quality of the curriculum was the freedom of student trainees to express their thoughts, take part in group discussions, presentations and also to listen to others. DIET principals also articulated similar feelings by saying that the BTC students remained busy in project work, presentations and in practicum. On visits to the institutes, APF members also saw students engaged in preparing assignments and projects and were kept fully engaged in the program.

Such comments from all stakeholders reflected, in a nutshell, what the transaction process was like, the general environment it created in the institutes. The faculty members emphasized that discussions, brain-storming, guided reading, activities for work experience etc. were all carried out.

**Daily Routine**

*Time-Table*

The suggested time table that was mentioned in curriculum was followed with some modifications where ever it was felt necessary. The institutes did not face any issue regarding the frame work of time table. At one institute the time-table was followed and vibrancy maintained even till the end of the day. The process of gathering all students at the end of the day, for attendance and important announcements, was also considered a good practice and was used as an opportunity for interactions with the students.

A DIET Principal also pointed out that natural calamities hindered the working of the Institution and hence affected the whole process of the course.

Faculty members said that the time-table structure could have included specific time slots for project work because good quality projects require a lot of time.

The lack of hostel facilities meant that students had to spend long hours in the DIETs and travel long distances daily, sometimes through forests. They expressed the need for the time-table to accommodate these ground realities.

*Assembly*

The main processes used at assembly were similar across all the institutes. A typical assembly started with a prayer song (Vandana). This was followed by the Pledge by all the students where one girl led and others followed. After this, a student read out the news highlights. Next would be thought of the day followed by a story with a moral (example of one such story – a story of Birbal on theft). An activity for children would then be taken up, followed by ten general knowledge (Samanya Gyan) questions with their answers. A faculty or student would then take
attendance of the BTC students. Everyone then stood in attention and sang the National anthem. The students everywhere would clap in a particular set manner. Faculty members of one DIET said with pride, that the pledge which Dr. APJ Abdul Kalam made for teachers, was first started by student trainees in that DIET and then student trainees of other DIETs also started the same. Some other activities were also sometimes done by the student trainees during morning assembly such as plantation, cleaning of ground.

Everywhere, the assembly was conducted by groups of students. Group formations were either class-wise, roll number wise or based on choice of students. Each day, it was the responsibility of one group to conduct the different activities of assembly. The types of activities were fixed, but students made decisions about choice of prayer, thought of the day, story etc. Generally, BTC students, some DIET faculties and other members of the DIET were present at assembly times. Boys and girls stood in separate queues.

**Classroom Transaction**

**Faculty Members on Classroom Transaction**

Within the classrooms, the most prominent suggested change was about not having any lectures by the faculty, but having discussions, debates and other such activities, with the faculty as a facilitator. Hence, the following summarises what the faculty members said about these.

About Minimum-Lecture Method –

This process was frequently referred to as ‘zero-lecture method’. They said that earlier it used to be lecture method only, so in the first year they faced many problems because of new things in the syllabus. However, they did like the concept of trying to reduce the usage of lecturing. They said that, the scope of zero lecturing was very useful. It provided an opportunity for student trainees to participate in discussion, presentations, activities and the role of a teacher was just to facilitate in the class. This was a new learning for both student trainees and faculty. It was shared that it was not possible to not have any lectures. Lecture was especially needed in the beginning of a class, to introduce a topic and start a discussion and motivate students to find more information. In addition, some lecturing was needed even in between discussions and debates, in the form of facilitation. Hence, it could be apt to call it minimum-lecture method. All DIET faculties tried to keep lecturing at a minimum level. It was claimed that only 10% of classroom transaction was based on lecture. The rest was activity-based.
About discussions –

The faculty members said that they have focused on having discussions in class. They said that there were both, advantages and disadvantages of this - In most cases the discussions did lead to specific conclusions and hence the students could draw key messages for that topic. It also brought out the strengths of the students. However, sometimes they would not get enough material for discussions, or enough time to complete the course. It was added that importance of points could not be highlighted because they just came up in discussion like all other points.

In cases where student trainees facilitated classes, the faculty members noticed that the other students asked questions freely. Faculties also said that they found the method of group learning also very effective. These focused around project work. In these groups, peer-learning could take place.

**Student Trainees on Classroom Transaction**

The BTC course proved very beneficial as it encouraged them to participate in discussion and presentations in the class and express thoughts. Students said that classes used to be mostly based on discussions. Some students said that they especially liked the small-group discussion more than entire class discussions, because they felt more comfortable in small groups and also got more chance to speak.

A number of responses of student trainees indicated that they were not completely satisfied with the role played by faculty members during classes. They said that faculty could have played a greater role in giving direction to the discussions and consolidating key points at the end of discussions. Student trainees felt that perhaps the faculties also did not know enough about the topic to be capable of facilitating.

**DIET/DRC Principals on Classroom Transaction**

In most cases DIET Principals themselves have not been involved in taking classes or observing them. In one case, it was found that the principal also takes classes, as a substitute, when some DIET faculty was not available. DIET principals time and again expressed the need of adequate lecturers, due to lack of subject specialized teachers for all subjects. Some DIETs gave additional charges to faculties of particular subject to also teach other subjects.

**SCERT on Classroom Transaction**

Overall, they liked the suggested practices. They talked about strengths and weaknesses and also gave some suggestions for improvement. The following comments illustrate each of these
opinions respectively –

- As the students got exposed to the required type of classroom activities in BTC course, they would find it easy to apply them in their classrooms also.
- Students expressed that if classes are conducted in the suggested manner, they would find it difficult to complete the syllabus in time.
- There could have been demonstration of the suggested practices, by those who participated in the creation of the course.

**From Observation of a BTC class**

Of the few classes that were observed, they were found to be in a range of states, in terms of the infrastructure as well as ‘learning ambiance’. One may be described as, ‘A neat and clean, spacious classroom where pictures were made on the walls, with several charts and with a huge blackboard.’ Another classroom was very dirty with spider webs everywhere. In terms of usage for learning – Some institutes there were several charts on the walls. These in different places were about topics related to course, paintings or slogans made by the students, or charts displaying groups of students formed. In some institutes there were only one or two charts.

Processes used – Group discussions took place very commonly. In one such observation, groups were formed and each group was supposed to tell one point at least. Students discussed in groups and shared their views. Teacher appreciated each group, wrote main points on the board and asked further questions. Questioning by the faculty member was one of the frequently used methods to generate discussions and give direction to them. It was seen that sometimes faculty even specifically questioning those students who did not seem to be actively participating in the discussions.

Talking of the classroom processes, in all cases we found the faculties and students quite lively and students very responsive to queries of the faculty. Faculties were making efforts to stimulate discussions in the class. The students seemed very confident in the classes, an example of all the efforts that must have been put in by them and faculty members. The non-traditional seating arrangement was also seen in several places. Hence, efforts have been made to try to maintaining the spirit of the BTC curriculum. Lots of components of transaction took place beyond classrooms and these are described in the next section.

**Examination/ Evaluation** –

As there was no clarity on the process of the external examinations, there was a need to address issues such as paper setting and evaluation. Also, considering the new format of the curriculum,
the examination board needed to be oriented towards it. The issue of examination, especially paper pattern, arose in several discussions with DIET faculties and student trainees.

**DIET faculties on Evaluation**

First talking about the internal assessment methods, DIET faculties informed that unit tests, group discussions and presentations were all used to assess students, as was suggested in the BTC curriculum. Linking the process of internal assessment to Continuous and Comprehensive Evaluation (CCE), they added that, they could do continuous assessment during various classroom activities. However, assessment on aspects other those related to subject could not be done. The Examination Board just gave a phone call and informed the date by which internal assessments should be completed. The DIET stopped its classes and hurriedly sent the students for completing their assignments.

Talking about the external examination question papers, DIET faculties felt that the questions could have been more practice oriented and technique based. The kind of questions asked in first semester examinations led to a decline of interest among student trainees. This was because the questions were not based on understanding and tested only the knowledge of students. DIET faculties also added that model papers could have been given to all the DIETs to show the pattern of papers. The mathematics paper of third semester was an example where lack of knowledge about types of questions was felt.

**Student trainees on Evaluation**

Student trainees said that the internal assessment was done on the group discussion and group presentation and sometimes through activities. Some students were sent for project work and asked to complete them on a very short notice. This was because demands for filing internal assessment marks came suddenly. (DIET faculties also described such situation).

About the external examination, the most common comments of students were about the examination being very lengthy and inappropriateness of questions. They felt that the questions could have been of different types. Detainment was a concern for students and they questioned APF regarding consequences and alternatives in such a situation.

**Student Engagements during the Course**

**Guest Faculty and Exposure Visits**

Inviting guest faculties and exposure visits for students were included in the curriculum mainly with the purpose of utilizing locally available resources and also providing opportunities for varied experiences for the students. Considering the condition of human resource in the
institutes, it was realized that such initiatives could work as a good strategy to overcome the challenge of lack of sufficient faculties.

Some DIETs and DRCs made the effort to invite external resource persons to help students understand particular topics or content. Some examples for guest lectures included, lectures on topics related with folk dance and culture, use of remote sensing and GIS for mapping of schools in remote areas, information technology and education development, and about the English grammar (learning of tense in easy manner).

However, some DIETs could not invite external resource persons. One of the main deterrents was lack of provision for honorarium for them. In a DIET the faculty members strongly expressed the need and advantages of inviting external resource persons and added that they had tried to get some autonomy for allocation of available funds. Similarly, exposure visits were not organized because there was no provision of funds for them in the course.

**Projects and Assignments**

Faculty members felt that a lot of time had been spent on assignments and projects and students did not get enough time for actual study. For every subject in each semester, there were multiple assignments that a student had to do. The faculty members felt that one good thing was that these were good methods of engaging the students as being adults it was difficult to get them involved in just classrooms. Time allocation for projects, and also number of projects given, were a challenge. It was suggested that projects should not be compulsory for each subject in each semester. All projects could have been distributed over semesters.

In some subject detailing workshops the idea of giving common projects in a subject in the different DIETs was suggested. It was hoped that projects given would be meaningful and not just for the sake of getting them done.

The topics for projects were as varied as a case study in sport, a project on facebook or e-mail, child observation, school observation and ICT. All topics were given by the faculties and not chosen by the students. They could choose from a given set of topics. An effort was made to make mixed groups for projects and presentations, where freshers and shiksha-mitras would work together. In this way the faculty members ensured that different groups of students benefitted from each other. Students generally submitted their reports to the faculties, who signed them and allocated marks, but did not give any comments or feedback.
**Practicum**

All the DIET’s of the state had partnerships with the schools for the field projects of BTC teachers. BTC trainees were sent to these schools for practicum. In some places there was cooperation between school teachers and DIET. During the practicum of BTC trainees at schools, the head teachers cooperated well with them. The DIET principals also got feedback from these schools. On the other hand, there were disappointing situations too. Relation between schools and DIETs were not positive everywhere. This made conduction of practicum activities difficult. In most places, student trainees were not allowed to carry TLMs from their DIETs for their classes in school.

**Transaction at School**

The fourth semester of the curriculum had the provision of a three-month internship for the student trainees.

**Process of Internship**

**Schools** – In most cases, the schools where student trainees went for internship were those schools where shiksha-mitras were earlier appointed, before joining the BTC course. Along with these, the lab area schools of DIETs and DRCs were also used for internship. Student trainees went to these schools during practicum as well as internship, but not necessarily the same student trainees.

**Process of Student trainees being appointed to schools** – The students were sent with a letter from the DIET Principal, stating the number of students who would be visiting that school, the dates and the purpose of their visit. There was no other direct communication made by the institutes with the head teachers to share any details of what the student trainees were required to do. In one instance, some students who had come for practicum, were coming to school late and not participating in all school activities. The head teacher had then approached the DIET (through the CRC), to find out what the BTC students were supposed to do.

In the case of student trainees, before their internship they were given instructions regarding the internship - about how to behave with children and to cooperate with the teachers and head teachers, use of TLM and the use of the local context. This was the case when freshers went for internship. However, in the case of shiksha-mitras, only two of the sample institutions, one DIET and one DRC, were able to brief the students. The other two institutions said that their students worked based on whatever their previous experience was and some discussions that had taken
place during classes. This happened because of the sudden directive given to the DIETs to send the shiksha-mitras back to schools after third semester. Hence, this was treated as their internship. In the original plan, according to the curriculum, both, freshers and shiksha-mitras were supposed to go for internship at the same time, in the second half of the fourth semester.

<table>
<thead>
<tr>
<th>Some comments about going for internship at different times –</th>
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<tbody>
<tr>
<td>One shiksha-mitra said – “We do not understand what is going on and always keep our bags packed as we are unsure about Govt. decisions. No planning was there for our internship as we got the direction on the spot and we had to follow that from next day itself.”</td>
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<td>Some shiksha-mitras felt that it was a loss for them – [‘Freshers are lucky they are in the field with planning and will be learning more’]. Some others did not feel that there was any problem with that. They just accepted the situation and said that, anyway all students did get to go for internship and for the same amount of time, so it did not matter. One fresher who talked about this, was of the opinion that it would have been better if all students had gone for internship at the same time because then, they would have shared experiences and got guidance from each other, whenever they faced a problem.</td>
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<td>Members of the Foundation said that there was a specific purpose for keeping the internship last. The theory topics assigned in the curriculum for the first half of the fourth semester would also have been important for the students, as inputs for their classroom processes.</td>
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**Role of Student trainees in School** – During internship they were involved in teaching, conducting assembly, taking attendance and maintaining its register, filling examination records, making lesson plans, book distribution, making TLM. In most cases they were not involved in mid-day meal (MDM) distribution (other regular teachers are also not involved in it, only the bhojan matas), and also not involved in school management committee (SMC). In different places, based on the situation, they carried out different activities as and when required. It was observed that the involvement in varied activities other than teaching was more in cases where there was only one teacher other than the student trainee.

**Role of Head teacher** – The general scenario in this regard was as follows – The head teacher made the time-table for the school and hence assigned classes to the student trainees. The student trainees taught all subjects and all classes like other primary school teachers. The head teacher kept a record of their attendance and whether they were taking class or not. Head teacher observed classes sometimes. One of the head teachers gave an example for this – after a class on metric system, the head teacher had pointed out a mistake made by student trainee. Head teacher also told the student trainee about what is considered important in the school i.e. revision of one
chapter before moving to the next is very important. This way the head teacher helped the student trainee in teaching.

Other than the regular work, the head teacher also introduced the student trainee to other activities of school in which the student trainee was otherwise not involved, e.g. how to maintain MDM register. In the small sample of schools visited, it can be said that such things were mainly on the initiative and interest shown by the student trainee. This was because both these trends were seen – in some cases the trainee pro-actively approached the head teacher to understand these things, saying that eventually they will need to know them when they were appointed as teachers. Here the head teachers worked with the student trainees on these aspects too.

On the other hand, there were cases where such learning did not take place. One factor for this was the lack of initiative shown by the student trainee and the other was the relationship between head teachers and student trainees. This meant that not only the interest of student trainee but also that of head teacher was a governing factor. This was observed in one case. The student felt that the head teacher was not really taking interest in the student trainee’s work and hence did not approach the head teacher. A variety of levels of communication between the head teacher and student trainee were observed or shared by them.

a) In some cases the relation was quite open, exemplified by the fact that the student trainees had also shared their experiences and thoughts about BTC with the head teacher.
b) In others, the communication was limited to activities in the school, exchange of knowledge about teaching, registers etc.
c) In yet others, there was hardly any communication between them.

**Experiences of Student Trainees**

Some comments made by the student trainees portray what they did as well as their general feeling about internship and teaching. These exemplify the main take-home messages the student trainees took from the course –

- *We were teaching in the schools before the course but we were teaching in a general way as we were taught by our teachers. We did not know how to make teaching interesting.*

- *We used TLM in class during the internship and it was effective.*

- *We were assigned to do an action research during our internship in the schools. We also prepared a report of our internship.*

- *The course was good. I learnt to build relationship with children through playing games with them. When I encouraged them to speak their language they told me the names of so many*
birds in their language that even I did not know. I feel more confident about dealing with children in future.

- In this internship period I interacted with children, did lot of activities. My students were very happy to see this change and now they are very close to me.
- We were very disappointed during the internship period because nobody was there for giving us feedback.
- I learnt different ways to teach any concept. For example, I used to teach ‘varnmala’ without a concern that all the children have learnt or not. I came to know that if the child is not getting anything then we should change our method so that he/she will be able to understand. I gave scope to each child so that he/she could learn in his/her own way.
- Now we have a positive attitude. We believe that each child can learn. We know ‘How to do Bal Metri Poorna Vyavhaar’.
- Preparing teaching plan was very good exercise during BTC course. Earlier I used to teach in a direct mode without creating any interest, any introduction. However, now we use TLM in our class to introduce any lesson, to create interest in the classroom.
- Our confidence has been increased.
- We came to know about, how to link knowledge with outside world.
- I tried peer learning in my classroom.
- We also concentrate on school activities like prayer, PT etc.

Many of them realized that the course had changed their way of dealing with the children in the classroom. Previously they would generally copy the traditional teacher who would go to the classroom and start teaching from the textbook. Now the textbook was not seen as the only way of teaching. They thought of other ways. They tried to understand the children more than before.

**Experiences of Head Teachers**

**Student Trainees role as Teacher (Head teacher’s perception)** – The shiksha-mitras did not know much content knowledge. The freshers were very well qualified and are able to learn fast, though they were still not very good at teaching or handling a class. For them, the BTC course had been too long and they are over qualified for it. The student trainees made their lesson plans on their own with no involvement of the head teacher. The children were quite open with the student trainees during internship. Some head teachers felt that even without their help, students were able to make creative and relevant TLMs.
**Experience of Head Teacher during Student Trainee visits** – The head teacher did not feel that any administrative burden due to the appointment of student trainees to their school. There were no other specific challenges. An advantage was that the school was introduced to a fresh view-point and enthusiasm. The school got another teacher, which was always needed.

**Through Observation –**

All student trainees observed were quite enthusiastic about teaching – they said that they were feeling fresh after the course and wanted to do some good teaching. They were easily able to mingle with children and carried out activities with them.

In terms of their relationship with children, some were moving around in the class, paying attention to each child. One teacher was seen sitting down, holding the hand of a child and helping the child to write. In one school it was very evident that the children were very friendly and open with the student trainee, because of their interaction during a break – the children ran and enthusiastically showed the student trainee their notebooks and cards they had made in another teacher’s class. One class was quite noisy and the student trainee said that it was very difficult to control the children. In one class, two teachers were sitting together in a class, doing their own work and children were doing different things like playing or talking to each other.

In terms of their teaching-learning practices – Most of them were using textbooks as the main source. One thing common was they were all trying out something new in their school. Freshers said they wanted to apply what they read about pedagogy and shiksha-mitrás said they wanted to do something different from what they had been doing earlier. Illustrations of this – One teacher was particular about using ‘whole-language approach’. One teacher had labeled all the rooms in school in English and Roman numbers, so as to teach these to the children.

*Only a few observations were made, just to get a glimpse of the experiences. Hence, only a summary of some main points are shared here. Also, these cannot lead to generalizations and conclusions about broad view of practices.*

**Institute Faculty Members on Internship**

Planning and discussion with the BTC Trainees was done before their internship program. Before they went for internship, it was planned to share with them what they were required to do in the school. However, this was not possible when SMs went, because they were sent in a hurry due to an order. Those with whom it could be done were clear about the requirements. For example, since they were required to do action research, its steps were discussed with them.
The faculty members did not go to observe or visit the students who went for internship, even though some had planned for a follow up. Some said that the DIET principal did not allow them to do so.

They felt that the success of the BTC course was seen by the fact that, now the trainees treat a child as a child, and not only as an instrument.

Overall, all stakeholders agreed that there is a large difference in the confidence level of the students of BTC course as compared to what was observed during the old BTC course and that this change in the students is mainly due to the transaction process of the curriculum. It was highlighted though, that the difference in confidence levels, and also other things like how smoothly the course was running, or how close was the process to what it should actually be, was different in different DIETs. There was not much uniformity in practices across the institutes and most good practices were because of the initiative of some faculty members. This was detailed further by saying that these differences could be because of different facilities in different DIETs and also acceptance of the new curriculum by the DIET faculties.

6.3 Resources

“At the philosophical level the course was good, but it was not practical, mainly because it did not take into account the situation in reality. Resource availability was one of the biggest challenges.”

“The curriculum had not taken into account the existing situation of DIETs. It had presumed that DIETs had all types of resources. In addition, the students also did not come with all required abilities such as being conversant with the use of internet. They were from rural areas. Thus, the curriculum transaction did not happen in the expected way.”

Resources were a major point of discussion in most meetings. Different types of resources, such as reading material, ICT facilities, other physical, human and financial were discussed. Besides affecting transaction across all DIETs/DRCs, Transaction processes were different across DIETs. One reason for these differences was different availability of facilities.

Human Resources

SCERT could maintain a profile of DIET faculties so that human resources could be deployed in a proper manner.
Several SCERT members said that it was a very good model of public-private partnership. The steps from planning to implementation were enumerated and it was added that this was how it was hoped to be. SCERT members expressed that they needed more capacity enhancement by APF. They suggested that this could have been done through several modes like workshops, organising talks by eminent people etc.

Two important observations made, that may be used as learning for any similar partnership –

i. Acceptability – For partnership with the Government, the partner from Private sector should first ensure their acceptability with all the stakeholders involved. When working at a large scale and at different levels, it is not enough to earn acceptability with only some of the stakeholders.

ii. Initiation – The private partner would need to take most initiatives for preparations and communications for any activity.

Some SCERT members noted that they prepared for workshops only after being reminded by Foundation members that a workshop was coming up. They did not track these things themselves. They said that such a situation existed because there was no specific coordinator at SCERT to keep track of happenings and manage them.

Other administrative issues also emerged during the course. Often, discussions during workshops revolved around the administrative challenges in DIETs; such as multiple involvements of the faculty members, non-availability of subject-specific faculty members. This led to a digression from the focus on curriculum. DIET faculties expected SCERT to address the administrative and policy level challenges that were shared during workshops and otherwise. Administrative issues related to the workshops included lack of timely communication about workshops, participants not being those who would deal with that subject, lack of proper stay, food and TA/DA arrangements.

**Institutes (DIETs/DRCs) –**

Lack of Adequate Staff increased the workload on teachers. Even where there were enough faculty members, adequate distribution across subjects was lacking as there were many faculties with the same subject specialization. As a result of this, faculties had to transact subjects which were not their specialization. Several DIETs invited guest faculty to interact with the BTC students on varied topics.

SCERT added that it was commendable that DIETs were able to manage 150-200 students.
Financial Resources

The key stakeholder from whom information regarding financial resources was collected, were the SCERT members.

SCERT on Financial Resources

They shared that financial aspects do have a lot of impact on how successfully the course was transacted, despite the efforts of the DIET faculties and Principals. Earlier it was not clear in which budget head should all the expenses of BTC be placed. In addition, the grants for DIETs were given for specific purpose and DIETs did not have the autonomy to utilize the funds in the way they wanted. SCERT members gave examples of how this was affecting the establishment of laboratories etc.

It was added that availability of resources could be kept in mind while making any plan in public-private partnership (PPP) mode, so that it did not become a barrier in effectiveness of the plan. It was further added that again, due to their own commitment, resourcefulness and innovation, several DIET faculties and Principals had carried out a lot of good work in their DIETs. This was articulated as - “Aabhav mein Prabhav”.

Several questions about the system arose due to the challenges experienced during BTC implementation. One main issue was with respect to Faculty Development and what did it comprise. Though the issue did not get settled, the SCERT members appreciated that at least they were able to start the debate.

DIET Faculty Members on Financial Resources –

DIET Faculty members too talked about the problem of non-availability of funds. They mostly talked about lack in terms of infrastructure and other physical resources at the DIETs/ DRCs. They said that though the BTC curriculum provided a lot of support for new initiatives, the infrastructure of the DIET did not support it.

Apart from this, one common problem mentioned by faculty members across DIETs/DRCs was lack of funds for maintenance and repair of computers. They said that for in-service trainings,
Microsoft provided computers as well as trainers. However, computers were not being maintained well and though there were funds, they were not specifically made available for their annual maintenance.

Initiative shown by some faculty members despite the challenges due stringent and specific grants, may be exemplified through the following – As there was an SCERT directive for development of laboratories for Mathematics and Science in DIETs, before the start of BTC, a faculty member had applied for grant for this. Most of the funds were utilised for infrastructural needs for a laboratory. Yet, some funds were remaining and these were now used to provide material for development of TLMs in mathematics. The member added that since other faculties did not have access to a similar kind of fund availability, it was not possible to develop TLMs for other subjects. To be able to use funds for TLMs from the BTC budget, a directive from SCERT would have helped.

**Teaching-learning Resources**

**Reading Material**

A key resource that has been discussed is reading material or content for the syllabus.

**SCERT on Reference Material**

The way of presentation and transaction of the BTC curriculum was different from previous or other curriculums. The main point of difference was that the content was not in a structured or ready form. Though the students must have found this challenging, the basic soul of approach would be lost if the content had been provided.

The challenges of non-availability of material turned into strength also because it gave a chance for co-creation of knowledge. For the first time group learning among DIET Faculties took place.

A member of SCERT shared an example where, because student-trainees had a lot of chance to question during classes, a DIET Faculty had to refer to several books in the library to find material and answers.

**DIET Faculty on Reference Material**

All faculty members spoken to, pointed out that an important aspect during transaction had been that no text books were provided for the course. There were mixed views regarding this –

- If there was a syllabus, there would not have been a problem of delimiting the curriculum. Textbooks also could have been developed then.
Not having properly defined course content was a challenge. Since the assessment was based on a written examination, the availability of written matter would have helped students in preparing for these examinations.

On a positive note, though lots of efforts were required, this gave a lot of scope for faculty as well as students to acquire skills of reading, exploring and learning on their own. They tried to get material from magazines, papers, old books etc. Sometimes the DIET faculties asked Foundation members in finding reading material. It also helped to identify students, who were good at computers, reading and had the ability to share learning with others.

Some faculty members did not find computers or internet as useful resources to obtain reading material. Reading material available on the internet is in English and this is not useful for the students. The DIET faculties took efforts to translate this and distribute to the students.

Material for the DIET faculties which was distributed during workshops could have been in Hindi. Some DIET faculties felt that enough material is not provided during workshops. The suggested reference books were not easily available in the market.

Regarding the books from APF, some said that the books helped teachers and student trainees a lot. Some also said that these books did help a little but they were not directly related to the curriculum. Books were available in DIET but were not accessible due to the absence of a librarian.

While some faculty members considered the guide books to be completely useless, others felt that they were somewhat useful for the students. Some pointed out that they were more useful for shiksha-mitras and not so much for the freshers. The questions in the examinations were based on understanding and hence, notes made by students themselves were more useful.

**DIET Principals on Reference Material**

Many DIET principals said that they liked BTC curriculum because the student trainees and lecturers of DIETs have to explore other reading resources apart from the routine books.

In the initial stage they were facing some problem regarding the subject matter, but later due to their efforts and the books provided by APF, this curriculum became transactable.

The books provided by APF helped the students in the completion of BTC syllabus and also saved time in collecting reading material and they were very happy with the support provided by APF. No more books were added in the DIETs after the books provided by APF.
Student Trainees on Reference Material

Finding material for the course was quite difficult. During the first semester they faced problems about the non-availability of content in the library. Later on, the students made some small groups among friends and distributed topics among themselves to locate reading material. Lot of photocopying had to be done and only some enterprising students gave such help. Some DIET faculties also helped in finding the material.

Some students said that library books were made available for them. Due to this, the problem of non-availability of reading material was solved. Though there were some books in Hindi, they were very marginal as compared to English books and hence, were not in focus. It also gave the feeling that out of so much material they were able to use only a limited amount.

ICT and Other Resources

ICT has been the most prominent example shared when any stakeholder mentioned not taking current realities into account while developing the curriculum and suggesting processes. Most DIETs had several computers, most of which were in working condition. The internet access was available on one computer. The systems were used for training teachers of secondary schools and for Computer aided learning program (CALP).

Use of Computers and Internet by BTC Students – The time-table provided a slot for computers and library use. That is, on three days of the week, one period each in the time-table, was allocated for Computer/Library. A class of 50 students was divided into two batches of 25 students each. One batch went to the library and other to the computer lab. Care was taken to make sure that each batch had some students who knew how to use computer and internet. The faculty members depended on these students to provide support to the other students. Computers were generally used for learning basic operations in Microsoft Office- Word and Excel and sometimes for learning how to make presentations. Most of the institutes had one LCD projector in working condition, which was generally placed in a hall.

TLM Laboratory

DIET faculty said that laboratory resources were needed for practical work, especially in Physics and Biology. Since these resources were not available in DIET, faculties were unable to conduct the required practical work.

There was one common laboratory for all subjects, mainly used as a Mathematics laboratory. It was used as a model laboratory for the district. It mostly consisted of readymade material and not many handmade TLMs. There were a few charts on the wall made by BTC students. In contrast,
there were some institutes that had TLMs made by the present or earlier students. For Chemistry, there were some glassware and chemicals. Teachers and children from Lab Area Schools came to visit it. The TLMs were also shown to BTC students. DIET Faculty said that for internship, it would be preferable for the BTC students to make their own TLMs. There was no provision to issue out TLMs from the laboratory and return them after use.

**Library**

Books were placed in cupboards. Books given by APF were also among them. Again, a spectrum of situations was observed. In some DIETs books were sorted and arranged according to subject, while in others they were not. In one DIET, a lot of printed reading material was piled in a corner. Some boxes were open and some were still packed. Several DIETs also had a lot of surplus material which had come for distribution in that district. This too was stored in libraries. Cupboards with books were kept locked in most places. Only some DIETs had a librarian.

One library was housed in a room partitioned into two for the computer room and the library. The books from APF were arranged in one almirah and other older books in about three other almirahs. The books were catalogued and available for lending. For this, a log register was maintained. Magazines acquired from different sources like Directorate and SCERT, were displayed on a table, though there was no fund available for subscribing to any magazine or newspaper. There were a few chairs placed in the library for seating arrangement.
7. Key Inferences

7.1 Institutional Capacity

Each institution was facing considerable challenges in terms of infrastructure, human resource, permanent leadership etc. However, the enthusiasm of these institutions in ensuring quality in transaction of the course was highly appreciable.

Three institutions, DRCs of Bageshwar, Champawat and Rudraprayag, were centres which did not have the required infrastructure and human resource to run a pre-service program of this nature, as they were not full-fledged institutions like the DIETs. Nevertheless, the course was transacted at these centres. In such situations, there is a likelihood of compromise on quality of teaching because of the extra workload on the institution. As these are the only teacher education institutions of the district, the State needs to make provisions for giving them the identity of a full-fledged institution.

A major reason for challenges faced during transaction was the lack of full-term leadership at the institutes. This was evident from the fact that no principal completed a minimum tenure of three years in the institute. Frequent change in leadership in all the institutions or giving leadership charge to the faculties of institutions was itself a great issue before the state, which needs to be addressed by the decision makers.

Post of senior lecturer is crucial for giving leadership to different department of the DIET (there are no departmental structure in DRC). In half of the cases, the post of senior lecturer was vacant for long durations. The posts of lecturer are filled up in almost 80 percent cases. In many departments, there are several positions where post of lecturer is filled up by deputing non-eligible functionaries for this post. Considering the direct engagement of these faculties in different course, there is need to fill the gap between sanctioned and filled up post.

7.2 Curriculum Content

Relevance Curriculum with NCF 2005 and NCFTE 2009: The content has been developed in alignment of NCF 2005 and NCFTE 2009 so that it could address the current educational need as envisaged in the above documents. The curriculum document emphasized upon following key features of NCF and NCFTE document:
**Teacher as Facilitator**

- Document focuses on developing teachers who would transact objectives of education such that a child could understand the meaning of life, develop her capability, set a goal and strive to achieve it and also provide the other person with the right to do the same.

- Teachers must realize that their role is not restricted to developing the skills of reading, writing and counting in the child and subject matter knowledge but to be a facilitator and to create an environment of knowledge creation.

- The document points towards developing abilities in the teachers so they could define the learning process based on the individual diversity and views of the child. Based on the new concept of allowing children to create their own knowledge, the teacher needs to have the capability of situating her teaching learning process in an appropriate environment.

- It focuses on generating skills among teachers so that they could integrate/incorporate and use the rich knowledge of the community in the teaching learning process.

- The teacher would acquire an appropriate understanding of progress and that the process involved has the human being as the centre and to understand the concept of child development in this context.

- The teacher would have the ability to implement democratic processes and values in the classroom and school.

**Training Methodology**

- The curriculum envisaged a classroom with minimum lectures and the absence of prescribed text books. This allowed the student trainees to explore the available reference material, surf the internet to obtain information regarding specific papers.

- The curriculum stressed on practicum activities, group learning and encouraged peer evaluation.

**Content Focus**

- The NCFTE 2009 document stated three Teacher Education Curricular Areas, namely, Foundations of Education; Curriculum and pedagogy; and School Internship

- The BTC curriculum also adopted the same three curricular areas while conceptualization and framing of the various subject papers for the four semester course
<table>
<thead>
<tr>
<th>Curricular Areas</th>
<th>Major components</th>
<th>BTC papers that addressed the Curricular Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A</strong>&lt;br&gt;<strong>Foundations of Education</strong></td>
<td><strong>Learner Studies</strong>&lt;br&gt;Childhood, child and adolescent development</td>
<td>3. Child development and learning [BTC document, Pages 25 to 30]</td>
</tr>
<tr>
<td></td>
<td><strong>Contemporary Studies</strong>&lt;br&gt;Teacher and Learner in Society&lt;br&gt;Gender, School and Society</td>
<td>4. Teaching of Health and Sports [BTC doc, Page 126]</td>
</tr>
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<td></td>
<td><strong>Educational Studies</strong>&lt;br&gt;Aims of Education, Knowledge and Values&lt;br&gt;Developing the Self and Aspirations as a Teacher</td>
<td>Indian Society and Education[BTC document, Page 34]</td>
</tr>
<tr>
<td></td>
<td><strong>Area B</strong>&lt;br&gt;<strong>Curriculum and Pedagogy</strong></td>
<td>Inclusive Education</td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum Studies</strong>&lt;br&gt;Knowledge and Curriculum&lt;br&gt;Language Proficiency and Communication</td>
<td>5. Framework of teacher education, institutions and projects)[BTC document, Page 38]</td>
</tr>
<tr>
<td></td>
<td><strong>Pedagogic Studies</strong>&lt;br&gt;Language</td>
<td>6. Education and Educational Development[BTC document, Page 42]</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>7. School Planning and Classroom Management [BTC document, Page 52]</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
<td>8. Teaching of Art and Work Experience[BTC document, Page 122]</td>
</tr>
<tr>
<td></td>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment and Evaluation Studies</strong>&lt;br&gt;Perspective and Practice of Learner Assessment</td>
<td>The papers through the four semesters covered the major components of knowledge and curriculum</td>
</tr>
<tr>
<td></td>
<td><strong>Area C</strong>&lt;br&gt;<strong>School Internship</strong></td>
<td>3. Teaching of Language – Hindi (2nd,3rd,4thSem.) [BTC doc, P.74-84]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Teaching of Sanskrit/Urdu][BTC doc, Page 101-107]</td>
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<td></td>
<td></td>
<td>3. Nature of Environmental Studies, Science and Social Science) [BTC document, Page 69]</td>
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<td></td>
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<td>4. Teaching of Social Science[BTC document, Page 118]</td>
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<td>3. Teaching of Environmental Studies [BTC doc, Page 108]</td>
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<td></td>
<td></td>
<td>4. Teaching of Science [BTC doc, Page 111]</td>
</tr>
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<td></td>
<td></td>
<td>Curriculum and academic evaluation[BTC document, Page 46]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The BTC curriculum provided for three months of school internship for the student trainees in the fourth and final semester [BTC document, Page 135]</td>
</tr>
</tbody>
</table>
The curriculum incorporated most of the recommendations of NCF 2005 and NCFTE 2009. However, there were some recommendations which were more implicit in the BTC curriculum i.e. not directly obvious –

- Allowing children from marginalized sections of society, having knowledge and skills related to work, to gain a definite edge and respect among their peers from privileged sections (Page 6, Para 2, NCF 2005).
- Making meaning and developing the capacity for abstract thinking and reflection are imp aspects of learning (Page 15, Para 4, NCF 2005).
- When children and teachers share and reflect on their individual and collective experiences without fear of judgment, it gives them opportunities to learn about others who may not be a part of their own social reality. (Page 24, Para 1, NCF 2005)
- Children, when they enter Class I already have a rich language base of small numbers, and the rudiments of operations are already in place. Yet rarely do we hear the knowledge that they already have and which they bring into the classroom. Rarely do we ask children to talk about or refer to the world outside the school during our lessons and teaching. (Page 30, last Para; Page 31, Para 1, NCF 2005)
- Child's mother tongue must be accepted at the primary level. (Page 38, Para 1, NCF 2005)
- Teacher needs to draw out the children, gain their confidence, and avoid using threatening language or hostile body language (Page 63, Para 5, NCF 2005)

**Stakeholder Views about the Content**

- The exercise for curriculum detailing was quite useful and helped the faculties a lot. Faculties highlighted that curriculum detailing workshops should be intensive and comprise of clear outlining of content areas, possible activities, alignment of content and activities to objectives, weightage of different topics for evaluation along with suggested evaluation processes, and also locating reference material and other possible resources.
- Student trainees, especially shiksha-mitras, specifically highlight about their learning in understanding Child Psychology. They also pointed out that there were no discussions on teaching learning processes for CWSN, MGML and also subjects like ‘Moral Education’ and ‘Sanskrit’. In Mathematics, the level of content given in the curriculum was above what was required for primary classes.
- All the principals/in-charges of DIETs and DRCs were quite satisfied with the curriculum. Some of them found the curriculum very effective as it was practical rather than theoretical, as opposed to previous (6 month special BTC) curriculum. The focus of the curriculum was about qualities of a good teacher, how a teacher should teach in
school, how to make teaching interesting and how to interact with children. DIET faculties also liked the semester wise structure of the curriculum.

- The curriculum development team aimed at ensuring that the curriculum focused more on transaction processes rather than content. Introducing ‘Nature of Subject’ in the curriculum was very advantageous. It helped student trainees understanding each subject better.

- The team also realized that, the course was good from the philosophical point of view, but it was not practical, mainly because it did not take into account the situation in reality. Another problem was that the course and activities could not be done properly because of the large number of students.

- DIET faculties said that the main quality of this curriculum was the freedom of student trainees to express their thoughts, take part in group discussions, presentations and also to listen to others. DIET Principals also articulated similar feelings by saying that the BTC students remained busy in project work, presentations and practicum.

### 7.3 Course Strategy

- The course subjects and topics within each were carefully thought of. Stress was given to inclusion of topics that would help the trainees understand natures of subjects and specific pedagogical practices. The course serves the dual purposes of i) effective training of student trainees, with emphasis on hands-on, practical training and ii) gives a chance to trainers to enhance their androgy skills and perspective.

- The institutions were suggested a Time Table, which they were allowed to change as per their needs. Assembly was placed as an important activity of BTC course, emphasis of which was on making student trainees sensitive towards human values. The trainees being adults, lecturing was the least suggested method and several other student trainee centric methods like investigations, case-studies, problem solving, role-play, project work, self-study, field visits, demonstrations, group work, tutorials, etc. were encouraged. Audio-visual aids like video and audio cassettes, telecasts/broadcasts, films, slides, transparencies etc. were suggested for teaching learning. Individual and group engagements for the student trainees were planned, within schools as well as outside schools. Hence practicum component not only included classroom teaching, but also other things such as, interaction with children, organizing gatherings such as ‘melas’, observing and learning all school activities.
7.4 Orientation of DIETs

- Readiness of DIET faculties involved in the course was a great challenge as the course strongly demanded perspective development of faculties, knowledge and understanding of theory, suggested teaching methods, ability to explain reference material in Hindi language, especially for those available only in English. Though the efforts made through visioning workshops, orientation programs, regular interaction left very positive impression on faculties however the faculties could not perform in the expected manner due to inadequate human and other resources, diversified group of student trainees etc.
- The student trainees mentioned that transaction of course could have been more effective if the faculties were oriented about the nature and transaction strategy of the course.

7.5 Transaction of Course

- Though the curriculum was provided to all the institutions but faculties felt difficulties in implementing it as they were not clear about the extent to which a topic could be dealt with. The later efforts, where the curriculum development team along with faculties detailed out the curriculum content, helped the faculties.
- Transaction process was liked by most of the faculties, which mainly included focus on activities and student-centered learning processes. However, a few faculty members felt that the curriculum was weak, mainly because suggested transaction was not at all implementable due to lack of resources in the institutions.
- The interaction between faculties and student trainees was quite participative, wherever possible faculties tried to adopt non-lecture methods to deal with content but due to inadequate competency, it many times changed into lecture method knowingly or unknowingly. There were several cases in almost every DIET where faculties along with student trainees made joint efforts in searching reference material.
- Faculty members said that the time-table structure should have included specific time slots for project work because good quality projects required a lot of time.
- Overall, all stakeholders agreed that there is a large difference in the confidence level of the students of BTC course as compared to what was observed during the old BTC course and that this change in the students is mainly due to the transaction process of the curriculum.

7.6 Reference Material

- Availability of maximum content in English language was a great difficulty for most of the student trainees. Even ICT hardly helpful them in finding adequate reference material.
• Reading material was inadequately available in the institutional libraries, which created problems for faculties and well as student trainees. The problem was more severe in first semester, which was addressed later by providing a set relevant 350 books to each library.
• The challenges of non-availability of material turned into a strength because it gave a chance for co-creation of knowledge. For the first time group learning among DIET faculties took place.
• Reading material available in English had to be translated by DIET faculties.
• The libraries were available in the DIETs. The books provided helped the students in the completion of BTC syllabus and also saved their time in collecting the subject matter. No more books were added in the DIETs after the books provided. Though there were some books in Hindi, they were very marginal as compared to English books.

7.7 Internship
• The internship did not happen as planned at the end of the fourth semester. Groups of students went at separate times and hence were not properly oriented towards the objective of their internship.
• The students said that they were able to apply what they learnt through the curriculum, in their classrooms, such as making appropriate teaching plans, and were able to give sufficient importance to understanding the child.
• Although DIET faculties wanted to make classroom observations of the student trainees, as there was no formal intimation, this did not happen.

7.8 Administrative Issues
• Ideally there should have been a total of 50 students only per DIET but every DIET was allotted 200 students.
• Initially the course was planned for freshers only but, the course was later compulsory for eligible Shiksha-mitras. This caused a great challenge not only for faculties to deal with diversified group of students, one of which was professionally qualified but lacked experience and the other had rich experience but lacked professional qualifications.
• The lack of hostel facilities meant that students had to spend long hours in the DIETs and travel long distances daily even in adverse conditions. The need was felt to redesign the time-table keeping these ground realities in mind.
7.9 **Financial Matters**

- In a DIET the faculty members strongly expressed the need and advantages of inviting external resource persons and added that they had been trying to get some autonomy for allocation of available funds.
- There are no separate funds available for library which was a problem in the DIETs. Lot of funds got lapsed due to their unplanned distribution.

7.10. **Public-Private Partnership**

- The public-private partnership played a crucial role in implementation of the course. Steps were taken for on-site support, conducting meetings of regional resource groups to understand the challenges of faculties and addressing the issues in an appropriate manner. Making special provisions for visioning of all DIETs faculties, providing content to each institution were some of the key points where the foundation came to the forefront to ensure timely support to the DIETs.

* * *
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