



Role of SCERT in Transforming Education in Arunachal Pradesh

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Abstract

In this dynamic era, the various aspects of society keep on changing in its required phase and manner. Likewise, the educational scenario of the country is also keeps on changing since time immemorial as per its requirement and adaptation. Innovative and inclusive educational approaches are really needed of an hour at most in this advanced technological driven teaching learning age. Education is one of the key agencies to inculcate knowledge, skills, and development of the overall personality of an individual. In such attempt, the SCERT, Itanagar provides various types of capacity-building programme for the teaching professionals to imbibe all those positive attributes and qualities to boost the educational performances of the state. Notably, SCERT gives major emphasis on providing training to the in-service teachers of the state. Thus, this study is an attempt to understand the role of SCERT in transforming education in Arunachal Pradesh.

Keywords: Education, Innovative, inclusive, capacity building programme and SCERT

Introduction

Education is one of the key factors for individual and societal development as it can boost the resilient of man making and nation building processes. Education imparts knowledge and

deliver to imbibe the notion of human values to the members of every society. Education enhances the learning potential of an individual and also generate curiosity among the learners to know about something that they want to know. In its broad context, education encompassing teaching, learning, and disseminating of both knowledge and skills, etc. towards its learners.

As there is saying 'Education is the manifestation of perfection' (Vivekananda, 1970). In such context, the role of SCERT in the state is utmost required to impart all those required teaching-learning training to the in-service teachers so that such learned knowledge may be disseminated at practical and ground levels to make its learner move towards perfection. All those positive and progressive attributes may be taught to an individual by providing them with better and updated knowledge, skills training, etc. and it is more possible via an accessible and inclusive educational approach. Further, monitoring of all those aspects too are equally requires to check its effective implementation and projection, so to get positive feedback. Thus, this paper is an attempt to have a comprehensive understanding of the various aspects of imparting teacher training programme that are imparted to the pre-service and in-service teachers by the SCERT Itanagar, Arunachal Pradesh.

A successful teachers imbibe all the required teaching learning attributes of compassionate teachers such as knowledge, skills, sound morals, mantle and subject knowledge, and devotion (Hanushek, 2004). The modern dynamic academic situation demands better technology-driven teaching learning processes and practice. Education enhances communication skills, and knowledge about certain subject matter and provides path for a progressive path. At the current era an inclusive academic approach is need of an hour to enhance the learning abilities of an individual. Indian educational structures are shifting from quantity to quality education (Lakshmi, 2019, p.1) in this regard, many significant steps have been initiated by the Government of India (GoI) to enhance and improve the level and quality of education in India. Likewise, to enhance teaching quality in the state the SCERT and DIETs at their best capacities are imparting their best services to improve the teaching-learning process in their respective state. To make education a basic rights and necessity the United Nations under its purview launched 17 SDGS in the year 2015 which need to be universally achieved by 2030 for betterment peace and prosperity for people and the planet as well in which Goal No.4 in particular significantly emphasizes on quality education (UN Department of Economic and Social Affairs, SD-2015). Which India being a member state of the United Nations follow the footsteps of providing basic educational rights to its citizens. In this regard, the Government of

India has launched many flagship educational programmes to raise the standard of education level in the country.

The SCERT-based approach and intervention can help the children who are or are facing autism disorder in their lives to learn and perform better in their academic field (Fiaz & Rehman, 2020, pp 16-18). Large numbers of primary and secondary teachers are being produced by the concerned Educational Department of Uttarakhand along with providing different types of training to those recruited and in-service teachers (Singh, 2015, p.118). However, the study reveals that in conducting the teacher training programs the organizing agencies faced certain infrastructure or resources issues. There has been less emphasis found on the centre-state and intra-departmental relation in the field of educational-related facets by the concerned policy makers (Mukhopadhyay, Ramkumar, Vasavi, 2009,p.30). Further, the top-down approach to formulating programme and policies is another significant drawback that yields ineffective results (Mukhopadhyay, Ramkumar, Vasavi, 2009,p.30) which needs to be taken care of along with the required, Level of autonomy shall be entrusted to various academic institutions like SCERT, DIETs, and other BRC-CRS, etc.

The Teacher Development Coordinator Programme (TDCP) has been found to be well supportive at the various level of the academic institution at the educational institutions of the Delhi system, as it has enhanced the teaching-learning process of students and teachers in particular and over all diaspora of educational institutions (Childress, 2021, p.53). There is a need of more In-Service Training Programme as the majority of the teachers trainee were dissatisfied with the quality of the training programme that provided to them due to certain issues like poor infrastructure, structure and resources, etc. of the training providers institutions (Dhawan, 2023, p. 83).

Another core domain of the SCERT model is to emphasize its support towards the teaching-learning process of children who have autism issues (O'Neill, et. Al, 2010) pp. 7-15) and thereby it acts as an agency to generate awareness with an inclusive broader aspects. The SCERT model has the potential to explore the potentiality of educational psychology practice (Knight, 2019, p.). Knight (2019) emphasized that the SCERT model has three major components or approaches that is emotional regulation, transactional support, and social communication. As such approaches will enhance the intervention and assessment and its outcomes based on child centre learning psychology. Madhu (2018) has emphasized that the SCERT also plays an important role in imparting in-service teachers training programmes for

the senior secondary school teachers in Himachal Pradesh. The teacher training program shall consist of various relevant stages and manners such as the orientation of concerned teachers, identifying the happiness of the coordinator, training of happiness coordinator as facilitators, and large scale intensive recurrent training (Sisodia, et al, 2019). More training empowered the learners to have a higher level of understanding and awareness about life skills and learning skills (Peter, Thamilvanan, & Mohanasundaram, 2022, p. 1726) towards awareness and perspective of special educators on developing life skills among students with intellectual disabilities using SCERT functional skills curriculum. The training shall not only be offered to newly recruited teachers but also provided to many senior teachers who have lots of teaching experience. As such training will enhance or cope with our issues and challenges at various places like, school, family, and workplace, etc. (Gafoor, & Sarabi, 2015),

The SCERT model is well well-designed comprehensive educational assessment and training imparting institution in the state (GoAP, 2023).

The campus of SCERT Office Building



(Plate No. 1: Campus of SCERT Office Building, 2024)

Objectives of the study

The present study has been framed to study the following objectives:

- i. To know the organizational structure of SCERT.
- ii. To know the role of SCERT in transforming education in the state.

Assessment of learning outcomes of children at the primary stage, upper primary, secondary, and higher secondary stages must be conducted on an every time-bound manner as much as possible. Also, comprehensive achievement test, regular feedback, refresher courses, etc. need to be conducted on time time-bound manner towards the trainers and trainees to enhance their level of academic performance.

Methodology

The study is more qualitative and descriptive in nature. Primary and Secondary data both has been used. To collect primary information, the Semi-structured interview schedule has been employed. The secondary data has been collected via SCERT's official gazette, documents, and records in hard and soft copies, etc. The present study has been framed to evaluate the in-service teacher training program that provided to the Government School teacher of the state in the SCERT, Itanagar. The study is an attempt to understand the SCERT's various in-service teacher training programs its challenges, issues, and overcome/ measures/training/strategy or imbibing skills and knowledge to enhance teacher's understanding and training skills. The study is more descriptive and analytical in nature to understand the organizational structures and the role of SCERT in transforming the educational scenario of the state.

Vision of SCERT

To develop the State Council of Educational Research and Training (SCERT) into a vibrant and dynamic institute of educational research, resources, and training to providing quality education to the young mind of the state based on equity and social justice.

Discussion and Analysis

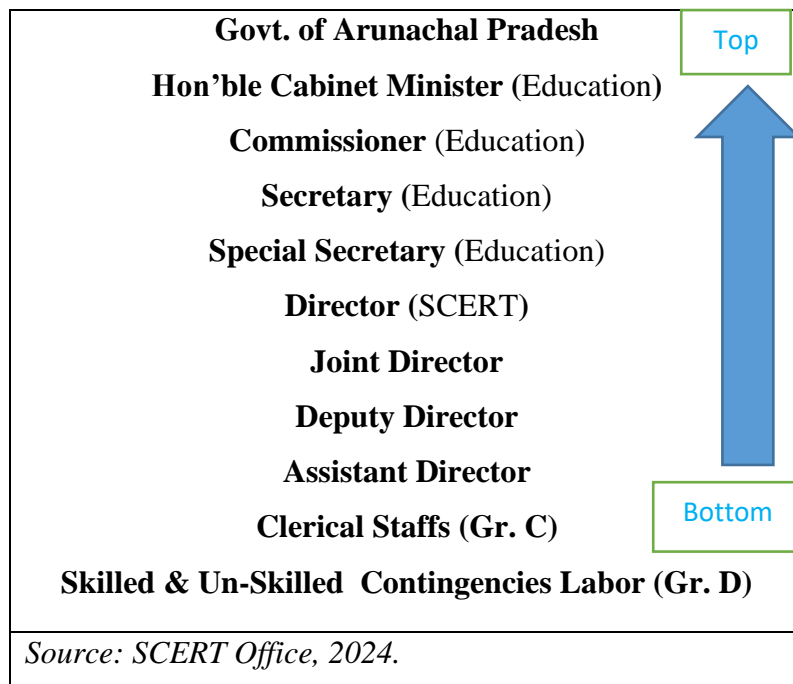
Analysis-I

Organizational structure of SCERT

The State Council of Educational Research and Training (SCERT) Itanagar came into being in the year 2011 erstwhile it was known as State Institute of Education (SIE). After the enforcement of the Arunachal Pradesh State Education Act 2010, the SCERT has been declared or confirmed as a state academic institution that shall be authorized to conduct or implement various educational training programmes in the state. In short, SCERT has been declared as one of the major educational training-inging agencies of the state. The key objectives of the SCERT are to enhance the school and teacher education by imparting need-based research

activities and developing pertinent curricular and teaching learning materials along with providing support in providing a quality teacher education system in the state. Significantly, the SCERT from time to time provides necessary academic support to the Director of Elementary and Secondary Education of the state. The SCERT also pertinently co-ordinates and assists the various national and international level educational institutions and organizations like NERIE, NCERT, NCTE, NIEPA and UNESCO, etc. at its best capacity.

Table No.1: Organizational structure of SCERT



Department/Cell

At present SCERT Itanagar has two Department/Cell that is Population Education (PE) and Teacher Education (TE). Another cell that is School Leadership Academy (SLA) is attached with SCERT Itanagar in collaboration with the National Centre for School Leadership (NCSL) under the National Institute of Educational Planning and Administration (NIEPA), New Delhi, Government of India (GoI). Their details are discussed in the below:

Table No.2: Department/Cell

Department/Cell		
1. Teacher Education 1. (TE)	2. Population Education (PE)	3. School Leadership Academy (SLA)

(Source: SCERT, Itanagar, 2024)

1. **Population Education (PE):** Mr. V.R. Sharma, Assistant Director, SCERT is the Coordinator of the Population Education (PE) Cell in SCERT. Under this various academic and co-curricular activities like observance of World Population Day, World AIDS day, Folklore, Folk Dance and Painting completion, etc. has been initiated and conducted.
2. **Teacher Education (TE):** Smt. Yamang Hage, Assistant Director, SCERT is the State Nodal Officer of the Teacher Education Cell where she looks after all those teacher education-related matter in the office.
3. **School Leadership Academy (SLA):** Shri Mudang Omo, Assistant Director, SCERT is the Nodal Officer of School Leadership Academy (SLA), National Centre for School Leadership (NCSL) under the National Institute of Educational Planning and Administration (NIEPA). Under this various School Leadership Academy (SLA) related activities like Capacity Building Programme, Developing of Teaching Learning Materials, Video Documentaries, article writing and module development, etc. have been effectively carried out under the able guidance of the National Centre for School Leadership (NCSL) under National Institute of Educational Planning and Administration (NIEPA).

Analysis-II

Role of SCERT in transforming education in the state

The Role of SCERT in in transforming education in the state can be understood better by assessing their (SCERT) various need-based academic activities that has been meted out by them to enhance the level of educational scenario of the state. Such, parameters can be assessed by looking into their various conducted work such as Survey and Research activities, Publication of manuscripts, imparting need-based training programme/courses, providing Third Language Books, assisting the implementation of NEP 2020, and providing online YouTube platforms to show cast the PM E-VIDYA DTH TV Channels, etc. to the needy learners and they are discussed in the below:

Survey

The SCERT Itanagar till 2022 has conducted a total 209 surveys in different titles and areas in the state (SCERT, March, 2024) in an independent and coordinated manner which is one of the remarkable achievements of the SCERT Itanagar.

Research

However, SCERT Itanagar has conducted very few research activities in the state as the SCERT gives more emphasis on imparting need-based capacity building or training programmes to the participants and trainees in its best capacities. One such significant research has been conducted by the SCERT Itanagar under the Supervision of R. K. Sah, Deputy Director, SCERT, Itanagar is “A Comparative study of the Online and Offline NISHTHA Training Programme and Its impact on Teachers and Block Level Functionaries in Arunachal Pradesh” which is very remarkable one.

Publication

The SCERT Itanagar has made certain important publications in its regard to amplifying its academic excellence some of which are discussed below:

Table No.3: publication

Sl. No.	Title	Year
1.	Population Education	2019
2.	Information and Communication Technology Pedagogy Across Curriculum	2019
3.	Pedagogy of Mathematics at Upper Primary Level	2019
4.	Pedagogy of Social Science at Upper Primary Level	2019
5.	Hindi Bhasha Shishan-Uchcha Prathmik Star	2019
6.	Pedagogy of Science at Upper Primary Level	2019
7.	Cognition Learning and Socio-Cultural Context.	2019
8.	School Culture, Leadership, and change	2019
9.	Contemporary Indian Society	2019
10.	Hindi Bhasha Shikshan-Prathmik Star	2019
11.	Pedagogy of Environmental Studies	2019
12.	Pedagogy of Mathematics at the Primary Level	2019
13.	Pedagogy of English at Primary Level and Early Literacy	2019

14.	Childhood and the Development of Children	2019
15.	Education, Society, Curriculum and Learners	2019
16.	Learning outcomes pre-page and English Classes 1-8	2017
17.	Learning Outcomes of EVS, Science, and Social Science at Elementary Level Classes 1-8	2017
18.	Learning outcomes Mathematics Classes 1-8	2017
19.	Publication of Books by SCERT Itanagar	2017

(Source: SCERT, Itanagar, 2024)

Training program: The SCERT Itanagar has tried to provide certain needs-based training programme to the various in-service and pre-service teachers to enhance their teaching-learning capabilities which are discussed the below:

Table No.4: Training Programme

Sl. No.	Financial Year	Name of Training Programme	Remarks
1.		Third language Training Programme	6 Nos
		Under Mission Shiksha	3 Nos
		Under NIPUN BHARAT Mission	3 Nos
		Development of e-Contents	1 Nos
		District Coordination Meeting (NAS)	1 Nos
		School Health and Wellness	1 Nos
		Teaching of Science at Secondary Stage	1 Nos
		Teaching of Mathematics at Secondary Stage	1 Nos
		Stress Management	1 Nos
All Total			18
	2023-24	Vocational Training Programme	2
		Third Language Training Programme	4
		Research Methodology	1
		Key Resource Persons (KRPs)	1
		Stress Management	1
		School Health and Wellness	1

	Laboratory Assistant	1
	Board Examination Preparation	1
All Total		12

(Source: SCERT Itanagar, 2024)



(05 Day Capacity Building Programme on School Leadership Development for North-East Region organized by SCERT Itanagar in Collaboration NCSL-NIEPA, w.e.f. 4th- 8th March, 2024).



(Vocational Training Programme conducted at SCERT Itanagar)



(Third Language Training Programme conducted at SCERT Itanagar)



(District Level Consultative-NCF/SCF).



(DIETS State Level Workshop for Developing LM under NBM)



(Training Prg. for Teaching of Science at Secondary stage)



(Training Prg. for Teaching of Mathematics at Secondary level).



(Stress Management Training conducted at SCERT Itanagar)

Thus, the above-mentioned highlighted some of the important training programmes that imparted by the SCERT Itanagar to the in-service teachers of the state in particular and the nation as a whole. Thus, such an important need based training programme provided by the SCERT reflected that the SCERT is playing a pertinent role in transforming teacher educators of the state.

Courses

The SCERT currently under its purview offers Diploma in Elementary Education Course (D.El.Ed.) to the aspirant who wants to pursue the said course in 11 DIETs Colleges in the state. The details of 11 DIETs Colleges of the state are furnished below:

Sl. No.	DIET	District
1.	Changlang	Changlang
2.	Daporijo	Upper Subansiri
3.	Dirang	West Kameng
4.	Kamki	West Siang
5.	Khonsa	Tirap
6.	Khupa	Anjaw
7.	Naharlagun	Papumpare
8.	Pasighat	East Siang
9.	Roing	Lower Dinag Valley
10.	Seppa	East Kameng
11.	Yachuli	Lower Subansiri

(Source: SCERT, Itanagar, 2024)

Third Language Books

Sl. No.	Third Language	Tribe	Classes
1.	Qok Agom	Galo	I-VIII
2.	Taraon	Taraon	I-VI
3.	Asahi Idu Azobra	Idu	I-VI
4.	Kaman Pit	Kaman	I-VI

5.	Tagin Gaam	Tagin	I-VIII
6.	Adi Agom Kennana	Adi	I-VI
7.	Nyishi Lvr Kitab Jabbum	Nyishi	I-VIII
8.	Tangsa	Tangsa	I-VIII
9.	Tanii Agun	Apatani	I-VI
10.	Ako Na Kako	Aka	I-VI
11.	Jinghpaw Hti Laika Nnan Hpung	Singpho	I-VI

(Source: SCERT, Itanagar, 2024)

PM E-VIDYA DTH TV Channels, Arunachal Pradesh

Channel 53: Channel 53 of PM E-VIDYA DTH TV Channel provides authentic video lecture series specifically meant to teach the Tribal Languages of Arunachal Pradesh as a part of preserving the mother tongue of the state which is aligned to one of the important manifestos of NEP 2020.

Channel 54: This channel in particular provides various video lecture series with a special focus on enhancing the learning potential of students from Classes I-VIII.

Channel 55: This channel provides special lecture series videos dedicated to enhancing the learning potential and performances of the students from Classes IX-X.

Channel 56: This channel again provides an important video lecture series dedicated for the students of Class XI in particular to enhance their understanding of the subject matter and also help in their performances in examinations.

Channel 57: Channel 57 in particular further provides significant video footage that enables the students of Class XII to learn themselves from watching all those dedicated videos provided on that channel.

Discussion

SCERT needs to identify and formulate certain in-service training programmes in such a relevant manner that it may provide maximum benefits to the in-service teachers. The SCERT also needs to focus on providing training programmes to the teachers of private schools in a timely manner so as to remark the inclusive education policy. Further, SCERT also needs to focus on providing a professional development training programme to the faculties and staff members of their own institute to make them update and refresh their teaching-learning abilities.

too which will yield positive results for the institutions and the trainees as they will learn new things, etc. SCERT also needs to provide different types of need based training to the Key Resource Persons (KRPs) at various district or block levels to streamline its academic purposes.

The SCERT needs to do more innovative action for inclusive educational growth of the state. Regular monitoring of School Teachers at various levels or places are constantly required. Focus on maintaining the required number of teacher trainee, teacher, and student's ratio. There is a need to more focus on adopting innovative and interesting methods of imparting training to the trainee like changes in content, methods, techniques, modes, and pedagogy, etc. Duration and frequency of training programme need to be taken care of while considering the themes and objectives of the training. Techniques regarding the dissemination of knowledge, and imbibing communication patterns or skills, etc. to the trainees need to be extra taken care of. Appropriate strategies need to be framed out in providing training programmes to the Teacher educators.

In the end SCERT like other academic institutions must strive for best practices that may enhance the academic performances of the state in the day to come. Its overall motto should be more oriented towards providing need based training programmes to the teachers so as to deliver quality education to the younger generation.

Shortcomings:

- i. Training is mostly confine to providing only those Governmental in-service teachers much less focusses on teachers of private institutions.
- ii. Able to provide training to a limited numbers of in-service teachers only. Due to certain technical issues, the institution was not able to provide training to large numbers of in-service teachers at once.
- iii. Lack of manpower in the institute to conduct or carry out the different assigned tasks of the office.
- iv. SCERT is still lacking certain infrastructural facilities like advanced computer, laptops, scanner, and document recorders, etc. to some extent.
- v. Remain almost in-active in providing training to the teachers during the rainy seasons due to landslide or road blockage issues, etc.
- vi. Till today there are some remote and interior places in the state where it is difficult to reach out to them due to no internet and network connectivity. Because of this

messages could not reach the concerned person on a timely basis thereby they remain detached from the information, and other official work, etc.

Limitation of the study:

1. Mostly relied on secondary data for the study
2. Mostly concentrate on SCERT's inner perspectives not given much emphasis on gaining feedback from the trainees or to whom the SCERT has given training, etc.

Acknowledgment

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Conflict of interest

The authors declare no conflict of interest in conducting this study.

Conclusion

Skills empower toself-reliance..... efficient...meaningful life....integrated management of teacher education.....to overcome low level of educational scenario....teacher education management system....professional development...dedicated.....professional.....engaged in modern teaching-learning dynamic process.

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