

Draft Narrative of the Visit to Chattisgarh by the JRM Team Raipur, 16-17 December, 2013

The Joint Review Mission (JRM) team visited the State of Chattisgarh during 16-17 December, 2013 to review the 'Action taken report' on JRM recommendations for the State. The plan was to meet with the Govt officers, the SCERT Director and Faculty and the heads of institutions of the DIETs', the CTE and of the IASE at Raipur. During the two days, following discussions and meetings took place

- Initial meeting with the Director, SCERT, Chattisgarh and a part of the Faculty`
- Interactive sessions with all Principals of DIET, CTE and IASE, Chattisgarh
- Discussion with the Education Secretary, Govt. of Chattisgarh
- Meeting with the Chief Secretary, Govt. of Chattisgarh
- Interactive sessions with all Principals of DIET, CTE and IASE, Chattisgarh (contd)
- Second de-briefing Meeting with the Director, SCERT, Chattisgarh

Meeting with the Director SCERT and SCERT team, on 16th Dec.2013:

The issues discussed as a follow up to the action taken report of the State included

- a) the need for a coordinated vision and plan for teacher management and development
- b) Co-ordination between the School and Higher Education department
- c) Infrastructure and freeing of the premises of some DIETs,
- d) funding of the State share and its early release,
- e) recruitment of staff in the DIET's and the SCERT
- f) Co-ordinated course for B Ed and developing a State Teacher Education University.

The process of development of a co-ordinated plan has begun but the lack of faculty at various levels makes it difficult. . The construction and maintenance was being coordinated with the PWD officials. The State share has already been sanctioned by SCERT and this practice would be institutionalise. There are not many well-developed education departments at University level. The Director expressed the need to develop a group of resource people to lead the educational effort. For this they requested help in developing and implementing courses that would develop such education leaders. They also sought resources for teacher education in higher education. The team suggested that the State request the MHRD to help them this aspect. The JRM team or some resource institutions could also help if MHRD so suggested.

Interactive sessions with all Head of the institutions. This session was to review the action taken after the JRM visit . The meeting was held over two parts on the 16th and 17th December, 2013 at SCERT, Chattisgarh. During this meeting functioning of respective teacher Education institutions was considered. Apart from the Principals of DIETs, CTE.and IASE some other officials and faculty members from the State level institutions also participated.

The Director, SCERT, welcomed the participants and introduced the purpose of the review meeting. He directed the DIET Principals to concentrate on their quality improvement initiatives in the institution and with schools. He said the DIET's need to be autonomous and develop their own distinct district wise plan for improvement of schools and ensure quality improvement in D.Ed programme. The DIETs need to understand their role as a institution for quality development in the State. Institutions need to be honest in presentation and consider the JRM team as friends and benefit from their observations and advice.

The Principals were given ten point agenda to be discussed during the review meeting.

Each presentation by the DIETs was discussed in detail and suggestions made to take up possible programs that would be appropriate to the DIET concerned. In that some generic and some specific points came up. The important points that came up include:

- The Head of the institutions, trainers and resource persons require to develop an understanding on NCF 2005. RTE, Usage of ICT, and content analysis and greater competence in school subjects)
- The need for courses, training programs, seminars and/or conferences for the teacher trainees as well as the faculty of the institutions.
- It was suggested that SCERT could help arrange to conduct workshops for the DIETs on these areas including also making the DIET faculty capable of using ICT and accessing the resources available and set up a self capacity development program.
- The institutions could take up small programs to build not only their understanding but also undertake some studies to understand the situations in the schools. The learnings gained during this review meeting and the steps following could be shared in the next interaction with the JRM team
- Quality of teachers and student teachers emerged as a concern as the TET pass percentage was as low as 12% at Primary stage and 8% at Upper Primary stage.
- The issue of inclusion was also discusses and the need for identifying those would a weak eye-sight and helping them through careful eye check up, hearing capability could be conducted in a few schools to begin with. And then once we recognise the existence of such children draw up a plan of educating teachers and schools to help them recognise the reasons for learning difficulties of such children and the way to help them.

The DIETs could work with the SSA team in the district towards reaching the resources available for such children to them. This could be a part of their AWP.

- The DIET faculty could join some specific IGNOU courses like CTPM,CTE etc. and some courses like MA (EE) at TISS
- The norms for remuneration for resource persons and daily expense for them as also for the participants are so low that they are not practical. They need to be radically revised.
- On the whole , the interaction highlighted that principals of all teacher educational institutions should have focused plans to implement and reflect a viable long term perspective in their Annual Work Plans(AWPs).
- Shortage of faculty in some DIETs who have sent the request to SCERT was an area of concern to be taken up for further action at the State level . Others need to send their clear proposals.
- The CTE under the new Principal has conducted useful program for school teachers, B.Ed and M.Ed students and faculty. The Principal and the senior CTE faculty needs to undergo exposure and capacity building programs including in research. The IASE also needs these. These institutions could devise research projects around the thesis of M.Ed students and give them a rich and meaningful preparation.
- The issue of no earmark funds for maintenance was raised and the team informed that since now the funds are available, appropriate action is expected in the respective institutes.
- Delay in funds was discussed and bottlenecks identified. The SCERT team would make an effort to speed up the process of release of funds. The process to send required documents were explained specifically to ease the difficulties faced by the Principals.
- The issue of language taught by the teacher, her own language and children's language being same or different came up in the context of the linguistic situation of Chhattisgarh. DIETs need to orient school teachers, their faculty and other concerned about the understanding of language and identity. They need to understand the importance of their own language and its relationship to their identity. That could comprise of their sense of their history, culture, beliefs and being. The development and conceptual aspects of the language among them would also help in subjects being taught. The understanding would lead us to deal with
- Most of the DIETS have provided training on ICT, teaching school subjects and trained master trainers and provided training on ODL, Educational leadership and Management

for Principals/Headmasters. DIETS were lacking in identifying micro level issues specific to the district and the training on those issues.

Meeting with the Education Secretary on 16th December,2013

The major issues discussed with the Education Secretary and Director, SCERT are as under:

- A large number faculty positions are lying vacant in teacher education institutions. The process of filling the positions is taking time. It was agreed upon that for interim period the vacancies could be filled on contract and process of filling the positions from the department started.
- The issues of land allocated (either land is not allocated or not handed over to institutions) for DIETs, BITEs, CTEs and IASEs would have to be resolved with respective collectors/officials.
- The possibility of a University of Teacher Education in the state or the SCERT being made a university was also discussed and the challenges in its way explored.

Meeting with the Chief Secretary, Govt. of Chhattisgarh:

The meeting with the Chief Secretary was in his chamber at Secretariat. The Secretary education and the Director SCERT were also present in the meeting.

The Chief Secretary was appraised of the following points in the meeting

1. It was emphasised that the new cadre of teacher educators has been approved but appointments have yet to be made. The SCERT as well as the DIETs are extremely under staffed. The selections had to be made from within the Govt by selection and some fresh appointments by the State public commission. Some immediate steps can be taken.. In the SCERT, CTE and IASE more posts could be created as per the guidelines to allow the institutions to fulfill their responsibilities.
2. The need for a coordinated vision and strategy for teacher development and management involving the school education department, tribal education department, Panchayati raj department was emphasised.
3. The need to develop a state vision and common understanding of teacher education to facilitate all institutions and individuals to reconstruct their understanding of education in terms of NCF 2005, Children's Right to Free and Compulsory Education Act 2009, RMSA and its implications for pedagogy, teacher education and institutions of teacher education. The State has done a lot of work in education and it would be further empowered by this effort.
4. The idea of a well-endowed university for teacher education and the possibility of developing the SCERT as the university was discussed but did not seem to be appropriate in the framework of the State. However a co-ordination role for the SCERT to evolve teacher education programs for the universities and setting up of more departments of education in the universities may be considered. The State was also informed that the

- Sate can have some more institutions (IASE and CTE) under the scheme.
5. The need to get the land for the 6 BIETs and 3 new DIETs. that have been approved by MHRD was pointed out. Besides this concern about the lands allocated to the DIET and their infrastructure being encroached and being taken over for other purposes was mentioned as well..
 6. The concern about the lack of support for maintenance and small routine refurbishment and development was pointed out. The concern of the delay in the work to be done by the PWD and confusion about the responsibility of maintenance for some buildings was also pointed out.
 7. Timely utilization and submission of utilization certificate with appropriate state contribution. There is a mid-year review as well.

DIET Principals meeting continued on 17th December,2013

- The Under Secretary, MHRD, Mr. Dilip Kumar, the SCERT team and the TEI heads discussed the reasons for the delay and/or non-receipt of funds by the institutions. The time in transfer of funds within the State departments, sending & receiving relevant documents, correct procedures and proper utilization of funds as per the approved budget were aspects that were discussed.
- It was suggested that for quick collation and sending to the Central Govt all concerned institutions should send their AWP's within the month of January and the consultation process to make modifications if necessary, must happen before the meeting of the Teacher Education Approval Board (TEAB) in February. If this happened and the proposals were firm, sanctions could happen early. All teacher education institutions could send their draft plans to the SCERT well in advance and keep doing the required modifications simultaneously
- A clear cut perspective plan of each institute for 2-3 years should be framed to help understand the role and the strategy for reaching the possible goals.

SCERT, Second Meeting with the Director, SCERT, Chattisgarh on 17th December,2013

- The Director, SCERT informed that CCE modal is being followed in the D.Ed program. Group assignments were given to the trainees.
- The proposal for separate cadre for teacher educators has already been sent to concerned officials.
- The Director also informed that as per direction of Chief Secretary, Govt. of Chattisgarh, all vacant post would be advertised following the due procedures.
- SCERT, Chattisgarh was refused to monitor the private B.Ed colleges because as per NCTE norms. MHRD needs to study this aspect.
- Senior Secondary schools could be upgraded as BITES and CRCs.
- SCERT would complete their web portal by July 2014. Because of elections it could not be done.
- The Director suggested that not all teachers need to be trained every year. Quality training could be imparted by giving subject specific training in difficult areas only.

- The Director is of the view that SCERT should be made as nodal agency for distribution of funds to teacher education institutions.

Following are the principal agreements reached with the Director SCERT in the wrap-up meeting on the 17th December

1. The Director SCERT informed that govt. orders have been issued on separate cadre for SCERT and other teacher education institutions. The guide lines for positioning staff members are being prepared.

It was agreed that the State would consider the restructuring of SCERT, DIETs and other TEIs with additional staff as per MHRD guide lines . Accordingly proposal would be sent to government for restructuring of TEIs and sanction of additional posts.

2. Notification for staff recruitment for all the posts duly following the ratio for direct recruitment. Would be issued as soon as possible. In case of any delay in process of recruitment through public service commission, an alternative mechanism / arrangements for interim contract appointments of qualified people may be evolved and accordingly proposal may be furnished to the government.

3. A coordination committee may be formulated with representatives from the departments working for children i.e. department of education, panchayat raj, tribal welfare, SSA, RMSA, NGOs and meetings may be conducted frequently with all to discuss certain systemic issues, teacher management, teacher trainings etc. A State vision and a common understanding of teacher education may be evolved to facilitate all institutions and individual i.e. SCERT, CTE, IASSEs, DIETs, BRCs, CRCs, Teacher educators, educational managers, to reconstruct their understanding, roles and responsibilities to improve the quality of Education.

4. SCERT would have even more focus on quality of school education i.e. quality curriculum, syllabus, text books, curriculum implementation, class room transaction, training to teachers, assessment of children learning achievement etc. Other items like Distribution of uniforms, text books, and others such things may be delegated to Department of Panchayat Raj.

5. Opening of departments of education in existing university's and strengthening of existing departments of education in the universities may be taken up. A note may be circulated accordingly so as to place the same in the meeting of Hon'ble Governor and Vice Chancellors meeting. The support from the University Departments of Management may be taken up for the orientation of institutional heads of departments of Education. Proposals may be sent to govt. for more IASEs and CTEs as per state eligibility to be supported by govt. of India.

6. The Director, SCERT may discuss with concerned district collectors and other officials, and get the land for starting construction work of the remaining BIETs and DIETs and also facilitate removal of other infrastructure log-jams.

7. The collation of expense, release of State share of the funds to the TEIs right in the beginning and hence the utilization certificates may be submitted to govt. of India on time to facilitate Grant release process.

ANNEXURE-1

VISIT OF JRM TEAM TO DIET, MAHASAMUDRA

On 15th December, 2013, Sr. Consultant (TSG-Teacher Education), and the Under Secretary visited DIET, Mahasamudra. They visited class sessions of D.Ed. ODL training programme. They interacted with the teachers, resource persons, Vice Principal and Consultant, SCERT faculty. Following are the observations as part of the interaction with the students:

1. The training material of DEd ODL program is good and helpful for the students. Both students and teachers felt that they learn a lot.
2. Training had had a positive impact on their way of understanding teaching-learning process. It changed their perspective about the roles and responsibilities of teacher, administration and the pupil.
3. The face to face duration of 32 days for the training was found to be inadequate and a request was made to increase it for better learning.
4. The teachers expressed that since number of students undergoing training in this year (D.Ed ODL) (2nd Year) has doubled, this may lead to dilution in the key components thus reducing the quality of teaching in many ways.
5. The teachers expressed time constraints, particularly for preparation of assignment reports and thus prepare them in their classrooms affecting the teaching learning process. Subsequently, they were not able to translate theory learnt during the training period into practice because of load of curriculum along with regular teaching.
6. Due to logistic hindrances, less of interaction time, a request was made to have ODL mode of training in every block resource centre.
7. The Vice Principal expressed the need to teach minimum one school subject in addition to her administrative duties. Also a need for giving teaching responsibility of one class subject to one primary teacher for a reasonable time period to fruitfully impact children,s learning. +

S.No.	Recommendations of JRM	Action Taken Note (ATN) by State Govt.	Observations of JRM Team
1.	<p>Reduce number of trainings: There is a feeling of over-training and the decrease in quality might be attributed to it. Therefore, all teachers need not undergo training every year. 25% teachers can be trained every year giving 4 year cycle before a teacher again undergoes training.</p>	<p>We agree with the recommendation that frequency and period of the training should be minimized and made need based.</p>	<p><i>The State Govt. had stated that one of the main problems being faced in the training schedule is that MHRD has a component of 'Training' in each of Centrally Sponsored Schemes of SSA, RMSA, ICT, IEDSS and TE. This has created duplication. Hence a request was made that MHRD can have a re-look at the various type of training component under each CSS scheme and give a direction.</i></p> <p><i>All trainings, at least arranged for elementary level teachers, must be brought under one roof, where possible it may be SCERT as it is academic authority too.</i></p>
2.	<p>There are too many organizations; government, as well as non government. who organises different training for teachers. The resources these organisation have should be utilised but in a comprehensive and meaningful manner. SCERT as the nodal agency of the state should try to establish linkages between these organisations as well.</p>	<p>NGOs like APF, Vidya Bhawan, Ekalavya, Pratham, etc. are always part of our training but the involvement of Govt. organizations like universities and colleges are limited only need based. SCERT Chhattisgarh has developed linkage with many non Govt. agencies their help is taken in different fields like formulating pre service training, text book development, various material development, Educational leader development, etc.</p>	<p>Nothing specific was needed as follow up. The need to have a co-ordinated long term plan with some organisations that have the capability and intent to empower the State institutions must be put in place. The partnerships should focus on working together to enrich and empower institutions and evolve systems of functioning.</p>

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3.	More focussed trainings: Training needs to be like courses that continue over time. This involves continuity between the face to face interaction at training venue and the school follow up.	SCERT is concerned in this area. Recently a decision has been taken that all primary level training will take place at cluster level involving local resource persons to ensure continuity and availability of resources even after the training. Beside this we have 100 centers in the states which are at present delivering the contact programme for D.Ed. ODL course. In future we plan to use these centers as permanent resource centers.	<p><i>The SCERT felt that given the multiple components a comprehensive plan could not emerge. They are considering long term workshops but are looking for support to develop formats and resource persons for them</i></p> <p>The JRM Team saw the D.Ed ODL course contact program of both 1st year as well as 2nd year held every Sunday at the Centers of study one of which was at Mahasamund DIET. The program is working well though it is over-stretched in capacity due to large numbers and the RTE deadline.</p>
4.	Training needs to make teachers feel motivated and empowered.	Objective of all trainings are to make teachers motivated and empowered but the nature of training delivery does not make it fruitful SCERT is also struggling to make it meaningful.	<p><i>Director, SCERT and the team reiterated this point. All Teachers should not be trained every year but over a four year cycle with more academic and financial resources. 25% of the teachers trained every year would allow the system to function within the capacity to make this quality effort and support teachers to learn as well. More per teacher cost per day should be allowed in the scheme and this is needed immediately .</i></p> <p><i>Instead of face to face training the possibility for orientation in other modes like self learning, assigning task assigning projects etc. should be explored.</i></p>

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5.	Teachers are confronted with many systemic and administrative problems, which dominate conversations during trainings. Mechanism should be set up to address some of these issues on a priority basis during training so that the remaining time can be devoted to academic issues.	These issues are mostly local issues and academic persons those who conduct the training are not competent enough to handle administrative issues. Grievance redressal is a separate issue and it cannot be linked with academic.	<i>SCERT has devised a format on some of the issues, to receive such inputs for the pre-service program.</i>
6.	Training needs to be at a local level - Localised at the cluster or even sub-cluster level.	From the year 2012 we have taken our training to cluster, we are assessing the merits and demerits of the trainings.	Report on this is needed.
7.	More budget and effort needed for preparing educators. Adequate resource persons are needed and the level of honorarium, travel and stay comfort for them needs to be increased. They need to be prepared more rigorously as well as respected more. There should be a review of the per day norms particularly in towns and cities.	Most of the trainings are interventions of the MHRD, norms for the training are old so it is very difficult to manage trainings with quality and engaging quality resource persons. Ironically, these norms are followed in all the trainings as reference. There is a need to renew the norms.	<i>The per-diem training rates need a re -look (ATTN MHRD)</i>
8.	All teachers of a school and maybe even a cluster should be trained in one subject together so that they have a shared experience and have a somewhat common way forward.	It is a good idea for primary teacher training and we will try to convert the idea into practice, considering the administrative problems.	Vice Principal, DIET, Mahasamund, also made the same request and the State Govt. is seriously considering this issue for implementation. (May need co-ordination between teacher development , SSA and RMSA at MHRD level too)

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9.	Efficient training system has to be created to capture the data of participants and resource persons to ensure that trainings are offered on a need basis regularly. B. DIETS	State education portal is supposed to be started very soon this will capture all relating data.	Director, SCERT had stated that Education Portal has been set up and 80% of the data has already been captured. It needs to be completed, reviewed for usability and regularly updated.
10.	Need maintenance support and a capability to maintain buildings and infrastructure.	State has prepared the budget for major repairing and new construction as per state SOR and submitted to MHRD.	The State Govt. was intimated that as per the decision of TEAB, financial assistance only for Salary and Programme & Activities was considered initially. As funds are now available, the proposal for release of funds for civil works has been submitted to IFD for concurrence. <i>DIETS need to work with the PWD to expedite the work and send utilisation in time</i>
11.	There should be a mechanism for DIET to appoint consultants in the DIET to carry forward the key work of the DIET with teachers and schools.	If MHRD makes provision to hire the services of consultants then the Govt. of Chhattisgarh would welcome it.	The State Govt. was advised that MHRD is not concerned as how the staff is recruited and financial assistance for salary is given only to those posts, which have been created due to re-organisation and are now filled up. Hence, the State Govt. is free to fill up the post, either on deputation, direct recruitment and pending direct recruitment, as an interim measure they may appoint qualified persons on contract basis also. <i>The State would expedite these processes including issuing advertisements for such positions in order to overcome the present scarcity</i>

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12.	DIETs should have the flexibility and autonomous to find local possible solutions.	DIETs have liberty to find possible solution it is an issue of leadership to take benevolent decision and finding solution at local level. In the same time we are reviewing the system and procedure to understand the factors what discourage the autonomy	<i>The above issue was also discussed in the meeting of JRM Team with all Principals of DIET and CTE. Need a response on the action taken for it. The Heads need to be prepared and empowered to use as well as require autonomy for themselves as well as their colleagues</i>
13.	The tenure of the people should not be brief. People coming in and out lead to loss of experience and capability. Promotions should not lead to transfer from DIET unless essential in specific cases.	Separate cadre for SCERT and its subordinate organization has been finalized and very shortly, it will be notified.	Secretary, Education, intimated that notification for a separate cadre has been issued. Agreed for a time bound plan for issuing the advertisement for the external as well as internal candidates. Process of seeking desire to be started soon.
14.	There is a need to retain the 7 + 17 structure at the DIET instead of 5 + 12 due to expansion of work.	The structure of 17 DIET faculties was proposed in MHRD guidelines for 11 th five-year plan but 12 th plan has proposed 7+17 structure. After notification of cadre, state will revise staffing pattern in DIET, IASE, CTE and SCERT as per MHRD guidelines.	<i>The issue was discussed at the level of the Chief Secretary also, who had stated that necessary approval of the Govt. will be given shortly. Simultaneously, it has also been decided to place advertisements in the newspaper as these are Group B posts and needs to be filled up through PSC.</i>
15.	Capacity building of DIET needs to be focused and planned.		The State and the SCERT are in agreement to this need. The support of the JRM leader and other organisations and individuals for this was sought. A time bound plan needs to be evolved by the SCERT for this. May be included in the AWP and support also sought. Some DIETS also thought of collectively setting up a process of linkage with institutions for capacity building. SCERT needs to encourage

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and facilitate this.

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| 16. | There should be internal account of the DIET funds received including that released from treasury, SSA etc and matching with the expenditure and bank statement. | SCERT has conceptualized to establish a strong online monitoring mechanism, we have already started working on this project. | <p>A Web Based on-line monitoring system is under preparation.</p> <p>Internal audit by the SCERT has not been happening.</p> |
| 17. | The position of the DIET Principal must be given the due importance at the time of selection of the DIET Principal and allocation of responsibilities and authority to the DIET Principal must be done appropriately | This issue may be resolved after having PSC qualified principals in DIETs, presently all all the principals are either Higher Secondary Principals or Deputy Director in education department. | <p>The BRC and CRC are outside the per- view of the DIET.</p> <p>The status needs to be clarified and an appropriate schedule developed and issued</p> |
| 18. | A clear vision of the DIET must be articulated at the state level and the role of the DIET must be detailed out with the involvement of the various stakeholders of school education department. | | <p>SCERT needs to anchor this.</p> <p>There was agreement on this need. Await some appointments to the DIET's.</p> <p>Help maybe sought from various sources.</p> <p>Should form a part of the AWP</p> |
| 19. | The DIETs must be given sufficient prominence at the district level through careful positioning of the DIETs vis a vis the SSA and the District Education Office. | | <p>At the MHRD, at the State as well the educational functionaries of the SSA, RMSA and Teacher education should work in tandem and co-ordinate better. The teacher education functionaries at the State and district level</p> |

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20.	The DIETs must use the available autonomy to examine its organisation and restructure based on the needs of each district. Each district must have a blue print of its own and a system for DIETs to rely on each other's competencies must be developed so that scarce resources can be better utilised.		<p>should not be left out. Chhattisgarh does have the SCERT in a responsible and prominent role at the state level, this should be institutionalised and expanded to the districts as well.</p> <p>The DIET needs to be supported to build capacity and systems to plan and review the implementation and flow out of the plan and its own functioning in alignment with the purposes of the DIETs</p> <p>Each DIET could develop a plan that can enable it to work towards distinct improvements rather than scattering energies in a variety of activities</p>
21	Greater awareness must be built into the DIETs about the Centrally Sponsored Scheme on Teacher Education so that they are able to avail of all the provisions of the Scheme, especially those pertaining to institutional strengthening like support for infrastructure, capacity building, provisions for library etc.		<p>The SCERT would have the scheme translated in to hindi and also have workshops with the DIET to help them understand the scheme.</p>

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22.	<p>The accounting process has to be strengthened in the DIETs. At least internal audits led by the Finance and Accounts Department at SCERT must be strengthened. The possibility of a web based accounting system can be explored so that the SCERT can keep track of the finances and accounts of DIETs regularly</p> <p>C. D.Ed. Programme/ ODL</p>		<p>Development and commissioning of a Web based system in progress.</p> <p>Mechanism for internal audit by the SCERT team still needs to be set up</p>
23.	<p>The books A meeting should be organized by SCERT with various organizations to understand each-others perspectives so that there can be some coherence between various efforts. and course material of the 12 subjects taught in the DIETs as part of the new course should be available in the market and sold to public and teachers who are not its part.</p>	<p>The issue is under consideration of SCERT</p>	<p>It was reported that the material has been printed but not clear if it is available in the market and how it can be got by someone who wants it</p>

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24.	Needs an external 'expert' to help faculty and students teachers engage with and enjoy the subject.	This year DIETs have planned to engage external experts as to add value in the work of faculty.	Report on the experts engaged. And also on the organised plan of work may be shared. Lessons from this may be important for others as well. State needs to create a data base of resource persons, of teachers who have been trained, of Head teachers, CRC, BRP etc and their strengths
25.	Short term courses for teachers on various topics of the subject and this certification may be credited in ACR	This recommendation will be forwarded to the Govt. for necessary action.	Decision on the suggestion and how to take it forward needs to be shared. Courses like CTPM, CTE etc of IGNOU need to be made accessible to DIET faculty and through them to teachers in a time bound manner
D. CAC			
26.	CACs need a mechanism for developing individual job chart as a transformational agenda looking to the possibilities in the cluster and the capability and interest of the CAC. Mechanical, non-flexible, non-autonomous job charts with no space for personal and contextual choices would not work.	Basically post of CAC is SSA intervention and they work according to fixed guideline.	As suggested by the persons from the DIET's systems need to be set up regarding their relationship with the DIETs. For this a circular needs to be issued to consider the role of the CACs and their linkage to the DIET as well as their reporting structure. Co-ordination between SSA and RMSA district functionaries with the DIET needs to be established. Other systems and processes need to be set up too
27.	Need to review the monitoring stipend in view of the areas and schools to be visited.	SCERT at state level has prepared teams for different districts to address this issue	Has the problem of less stipend been addressed. Need to have an appropriate stipend after conversations with the field persons through the DIET's

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28.	Need to find ways to set up effective communication between teachers, CAC and BRP. Possible way is a mobile phone network.	SCERT has set up successful network of CUG which has enabled all teacher training institutes to connect free of cost.	Has this been in use? Is CAC also a part of this? They also need to be made a part. A track of the use roster maybe maintained for some time to understand effectiveness.
29.	<p>System</p> <ol style="list-style-type: none"> 1. Heads of institutions should be trained to: 2. Lead a team and build trust 3. Understand finances and build financial plan 4. Plan the building and infrastructure anticipating future development and challenges. 5. Recognize the need for expert consultation and the ability to procure it. 	In Chhattisgarh, Educational Leadership Management programme is in progress with support of APF and the end of four years approximately 50000 head teacher will get training.	<p>There is a need to encourage more DIET's to take up such orientations for head teachers. Already some DIET's are doing these. The suggestion is to do it in a systematic way so as to cover most schools in a definite time frame.</p> <p>The Heads of the secondary (and perhaps senior secondary too) as well as DIET principals should also go through courses that build leadership as well gives them basics of vision, functioning and effective management of their institution</p>
30.	RMSA should allow for placement of capable resource persons in DIET, CTE, IASE for development of teacher support courses and implementing them rather than merely give piecemeal honorarium.	An innovative suggestion next year RMSA may be requested to make the provision.	Has this been done? Could or would the SCERT and DIET collate their needs and ensure they are included in AWP of RMSA? It has to be a part of the State plan

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31.	There are too many experiments and changes and many programmes are started simultaneously. A programme and a system when started should continue for some time.		State Govt comments on this and views needed.
32.	There is need for the private B.Ed. colleges to be periodically reviewed by the SCERT or by some external agency identified for the purpose.	B.Ed. colleges are affiliated by University and recognized by NCTE so the role of SCERT in assuring quality is very limited moreover, NCTE also does not allow us to do so.	Director, SCERT had stated that the State Govt. had taken up the issue with MHRD and a written communication (No.48-5/2021-NCTE/N&S/A49874 dated 4.12.2012) has been received that under Section 13 of NCTE Act, powers to conduct inspection rests only with NCTE and these powers cannot be delegated to State Govt. MHRD/NCTE to take action so that State Govt has a role in improving colleges This needs to be considered by the MHRD and taken up with the NCTE and the university. The Govt must have a responsibility to monitor and also no new college be allow to open without a explicit agreement of the Govt to the need of more colleges in the State.
33.	Capacity building of the B.Ed. private colleges is needed.	From July 2013 IASE will initiate this activity	Has this been initiated? Would be useful to accentuate the process with academic support.
34.	There is no University faculty of education in any Govt. University. These need faculty persons and other resources.	B.Ed. and M.Ed. courses run by university are self-financed courses so they do not get any grant from UGC or Govt. to engage regular faculty.	Is there any effort to seek State Govt or UGC support for the university departments of education? State Govt needs to invest in the teacher education departments of the universities. There is a need to have stronger education

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			departments guiding education in the State
35.	Annual Work Plan of the SCERT should be shared with CTE, IASE, DIET, RMSA etc.	The complete plan for SCERT has been prepared after three round of consultation with DIET, IASE and CTE. PAC for SCERT has been constituted and AWP of the state has been shared with all the members of PAC which includes RMSA and SSA officials.	The SCERT had already called all Heads of various institutions for discussion to prepare the Annual Work Plan for 2014-15. Both the SCERT and the DIET needs a well facilitated vision, mission to action plan development workshop soon
36.	The plan of IASE/CTE should be made with the SCERT, DIETs, RMSA etc. and that of DIETs with SCERT, CTE/IASE/DPC/BRC (Rep.)/ CAC (Rep.)/ School Principals (Rep.). The SCERT must act as the nodal agency.	SCERT PAC includes representative from all mentioned institutions.	We were informed that is SCERT acting as a nodal agency in the preparation of AWP for 2014-15. SCERT needs to review the process and improve it regularly.
37.	It is imperative that the scheme (CSS) be translated into Hindi and made available in English and Hindi, both, to the State Institutions. This is needed to overcome the lack in depth in understanding of the scheme and its implications at their level or any other level.	Not related to Chhattisgarh, MHRD is requested to get it translated and disseminate.	The SCERT has decided now to prepare a translation version.

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38.	Structure of various institutes needs to be evolved as per the functions and activities envisioned and collaborative processes for programme development will improve the ownership.		The State has to respond to this. This is in conjunction with other points on co-ordination already mentioned.
39	Edusat should be better used for improvement of quality of teaching learning in a structured manner.	Edusat is being used for teacher training, students training, training of PRI and interaction with various organizations.	There needs to be improved access for edusat. There must be greater preparation at the DIET to use ICT and this using open software. State needs to bring technical and human capacity to make this possible.
40	The state has to work on a mechanism to feed research findings into the system give it a better visibility in public domain.	SCERT web site is being used to disseminate research findings. Important findings of the researches are being circulated among all teacher training institutes	Quality of research needs to be considered. CTE and others need to have courses on research and improve research from the stage of conceptualisation itself. Need to take help from outside experts as well.
	SCERT		
41.	A shared perspective and vision of SCERT should be developed and it needs to be shared with the organizations that closely work with SCERT		SCERT sought support to undertake this. State needs to develop a plan for this and then academic and technical support can be provided
42.	SCERT needs a bigger team therefore immediate appointment of faculty members as well as creation of more positions to fulfill the	Separate cadre for teacher education being developed. Advertisement for internal candidates to apply to be released soon. Contract interim	Was discussed again with the Director, the education secretary and the Chief Secretary, the urgency in these positions being filled up was shared by all and it was promised that State would take it up urgently and

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	role that is expected from the SCERT is required.	appointments would be tried too.	<i>appointments soon.</i>
43.	It needs to have more opportunities for academic capacity building of the faculty members.		The report is not received on this point. The State needs to make time and resource investment to undertake this. Its academic linkage with leading organisations make it possible for it to conduct good programs. This would also help them reflect on the institution visited more respectfully.
44.	The faculty members need time to have dialogues among themselves, analyse their work and moving on the basis of the reflections.		The report is not received on this point. Please spell out the rough average time available and spent.
45.	SCERT needs to build its own capability for working with high schools and higher secondary schools.		The report or the plan is not received on this point. Please spell out the rough plan, average time available.
46.	It should set up systems for better maintenance of its infrastructure		No report is not received on this point. The maintenance of institutional infrastructure is poor even in the SCERT itself. The State needs to review the rules and allocations that make the head of the institution helpless to help own work.

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47.	It should encourage good private institutions and include them in facilitating learning centers (being developed under the ODL program) and for supporting SCERT and DIET. Consider some of them as possible candidates for CTE in the absence of Govt colleges		This is being considered by the State
48.	Include DIETs in developing the State plan and accord more flexibility to the DIETs.		The DIETs are being included in developing the State plan. But the flexibility is both an issue of the capability of the system and of the people to take it to the extent possible, capability needs to be addressed urgently
Key recommendations for the Teacher Education Institutions			The State Govt has started the process. This needs to be strengthened and widened to include more persons. Specific vision building exercise needs to be taken up
49.	A vision building exercise with the faculty along with a capacity building effort helping them understand the educational concerns as evident in the NCF 2005 and NCFTE 2009 is needed.		The State Govt has started the process. This needs to be strengthened and widened to include more persons. Specific vision building exercise needs to be taken up

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50.	They need a Principal/ Head of Institution who has a vision and leadership abilities to understand the role of college in improving school education.		The Heads for the institutions need to be specially chosen and oriented such that they can visualise the TEI they are heading and its role. Be able to develop and follow a road-map for its development
51.	Need a cadre that will remain in the college of teacher education and the DIETs and therefore has an experience of teacher education over a long term and therefore build programs.	POINT IS REPEATED	
52.	The IASE Faculty needs to be up-graded and feel motivated to work as a team		VISIONING OF THE FACULTY NEEDS TO BE TAKEN UP
53.	The CTEs and IASEs need to seek additional posts under CSS.		This was discussed and it was suggested that the State Govt and the institutions could take steps to add more positions.
54.	They need to find ways and mechanisms to cover the large number of teachers in the districts under them.		The need to envision and develop a strategy so that there is a possibility of reaching every teacher with quality programs over time
55.	Except for the regular B.Ed and M.Ed courses, the CTE lacks focus and purpose in the activities defined for it under CSS which it needs to		The current CTE Principal seemed to be more energetic and keen. She needs to be supported. SCERT, CTE and the IASE planning need to work towards modifying the B Ed courses with

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	overcome.		the universities and resource organisations
56.	The IASE needs to work on revision of the M.Ed. curriculum		The process of revision of the M Ed needs to be gradually started as well. The ideas and experience available in the country should be harnessed for this
57.	Private college faculty norms for appointment and their terms of service should be reasonable.		NCTE needs to have the universities or the SCERT monitor this and ensure fairness
58.	Involvement of faculty from private colleges in academic progress and seminars		Some progress has been made in this direction
For the System			
59.	<p>Heads of institutions should be trained to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead a team and build trust. <input type="checkbox"/> Understand finances and build financial plan. <input type="checkbox"/> Plan the building and infrastructure anticipating future development and 	REPEATED FROM Point 29	These are the key areas of capacity building. The State needs to evolve a plan to build such an effort.

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challenges.

□ Recognise the need for expert consultation and the ability to procure it.

60. Capacity building of the B.Ed. private colleges is needed. There is need for the private B.Ed. colleges to be periodically reviewed by the SCERT or by some external agency identified for the purpose.

During review, Director SCERT had stated that NCTE has stated in writing that, as per the NCTE Act, the State Govt. does not have the right to inspect private B.Ed. colleges.

The State however, through SCERT (with support of resource agencies if needed) begin the process of capacity building in Foundation areas as well as in the conceptual foundations of teaching subjects. State needs to also explore mechanisms of capacity building to improve the school experience efforts and assessment procedures.

61. Annual Work Plan of the SCERT should be shared with CTE, IASE, DIET, RMSA etc.

The plan of IASE/CTE should be made with the SCERT, DIETs, RMSA etc. and that of DIETs with SCERT, CTE/IASE/DPC/BRC (Rep.)/CAC (Rep.)/ School Principals (Rep.). The SCERT must act as the nodal agency.

Systems for peer review need to be set up SCERT is already acting as the nodal agency for preparation of Annual Work Plan. It has meetings with the DIETs and CTE and IASE for preparation of Annual Work Plan for 2014-15. However, the RMSA plan is made separately

State needs to explore greater synergy

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62.	It is imperative that the scheme (CSS) be translated into Hindi and made available in English and Hindi, both, to the State Institutions. This is needed to overcome the lack in depth in understanding of the scheme and its implications at their level or any other level.	POINT IS REPEATED	The effort of translation needs to be followed up by capacity building on the areas and how to evolve an action plan and implementation strategies for it.
63.	The state has to work on a mechanism to feed research findings into the system give it a better visibility in public domain.		The quality of researches need to be improve. The topics chosen, method and purposes of research need to be better planned. Visioning on research and planning researches with capacity building programs for the faculty to make quality research possible is needed.
64	New Points 1		<p>Financial problem:</p> <p>One of the major constraint in the implementation of not only Teacher Education scheme but also other centrally sponsored schemes by the States pertains to earmarking of funds and timely release of funds; and the time taken for the funds to reach the individual institutions from the Treasury.</p> <p>8. Every institution in the State has to prepare an Annual Work Plan of the activities that would be undertaken by that institute in a particular year and the requirement of funds for undertaking those activities. The</p>

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			<p>annual work plan along with financial implications should be sent by each institute to SCERT in July/August of the current year for AWP for the next year. This will ensure that SCERT process the AWP of each institute with the policy of the State and also help in preparing the overall Annual Plan of the Department with financial implications for taking up the issue of earmarking of State share for implementation of the concerned scheme with the Finance Wing by September/October and also submitting the Annual Work Plan of the Department to the GoI for its approval and concurrence in January of each year well before the start of the financial year.</p>
			<p>9. For making the above a reality, following steps are recommended</p>
			<p>10. A Workshop be organized by SCERT with all the DIETs/CTEs/IASEs in April of the current year for guidance in the preparation of Annual Work Plan, taking into consideration the policy of the State; guidelines of the scheme and overall education</p>

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65	New Points 2		<p>policy.</p> <p>11. A system of financial alertness be evolved so that every month, the proposal sent by the concerned institute and release of funds to each institute is generated.</p> <p>12. A coordination meeting of the Administrative Wing and the Finance Wing be organized once in every three months to monitor release of funds and remove bottlenecks, if any.</p> <p>FOR MHRD: A Workshop of the Administration Wing with the Financial Wing of not only the State Govt. but also of GoI should be organized by MHRD in order to enable both to understand the bottlenecks and constrains being faced by them.</p> <p>Training: It was observed that teachers feel that they are being given a lot of training . One reason is that every centrally sponsored scheme had a component of training and the teachers thus have to go for training throughout the year.</p> <p>Another problem is that the norms of TA/Da for trainers s very old and has been decided by MHRD, which needs to be revised.</p> <p><u>for MHRD</u></p>

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MHRD should have a re-look at the various training being given under different centrally sponsored schemes of SSA, RMSA and Teacher Education, so as to avoid over-lapping of training. During the re-look, the question of the norms of entitlement of TA of trainers be also considered. The issue of training of all teachers every year needs to be reviewed too.