Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education

A Report

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1.0 Perspective

Following the approval of NCF in 2005, teacher education emerged as the most challenging sector for systemic reforms in education. The implementation of NCF required not only a new approach for syllabus and textbook preparation, but also for training of teachers. The importance of teacher education has also been recognized in the context of SSA which has continuously encountered the problem of a sufficient supply of trained teachers. Now that SSA is concentrating on quality, and RMSA is about to take off, the urgency of reform in teacher education has become all the more acute. The immediate tasks which a reform agenda must face are:

1. To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education;

2. To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;

3. To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or

universities with a view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.

4. To envision a comprehensive model of teacher education, utilizing the Chattopadhayay Commission Report and updating its perspective, and ensuring that progress towards a new, comprehensive model is paralleled by necessary modifications in policies of teacher recruitment, deployment and service conditions, including emoluments;

5. To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and

6. To bring about synergy between institutional structures operating at different levels, e.g. NCERT and NCTE at national level, SCERTs and boards of education at State level, DIETs and under graduate colleges at the district level and so on.

These five priorities require alterations entrenched in structural arrangements as well as financial resources. An ambitious structural adjustment has to be made between the Directorates of Education (known by different names) in the States and institutions imparting teacher education. It is necessary to recognize that the training of teachers, no matter which level of school education they are trained for, is ultimately a function of higher education. Teachers require an

indepth subject knowledge in order to address the expectations inherent in the new curricular policies and to satisfy the range of demands that children make. These demands cover knowledge (which is now available to children from many other sources) and skills, especially the intellectual skills of analysis, interpretation and decision-making or judgment, which are themselves dependent on a firm foundation of the skills involved in literacy and numeracy. But children's demands and needs also have aesthetic, cultural and emotional dimensions; and these have been sharpened by the stresses inherent in contemporary life and which are faced in different ways by children in both urban and rural settings. For example, if urban children are affected by a family ethos in which both parents are working, then rural children often cope with the implications of a father who works in a city or a younger sibling also needs to be looked after when the mother is busy with farming work.

No teacher can be successful today in a professional sense without being aware of this wide gamut of demands and expectations that children bring with them. On the other hand, the teacher's professional success and capacity to serve the system and its policy goals also depend on his/her awareness of challenges that India and its society are facing in the context of inequity, inequality, gender disparity and diversity. After the approval of the Right to Elementary Education, teacher education cannot escape the responsibility to equip future teachers, as well as the ones who are already in service, to accept the arduous task of running an inclusive classroom, no matter how limited the available facilities may be at present. Acceptance of an inclusive perspective (especially in the context in marginalized groups and children with disabilities) implies imagination,

resourcefulness and a sense of agency to invent and utilize appropriate pedagogic material. Such qualities need to be developed in every teacher during pre-service training.

These qualities can be nurtured during training programmes and courses only if they are run by teacher educators who themselves have these qualities and capacities. Over the recent years, the sector of teacher education has suffered from commercialization and other setbacks which have led to significant deterioration in the quality of teacher educators serving in institutes and colleges of teacher training. A cycle of reproduction of poor quality has set in. The findings of NCERT's evaluation study, which are reported in the following pages are indicative of the decay which the sector has to overcome now. While many of the recommendations made on the basis of these findings can be expected to assist in this process of moving beyond decay and deterioration, it is necessary to realize that a larger process of creating new support systems may be required. One constituent of such a support system will consist of carefully identified mentors or teachers who are already serving in schools and who can act as models for future teachers. Mentoring is now universally recognized as an essential factor of quality in teacher education. For this factor to be utilized fully in India, an innovative and flexible approach will have to be devised jointly by the Directorates of Education on one hand, and DIETs and other teacher education institutes, on the other, particularly to ensure that teachers capable of serving as mentors are recognized and suitably compensated in an impartial manner. Close cooperation and continuous interaction are required between these mentors serving in the schools and the faculty of teacher training institutions. Non-government or voluntary institutions of repute comprise another

constituent of the wider system that teacher education requires. In a few cases (e.g. SCERT Chhatisgarh), cooperation between good quality activist organizations and teacher education institutions has led to remarkable results.

Such cooperative strategies will bear fruit only in the context of significant changes in the curriculum and syllabus and all teacher education programmes from pre-school to the senior secondary level. NCERT has recently introduced a new syllabus for its two-year B.Ed. programme which sets an innovative precedence for revamping the syllabus for teacher education at all stages. It is expected that in this exercise NCERT's efforts will be supported by NCTE. The curriculum framework currently being drafted by NCTE will undoubtedly play a crucial role in determining the quality of the syllabus renewal exercise that institutions at different levels will go through. Given the importance of flexibility and encouragement for diversity underlined by NCF, 2005 as essential values for importance of quality, it is necessary that NCTE's curriculum framework for teacher education also reflects these qualities.

2. 0 Present Study

2.1 Background

The importance of professional development of teachers has been recognized since the 1960s. Kothari Commission (1964-66) the earliest policy formulation on education emphasized the need for teacher education to be "brought into mainstream academic life of the Universities on the one hand and of school life and educational developments on the other". The Chattopadhyaya Committee Report

(1983-85) reiterated the need "…to enable general and professional education to be pursued concurrently…" The National Policy on Education 1986 stated that improvement in status and professional competence of teachers is cornerstone of educational reconstruction. It emphasized the significance and need for a decentralized system for the professional preparation of teachers. This policy was put in place proactively by the Central Government in the 8th Plan with the establishment of District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) through the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education. Since the 1990s, further decentralization has led to the formation of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education aimed at providing academic resource support to elementary and secondary teachers through training, action research and experimentation, and developing institutional infrastructure for pre- and in-service training. The Scheme has inter-alia, the following components for which financial assistance is provided by the Central Government to the states/UTs:

a. Establishing District Institutes of Education and Training (DIETs).
b. Establishing Colleges of Teacher Education (CTEs) and development of 50 of them as Institutes of Advance Studies in Education (IASEs).
c. Strengthening of State Councils of Educational Research and Training (SCERTs).

While funding for various components of the scheme is provided by the Central Government, in accordance with the guidelines framed by it, the responsibility for day-to-day administration of the Scheme vests in the respective states/UTs. As on date, the Government of India has sanctioned 571 DIETs, 104 CTEs and 31 IASEs.

Over the last 20 years, many of these institutions have played a pivotal role in providing pre-service and in-service training to teachers and teacher educators as an important quality input for school education in the country. Nonetheless, the implementation of the Scheme in achieving the basic objectives of Teacher Education has been uneven across States/UTs. There has been variation in quality of performance even within a state/UT.

The spatial and numerical expansion of schooling facilities at primary, upper primary, secondary levels has resulted in corresponding increase in the demands for teachers. This has posed exceptional challenges for teacher education. Untrained/under-qualified teachers have been appointed in large numbers at the primary stage, the most crucial stage of education. Teacher shortages, para teachers, multi-age-grade schools characterize much of the school system. Besides, with the creation of BRCs and CRCs, the scope of activities of DIETs has substantially changed, and places new demands on the knowledge and skills of the professionals working in DIETs/CTEs and IASEs.

In view of the above it is proposed to undertake a comprehensive evaluation of the implementation of the Teacher Education Scheme to assess the technical and infrastructural capacity of the DIETs/CTEs and

IASEs in all the states/UTs of India for carrying out the assigned functions.

2. 2 Objectives of the Study

The main purpose of this study was to evaluate the capacity and functioning of the DIETs, CTEs, IASEs and SCERTs in all the states/UTs of India in terms of

(a) availability, adequacy and utilization of physical infrastructure and staff,
(b) pre-service, in-service programmes, research, innovation, development and extension activities,
(c) adequacy and utilization of financial assistance (central and state),
(d) monitoring and evaluation procedures followed for ensuring efficiency and effectiveness of the institution and
(e) networking with national, regional, state, district and sub-district level institutions/organization involved in school education and teacher education.

2. To assess the functioning of different departments/ units to fulfil the mandate of the Teacher Education Scheme.
3. To examine the Teacher Education Scheme, since its implementation, in the context of the changes that have taken place in school and teacher education sectors.
4. To recommend, in the light of the implementation of the scheme till date, modifications in the existing guidelines of the scheme including reorganization of the internal structures of the institutions to meet present educational challenges, and

5. To recommend new roles for the institution to be performed in the next 10 years and the immediate and long term action needed for strengthening their capacity.

2.3 Research Design

The method of the study is a evaluative survey. The general framework of the study is of collecting and analyzing data related to capacity and performance of teacher education institutions. The study has utilized both quantitative and qualitative techniques for collecting and analyzing information.

2.4 Sampling Design

A sample study was conducted on DIETs, CTEs, IASEs and SCERTs and through simple random sampling a sample of about 10 per cent of functional DIETs, a minimum of one DIET from each of the states/UTs was drawn. Twenty CTEs, IASEs and SCERTs each were selected based on their distribution across the states/UTs. Cluster sampling technique was used to select student teachers and teacher educators from each of the selected institutions and teachers from schools in the neighbourhood of the institutions. The table given below indicates the state-wise distribution of Teacher Education Institutions included in the sample study.

Table -2.1: State-wise Number of Teacher Education Institutions included in Sample Study

S.No.	Sate	DIET	CTE	IASE	SCERT
1	Andhra Pradesh	3(2)	2	2(2)	1(1)
2	Arunachal Pradesh	3(1)			
3	Assam		4	1	1
4	Bihar	2(2)	1(1)		1(1)
5	Chhattisgarh	2(2)		1(1)	1(1)
6	Goa				1
7	Gujarat	3(2)	6(1)	1(1)	1(1)
8	Haryana	2(2)		1	1(1)
9	Himachal Pradesh	1(1)	1(1)		1
10	Jammu & Kashmir				1*
11	Jharkhand	2(2)	1(1)		1(1)
12	Karnataka	2(2)	4(1)	1(1)	1(1)
13	Kerala	2(1)	2	1(1)	
14	Madhya Pradesh	3(3)	3(1)	2(1)	1(1)
15	Meghalaya	4(1)	2		1
16	Maharashtra	2(1)	2(1)	2	
17	Manipur	1	1		1
18	Mizoram	1(1)			1
19	Nagaland	2	1		
20	Orissa	2(2)	4(2)	2(1)	1(1)
21	Punjab	2(1)	2(1)	1(1)	1(1)
22	Rajasthan	2(1)	4(1)	1(1)	
23	Sikkim				
24	Tamil Nadu	7(1)	3(1)	2(1)	1(1)
25	Tripura	1(1)		1	
26	Uttar Pradesh	8(8)	1(1)	2(1)	1(1)
27	Uttarakhand	2(1)	1		1(1)
28	West Bengal			1	1
29	Andaman & Nicobar				
30	Chandigarh				1
31	Dadra & Nagar Haveli				
32	Daman & Diu				
33	Delhi	1(1)			1(1)
34	Lakshadweep				
35	Puducherry	1(1) #			
	Total	61(40)	45(13)	22(13)	24(15)

Note: Number in Bracket indicates the TEIs consider for field study
*State Institute of Education # State Training Institute

2.5 Tools for Data Collection

The following tools were developed to collect the information for the study:

Separate questionnaires for DIETs, CTEs, IASEs and SCERTs were developed. The questionnaires consisted of background information, physical infrastructure, human resources, staff development and technical support, administrative and financial aspects, library, hostel, playground, equipments, pre-service, in-service, research, innovations and development programmes, planning and monitoring system and networking with resource and supporting institutions. The list of aspects to be covered through focus group discussions was prepared.

Analysis of documents such as research reports, teaching-learning materials and other publications of the select institutions was also undertaken during the field study by the visiting team members.

2.6 Approach of the Study

The copies of the respective questionnaires were mailed to all the functional CTEs, IASEs and SCERTs in all the states and UTs. All DIETs were covered in states where DIETs were few in number and in states, the e-mail addresses of DIETs were available. In case of other states where the DIETs were large in number, questionnaires were sent to sampled DIETs only.

The data were collected from sampled institutions through field visits by a team of 2-3 members for two days in each DIET and CTE, and one day in

each IASE and SCERT. The team consisted of NCERT faculty including those in RIEs. Using questionnaires, focus group discussions were held with the Principal and faculty and student-teachers and in-service teachers were interviewed. However data could not be collected through field study from all the sampled institutions in Rajasthan and in most of the north-eastern states due to some logistical reasons.

Data thus collected from 61(40) DIETs, 45(13) CTEs, 22(13) IASEs and 24(15) SCERTs were collated and analyzed in respect of each centrally sponsored institution (The numbers in brackets indicate the number of institutions considered for field study). Analysis of Annual Work Plans submitted to MHRD by states, minutes of Teacher Education Approval Board and reports of regional and national workshops on teacher education scheme by MHRD was also made use of in the preparation of this report. The outcomes are compiled into institutional profiles and are presented in a separate section.

3.0 Profiles of Capacity and Performance of TEIs

3.1 District Institute of Education and Training (DIET)

The objective of establishing a DIET in each district under the centrally sponsored scheme was to improve the quality of elementary teacher education through innovative pre-service and in-service education. The vision of a DIET as planned under the scheme is to restructure and reorganize the elementary teacher education to make it more responsive, and to realize universalisation of elementary education. Under the scheme, 571 DIETs/DRCs were sanctioned, of which 529 DIETs have become functional in the country.

The following findings emerged from the data obtained from 61DIETs and the observations made during the institutional visits in the 40 districts as well as from the focus group discussions held among the faculty members and other stakeholders.

3.1.1 Establishment of DIETs

The DIETs have not been established uniformly at the same time in all states. In some states the DIETs have been established in a phased manner. In certain other states, the then elementary teacher education institutes have been elevated to DIETs with added infrastructure facilities and staff. All districts in Andhra Pradesh, Gujarat, Harayana, Himachal Pradesh, J&K, Karnataka, Kerala, Manipur, Meghalaya, Mizoram, Orissa, Tripura, Uttar Pradesh, Uttrakhand, Delhi and Lakshadweep have functional DIETs. In some other states- Assam, Chhattisgarh, Jharkhand, Madhya Pradesh, Nagaland, Punjab, Rajasthan and West Bengal - though DIETs have been sanctioned in all the districts, they are not functional. In the remaining states and UTs, DIETs have not been sanctioned in all the districts. Thus the scheme has not yet been fully implemented as far as establishing and making DIETs functional in all the 599 districts in the country is concerned.

3.1.2 Organizational structure

- As per the guidelines of MHRD, the DIETs have 7 branches uniformly across the country. Out of the seven branches envisioned in DIET to carry out the expected functions, only three branches namely, Pre-service Teacher education and In-service Programmes, Field Interaction, Innovation and Coordination (IFIC), Curriculum and Material Development

branches have been doing substantial work as envisaged. The remaining branches like Educational Technology (ET), work experience (WE), Planning and Management (P&M) are found to be non-functional, except for some DIETs.

- The role of District Resource Unit exists in some DIETs. However, in some states, the DRUs have been set up outside the purview of DIETs.

3.1.3 Physical, Infrastructure and Academic Facilities

- As per the guidelines of MHRD, the DIETs should be housed on a campus of adequate area, preferably 10 acres. Most of the DIETs were found to have their own campus except for a few.
- In most of the DIETs, the maintenance of the campus was not satisfactory. In some of the DIETs, the campus premises seemed unprotected.
- In some DIETs the staff rooms were either not available or inadequate.
- The residential accommodation for the principal and the staff, particularly for wardens was not available in all the DIETs; wherever available it was not fully utilised. In certain DIETs, the residential accommodation was not in good condition.
- In majority of the DIETs, the hostel facilities were available separately for boys and girls. In certain DIETs, though the hostel facilities were available for girls, they have not been utilized for want of security facilities and lack of a warden. Some other facilities like common room and toilet facilities for male and female students seemed to be inadequate.

- The Educational Psychology and Science laboratories in most of the DIETs seemed to be in very poor condition without proper equipment, materials and teaching aids. Similarly, the DIETs are not well-equipped with the facilities and materials related to the learning of children with special needs. Though some of the DIETs have procured materials related to art education and sports and games, the facilities remained unutilized.
- The Computer cell is available in a majority of the DIETs. However, in some of the DIETs, the facility is found to be inadequate. In general, it is found that this facility is mainly used for various administrative purposes rather than for instructional purposes either in pre-service or in-service teacher education programmes. In most of the DIETs, the faculty members are not well trained in the utilisation of computers.

  About 80% percent of DIETs have requisite facilities for physical education and sports, but due to the non-availability of Health and Physical Education Instructor in many DIETs, they have remained underutilized.
- According to DIET Guidelines each DIET should have an 'Institute Clinic' manned by a Part-time Medical Officer to treat common ailments of inmate students and staff. It is found that very few DIETs have this facility.
- As per the DIET Guidelines, the DIET library should have about 10,000 books. In most of the DIETs, the library is adequately equipped with the required books which were mostly related to the preservice teacher education programmes. But updating of the library with the latest Reference Books, Dictionaries, Encyclopaedia, Year Books, the Constitution of

India, Reports of Education Commissions, Educational Surveys, Abstracts of Research in Education, Books on Foundations of Education, Text-books, Handbooks for Teachers / Instructors, and Journals, was not found in many of the DIETs.

In 70% of the DIETs the position of librarian is lying vacant; where this post is filled, the occupant is not a qualified. In the absence of a properly qualified librarian, the library is poorly organised and the resources are either not planned or not utilized.

3.1.4 Linkages and Networking

Though most of the DIETs have linkages with SCERT and SSA, the coordination seemed to be very limited. It is gathered that the SCERT doesn't generally assess the training needs of the DIET staff before the training programmes are organised. There is no direct link between the DIETs and Universities except on rare occasions during which the university faculty are invited as the resource persons.

SCERT & DIETs is most of the states together plan and organise inservice programmes through BRCs and CRCs particularly under SSA. Some DIETs have established linkages by adopting schools for field interaction activities. The linkage with SCERTs and RIEs is seen only through training programmes and workshops.

The DIETs organize regularly the meetings of the teachers at the Panchayat Level, SRG conveners meet, BEOs & trainers and faculty of other teacher education institutions.

The internal as well as external linkages of DIETs need to be established. While DIETs need to have synergy in the working of their different departments, they are also required to have linkages with schools, district, state and national institutions.

3.1.5 Human Resource

In most of the DIETs, a large number of sanctioned posts are vacant. The shortfall in teaching positions in many states - for instance in DIETs in Mizoram with 80%, Delhi with 60% and Arunachal Pradesh with 57% vacancies adversely affect the quality of teacher education programmes. Comparatively, the profiles of DIETs in the southern region seem to be better, though there is shortage of faculty positions in DIETs in this region as well.

About 44% DIETs in the Northern region, 58% DIETs in North-East region, 33.33% DIETs in the Eastern region, 44.44% DIETs in the Western region and 66.66 percent DIETs in the Southern region have more than 50 percent academic posts filled in(Table II & III) which adversely affect the quality of teacher education programmes in DIETs.

There is also no provision for direct recruitment of faculty in the DIETs. Persons of equivalent cadres are being transferred from the Department of School Education to DIET, and vice versa. In some states, DEOs are being posted as Principals, Block Education Officers as Senior Lecturers, and Secondary School teachers and Head Masters as Lecturers. The

situation related to recruitment and transfer policy in some of the states seemed to have created a sense of professional dissatisfaction among the faculty members. Most of the DIET staff in many States wants a separate cadre for them. In states like Delhi, Tamil Nadu, Mizoram, Meghalaya, Manipur, Sikkim, Nagaland and Kerala there is a separate cadre for the DIET faculty.

In a few states like Karnataka, Mizoram, Delhi, Tamil Nadu, Gujarat and Kerala, the recruitment of the academic faculty of the DIETs are done through the Public Service Commission. Transfers are made to other DIETs as per the existing Government rules applicable to the government employees of the state.

In Andhra Pradesh there is a provision to recruit 30% of faculty through direct recruitment. However, till now this has not been implemented and positions are filled on the basis of transfer.

In the state of Chhattisgarh the Shiksha Karmi with 20% deputation allowance are posted in DIETs as faculty members.

Many of the DIET faculty has good academic qualifications like masters degree in both basic disciplines as well as in education. Due to this, there is sense of dissatisfaction regarding the salary structure which is at present equal to the higher secondary school teachers.

Tenure of Principal in DIET

The average tenure of the principal in most of the States is extremely short without exception. In most of the DIETs in Uttar Pradesh the average tenure of principal is about 2 years or less except in DIET

Jaffarabad, Azamgarh with average tenure of 4 years. The average tenure of principal in Uttaranchal is about one and half years, in Haryana one year, in Punjab one and half year, Rajasthan about 2 years, in Tamil Nadu less then 2 years, in Maharashtra and Mizoram 2 years. The states with tenure of principal about 5 years are Kerala and Gujarat. This indicates in most of the DIETs there is instability in the administrative functioning of institutes. This also cannot ensure in continuing of planning and execution of the programmes in DIETs.

3.1.6 Programme Planning

The data received and during visits to the DIETs it was observed that most of the 82% of the sampled DIETs do not have PAC. . The DIETs generally follows a calendar given by the respective SCERTs .This defeats the very purpose of a DIET as a district specific institute visualised to plan and organise need based programmes. It was observed from the collected data that only 33 percent DIETs in the Northern states have had a PAC meeting in last two years. 1 out of 12 DIETs in North-East, 1 out of 6 DIETs in Eastern states, and 3 out of 10 in Western states have a PAC. None of the studied DIETs in the Southern states have an active PAC.

3.1.7 Pre service teacher education programme

The availability of adequately trained teachers has been the crucial problem for expanding quality school education in the country. The preservice teachers' preparation and engagement of teachers in most of the states is characterised by the following:

- In most of the states the 2-year D.Ed programme is being offered, while in Maharastra it is of two and half year's duration.

- Revision of elementary teacher education curriculum, in the light of NCF-2005 has not been undertaken in most of the states.
- Conventional teaching methods seemed to be followed in the Pre-service teacher education programmes. Consequently, in the school attachment programmes where teaching is carried out, the student teachers seemed to be following the conventional pedagogical and the evaluation practices in most states. However, in Gujarat, student teachers are required to take one lesson each during simulated teaching and internship. Some of the DIETs in southern region offer Diploma in teaching languages, besides the regular 2-year teacher education course at elementary level.
- In Uttar Pradesh DIETs conduct four kinds of Pre-service programmes which are as follows:
    - Basic Training Course (General)(2 years duration)
    - Mritak Ashrit adhyapak antarseva prashikshan (2 years duration) for teachers who are dependents of the deceased defense personnel.
    - Vishisht BTC (Special BTC of 6 months duration) for teachers who have a B.Ed degree. The idea behind such a training programme is to consume the existing secondary teacher force in primary schools that are facing a shortage in supply.
    - Urdu BTC (2 years duration)

3.1.8 In-service Programmes

Most of the DIETs (67%) have been organizing various in-service training programmes for HMS, BRC & CRC coordinators and teachers in the last two years.

Seventeen out of 18 DIETs in the Northern region have conducted at least 2 in-service programmes in the last two years. The frequency of these programmes ranges from 1 to around 40 programmes a year. Eight out of 12 DIETs in the North-East have conducted programmes ranges from 2 to 14 in a year. 2 out of 6 DIETs in the Eastern, 2 out of 10 in the Western states, 12 out of 15 DIETs in the Southern region have conducted programmes. The number of programmes varies from 1 to 37 programmes in a year.

The themes of these programmes revolve around some common areas, across states, such as:

- Teaching-Learning Material Development,
- Action Research Training,
- Planning and Management of programmes,
- Adolescent education,
- Gender sensitization,
- Environment education etc.

However, the North-Eastern states have conducted some community based training programmes in the last two years.

Some of the programmes are initiated at the DIET level while others are SSA and SIEMAT sponsored. The in-service programmes are generally not planned based on field observations or any need assessment studies. Many DIETs do not have Programme Advisory Committee in which the in-service programmes are discussed and finalized. The programmes planned reflect the top-down model. The in-service programmes usually are not conducted using any innovative methodologies or practices. The use of IT or any other audio visual medium is seen rarely.

Follow up programmes are not taken up to study the effect of the training inputs. Since the programmes are neither need-based nor oriented towards extending the training received, the in-service programs seemed to be usually very sporadic, without any direction or a purpose. In most states the 'top-down approach' is being followed.

In most of the districts, the in-service programmes conducted are residential in nature. Vacation training programmes are organized in some of the DIETs with duration of two weeks for teachers, resource persons, cluster resource persons etc. Some of the short term programmes are conducted for 3-5 days.

There are many training programmes conducted under SSA, without coordinating with the DIETs. This eventually results in duplication of programmes, wastage of efforts and money and resources.

Most DIETs themselves hire contract staff since there are very few qualified and regular lecturers.

The financial position is a critical issue in planning and implementation of the programme for most of the DIETs. Since the funds from the central scheme are routed through the state governments, there is inordinate delay in receiving the funds for programmes.

3.1.9 Professional Development of DIET Faculty

It was observed that in most of the DIETs there is a limited opportunity for professional development of the DIET faculty except through attending orientation programmes/seminars/workshops organized by

NCERT, RIEs, and NUEPA etc. No study leave is given for improving academic qualifications.

3.1.10 Research and Extension Activities

Some of the DIET faculty are involved in conducting researches including action research. The DIETs are also involved in conducting state level achievement surveys of NCERT and monitoring the training programmes of BRCs and CRCs. In a few states DIET faculty is assigned the task of supervising the BRCs /CRCs

Eighty percent DIETs in the southern region have undertaken research project in comparison to 50% DIETs in the Northern region, 58 percent in North-Eastern, 50 percent in the Eastern region and 40 percent in the Western region. As a whole, only 57% DIETs in the selected sample have done few research studies in the last two years.

As far as Research areas are concerned, the common themes that have emerged are:

- Mid-day meals,
- Drop-out rates and school retention,
- Sarva shiksha Abhiyan (SSA) related surveys and studies,
- Effectiveness of Multigrade teaching, and
- effectiveness of Teaching- Learning Material.

A lot of similarities can be seen in the choice of themes of research studies being conducted by DIETs across States. Emphasis on SSA related activities is visible in the themes of research activities.

In a majority of the DIETs, the faculty does not undertake action research due to workload, lack of research skills and time constraints. Apart from individual efforts, no institutional effort is made by the DIETs in taking up research work etc. During focus group discussion many faculty members expressed the need for a separate research wing in DIETs.

3.2 Colleges of Teacher Education

Colleges of Teacher Education (CTEs) were expected to become the central support organizations for preparation and professional development of secondary teachers. With this objective in view 104 Secondary Teacher Education Institutes were upgraded as CTEs to improve quality of secondary education in their respective areas. The questionnaires related to CTE were sent to all the 104 sanctioned (CTEs) colleges of teacher education in the country. However, the data were received from 44 institutions. The project team visited 13 of the 44 CTEs to collect qualitative data from faculty, student teachers; and to validate the information given in the questionnaire. The data obtained through the questionnaires and field visits have been analyzed and is presented below.

Out of 45 CTEs who responded 22 were government CTEs, and 5 were government aided. This information was not provided by other CTEs.

3.2.1 Establishment of CTEs

Analysis of data reveals that a number of states such as Arunachal Pradesh, Goa, Haryana, Sikkim and all UTs do not have CTEs. Bihar, Chhattisgarh, Himachal Pradesh, Jammu and Kashmir, Jharkhand,

Madhya Pradesh, Manipur, Nagaland, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal have less than the entitled number of CTEs. Thus, CTEs have not been uniformly established in all the states. However, all sanctioned CTEs seem to be functioning.

3.2.2 Physical, Infrastructure and Academic Facilities

The MHRD guidelines provide a comprehensive list of infrastructural facilities for any institution to be upgraded as CTE. There is provision for constructing additional structures to the existing buildings and equipments. However variations have been reported among these institutions in respect of the availability of infrastructure facilities. Some CTEs – such as CTEs at Ranchi, Ahmedabad, and Patiala have adequate facilities, while a number of upgraded CTEs did not fulfil the criteria given in the guidelines. Other CTEs also lack adequate infrastructure faculties and are having Staff room (65%), office room, library with reading room, audio-visual room, psychology lab(62%), art & craft room(43%), one lecture theatre, and seminar halls, science lab(62%), mathematics lab(19%), language lab(14%), common room for girls, toilet facilities, hostels. Only a few CTEs have hostel facilities for preservice and inservice teachers.

The CTE Allahabad has only one lecture hall without any furniture, library, laboratory, audiovisual equipments and a computer cell. The faculty strength of the institution is five, which falls short of the required strength of 17 academic staff members. In addition, none of these faculty members have required academic qualification for a CTE.

Fifty-seven percent of CTEs have equipments for existing laboratories. While drinking water facilities are available in 70 % CTEs, majority of

CTEs do not have common room facility for girls' student and lack separate toilet facilities for faculty members as only 9 CTEs have reported to be providing this facility to their faculty members.

Computer cells with adequate number of computers are available in 65% CTEs. Printers, scanner, software packages and stabilizer are available in 78%, 51%, 46% and 65% of CTEs respectively. TVs are available in 78% of the institutions, Slide projectors in 70% CTEs, Over Head Projectors in 73%, LCD projectors in 49% and Educational videos and films in 62%. Thus, notwithstanding the MHRD guidelines, majority of institutions lack infrastructural facilities.

3.2.3 Human Resource

As per the MHRD guidelines the CTEs are expected to have academic staff strength of 17 members including 1 Principal, 3 Readers and 13 Lecturers. In addition there should be 7-8 technical staff, besides a librarian. The CTEs have shortage of academic as well as technical and supportive staff. The data pertaining to the staffing pattern of CTEs is presented in table 3.2.1.

Eighty- seven percent of CTEs do not have the mandatory requirement of 17 faculty members. Most of the CTEs have less than 50 % of the academic faculty and technical staff. 69% of CTEs have a principal. Eleven percent of CTEs alone have mandatory number of three readers, of these CTE Patiala has 12 Readers, and while as many as 60% have no Readers. Fifteen percent have 13 or more number of Lecturers, CTE Jodhpur, Kangra, Udaipur and Pithoragarh with 21,17, 33 and 46 Lecturers respectively. CTE Mysore has full strength of faculty consisting of 1 Principle 3 Readers and 13 Lecturers.

Table-3.2.1: Staff Position in CTEs

State	Place	Academic					Technical		Support	
		P(1)	R(3)	Lect (13)	PE Lr(1)	Libr(1)	Tech (2-4)	Lab Asst.(3)	Adm	Class IV
Andhra Pradesh	Mehbubnagar	1	0	11	0	0	0	1	5	4
	Warangal	0	0	12	0	0	0	1	15	6
Assam	Kokrajhar	0	0	8		1		0	3	6
	Nagaon	1	1	5	0	0	0	0	3	7
	Sonitpur	0	0	7		1			2	3
	Goalpara	1	0	3	0	1	0	3	2	11
Bihar	Turki	1	0	1	0	0	1	0	2	6
Gujarat	Ahemdabad	1	0	1	0	1	1	0	3	3
	Anand	1		13		1	1		3	4
	Bhavnagar	Posts not sanctioned								
	Modasa	0	0	0	0	0	0	0	0	0
	Navsari	1	0	4	0	0	0	0	1	4
	Surat	1		6		0		0	3	2
H Pradesh	Kangra	1		17	2	1	0	0	2	11
Jharkhand	Ranchi	1		6	1	1	1	2	2	8
Karnataka	Belgaum	1	3	11	0	0	4	2	7	8
	Chitradurga	1	3	1	1	0	1	1	5	5
	Mangalore	1	2	12	0	1	0	0	2	3
	Mysore	1	2	13	1	0	1	0	6	6
	Kannur	1	0	8	1	1	1	1	4	6
Kerala	Trivandrum	1	0	12	1	1	0	3		
Madhya Pradesh	Gwalior	1	3	11	1	1		1	4	12
	Khandwa	0	Details not available							
	Rewa	1	3	13		0	0	1	3	9
Maharashtra	Kolhapur	1	0	7	0	0	0	2	3	7
	Raigad	0	2	5		1			3	4
Manipur	Imphal	1	2	12		1			4	8
Meghalaya	Shillong	1	0	7	0	1	0	0	3	6
	Tura	1		6		1			3	3
Nagaland	Kohima	1	2	12		1		1		
Orissa	Angul	1	1	4	1	0	5	1	8	8

	Bhubaneshwar			12 in all		1	2	3	11	13
	Ganjam	1	1	3		1	2	1	3	2
	Koraput	1	0	4			2		4	5
	Faridkot	1	0	9	1	0	0	2	3	6
Punjab	Patiala	1	12	3	1	1	1	3	2	15
	Bharatpur	0	2	8	1	0	1	0	2	4
	Jamdoli	0	1	3	0	0	1	1	1	1
	Jodhpur	0		21	1	0	3	1	3	6
Rajasthan	Udaipur	1	2	33	1	1	3	2	8	20
	Coimbatore	0	1	3	1	0	1	1	4	3
	Thanjavur	0	1	7	1	0	0		2	3
Tamil Nadu	Vellore	0	0	6	0	0	1	2	4	6
U Pradesh	Allahabad	1	0	0	0	1	5	2	3	6
Uttrakhand	Pithoragarh	1	0	46	1	1	1	1	7	16

Lecturer in Physical Education and Librarian posts are filled in 35% and 48% of the CTEs.

There is no provision for direct recruitment of faculty and persons with suitable qualifications are transferred for the Department of Public Education to the CTE.

There are also variations in the nature of posts of faculty members and while some faculty members are employed as permanent faculty, others are working as temporary or ad hoc or part time basis.

The mandatory number of technical staff (2-4) and lab assistants (3) are available in 17% and 8% of the CTEs respectively.

There has been no effort to strengthen the staff of CTEs after their upgradation.

3.2.4 Financial Resources

The norms of central assistance to CTEs during the X Plan period are as follows:

- Central Assistance upto a maximum of Rs 1 crore per CTE can be availed of for the entire X^{th} Plan period.
- New CTEs : Rs 50 lakhs for civil works +Rs.50 lakhs for salaries and programmes
- Existing CTEs: Rs12 lakhs for Computer Education.

The majority of CTEs reported that they do not receive grants in time and that the amount of grant allocated to them is insufficient to perform their functions. The majority of CTEs reported that they did not receive either the recurring/non-recurring or both grants during the X Plan Period. The CTE Mysore however received grant in time (Rs 5lakh per year on an average to organize training programmes). Recurring grants is provided only for the salary of employees and not for programmes and activities. CTEs do not receive grants directly from the centre and since it is routed through the state authorities it is often delayed, affecting the programmes and activities of these institutions.

3.2.5 Pre-service Programmes

While 65 percent of the CTEs have been organising a one-year B.Ed programme, CTE at Shillong, Allahabad, Riagarh, Nagaon (Assam), Kohima, Pithoragarh, Kokarajhar, Sabarkantha, Rewa, Orthanandu (Tanjavur Distt.) and Sonitpur have no preservice programme in their institutions.

CTE, Ranchi offers a two-year B.Ed programme. Eight CTEs: Udaipur, Imphal, Jamdoli (Jaipur), Faridkot, Jodhpur, Angul, Bhubaneswar and Trivandrum are also offering M.Ed. programme. The CTE, Udaipur also offers a course in B.Ed. in child development, a two-year M.Ed and a two-year Basic School Teaching Certificate Course.

3.2.6 In-service Programmes

As per the guidelines, CTEs are supposed to organize at least 16 subject-oriented in-service programmes of 3-4 weeks duration each with an intake of 40 participants. They are also expected to conduct short term, theme-specific courses for 3-10 days duration, orientation programmes for resource persons of 5-10 days duration, and organize seminars, workshops and symposiums of 1-3 days duration.

Table 3.2.2 reflects the in-service programmes organised by CTEs. It is clear from the table that about 60% of CTEs have conducted in-service programmes. Forty two percent of these CTEs have organised theme-based programmes and 55.5% have organised subject-oriented training programmes**.** There are state-wise variations in the number, as well as the duration of training programmes organised by these institutions.

Inter and intra state variations have been reported in the organisation of various types of in-service programmes by CTEs. For instance only one in-service training programme each during the last two years has been organized by CTEs in Korajhar, Warangal and Koraput. Only two CTEs, Mysore and Jamdoli have been able to reach the suggested target.

Table-3.2.2: No. of In-service Programmes Organized in the Last Two Years

S.No	State	Place	Subject Specific	Theme based	Total No. Programs	Duration	No. of Trs Trained
1	Andhra Pradesh	Mehbubnagar	-				
2		Warangal	1		1	5	
3	Assam	Kokrajhar	1		1	5	715
4		Nagaon	-				
5		Sonitpur	1	2	3	2-6	134
6		Goalpara		2	2	37 , 20	488
7	Bihar	Turki	-				
8	Gujarat	Ahemdabad	2		2	3 days	545
9		Anand	5	11	16	2	644
10		Bhavnagar	-				
11		Modasa	10	6	16	1-2	546
12		Navsari	2		2	3	470
13		Surat	Y				
14	H Pradesh	Kangra	Details not provided				
15	Jharkhand	Ranchi	-				
16	Karnataka	Belgaum			41		1,345
17		Chitradurga	15	12	27	1-10 days	4,749
18		Mangalore	8	3	11	3	1673
19		Mysore	25	32	5	2-10 days	1924
20	Kerala	Kannur	-				
21		Trivandrum	-				
22	Madhya Pradesh	Gwalior	-				
23		Khandwa	-				
24		Rewa	-				
25	Maharashtra	Kolhapur	Details not provided				
26		Raigad		6	6	3-6	259
27	Manipur	Imphal		2	2	2-5	460
28	Meghalaya	Shillong		5	5	5-6 days	
29		Tura		3	3	5-6	123
30	Nagaland	Kohima	-				
31		Angul	4	1	5	6	214

32	Orissa	Bhubaneshwar		3	3	3	150
33		Ganjam	-				
34		Koraput		1	1	3	22
35	Punjab	Faridkot	-				
36		Patiala		2	2	2 days	
37	Rajasthan	Bharatpur	23	26	49	3-7	347
38		Jamdoli	28	33	61	2-7	1102
39		Jodhpur	16	18	34	3-7 days	442
40		Udaipur	29	19	48	2-7	548
41	Tamil Nadu	Coimbatore	-				
42		Thanjavur	-				
43		Vellore	-				
44	Uttra Pradesh	Allahabad		3	3	2 days- 1 month	
45	Uttrakhand	Pithoragarh	-				

There is also a lot of variation in the total number of teachers trained by these institutions. It varies from as low as 22 teachers trained in last two years in CTE, Koraput to as high as 4,749 teachers trained in CTE, Chitradurga.

3.2.7 Programme Advisory Committee

As per MHRD guidelines each CTE should have a Programme Advisory Committee (PAC) that will ascertain the relevance, and approve programmes and activities. This provision, however, is not being strictly adhered to, both in terms of constitution of PAC and its active functioning in CTEs.

Analysis of data reveals that about 50% CTEs have a Programme Advisory Committee (PAC), but only some have organised at least one meeting of the PAC. Eleven CTEs seem to have advisory bodies like an Internal Quality Assurance Cell (IQAC). In some states PAC is made redundant as CTEs are directed to conduct the programmes suggested by

the state authorities. For instance, CTE, Bharatpur receives the programme calendar from State Education Departments, while the CTE at Sabarkantha, Gujarat follows the prescribed structure provided by Gujarat Council of Educational and Research and Training (GCERT). Therefore a flexible approach within the specified guidelines of MHRD is being adopted by the CTEs of various states and these committees vary in terms of number of PAC members and representatives of various sections of functionaries suggested by the guidelines.

It emerged during the visits to various CTEs and interaction with their faculty members that though the minutes of PAC meetings are sent by the CTE to the concerned authorities for approval, the formal approval from them is either delayed or not communicated to the CTE at all, with the result that once the programmes are submitted to the PAC meetings and passed by it, it is considered to be automatically approved and CTE do not wait for formal approval of the PAC minutes.

3.2.8 Research Activities

The CTEs are mandated to undertake research projects for which there is a provision of annual research grant of Rs 0.8 lakh. Besides this, these institutions are expected to seek additional funds for specific research projects from organisations like MHRD, UGC, NCERT, Indian Council of Social Science Research and state governments. However, 10 CTEs have undertaken research projects. Some among them have also made efforts to share or implement the findings of the researches undertaken by their institutions. The highest number of research studies (12) has been carried out by CTE, Jamdoli followed by CTEs at Shillong, Jodhpur and Rewa with 5 studies each during the last two years. The CTE in Punjab, Andhra

Pradesh, Assam, Vidyanagar and Imphal have not undertaken any research work during past two years, though they informed that some research activities are underway.

A shortage of funds and delays in fund flow was reported to be one of the major reasons for not undertaking any research activity.

3.2.9 Development of Learning Resources

Development of curriculum related material seems to be a highly neglected area. About 40% of the sampled CTEs have developed different curricular materials for teaching subjects, modules and Audio Visual aids. This reveals that CTEs have not developed the capability of being a dynamic institution which visualizes and implements its own programmes without being assigned by external authorities.

3.2.10 Capacity Building of Teacher Educators

The 1987 guidelines for CTE recommend that principals and faculty members in certain areas like in-service education, educational technology, planning and management, etc. would have to be suitably oriented at the outset or as soon after they joined, as possible. Some of the faculty members have undergone induction programme organised by state or national level authorities. The number of faculty members who have attended induction level training programme varied from state to state ranging from 3 faculty members from CTE, Warangal to 19 faculty members in CTE Mysore. Discussions with CTE faculty revealed that majority of faculty members and the principals are unaware of the MHRD guidelines and their expected roles and functions and expressed that induction level training

programmes be organised for them by the institutions like NUEPA and NCERT. About 50% of the sampled CTEs seem to have deputed their faculty members to attend in-service training programmes organised by different institutions at the state and national level during last two years.

3.2.11 Linkages with other Institutions

The MHRD guidelines expects these institutions to develop horizontal and vertical linkages with district, state and national level agencies such as DIETs, SIEs, SCERTs, RIEs, NUEPA and NCERT etc. The CTEs have linkages with the SCERT and other agencies within the state. They have linkages with the national level agencies such as NCERT, NUEPA and RIEs which is limited to participating in the programmes of these institutions.

3.3 Institutes of Advanced Study in Education

Under the centrally sponsored scheme, thirty one (31) Institutes of Advanced Study in Education (IASEs) have been established in various universities and secondary teacher training institutions.

In order to assess their capacities and levels of functioning under the comprehensive evaluation of TEIs, the data were obtained from 22 IASEs, which include IASE Ajmer, Ambala, Aurangabad, Bangalore, Bareilly, Berampur, Bhopal, Chhattisgarh, Chennai(Lady Willington), Gujarat, Hyderabad, Lucknow, Jabalpur, Jallandhar, Jorhat, Nellore, Pune, Sambalpur, Saidapet, Thrissur, Tripura and West Bengal. (Appendix- 1)

A profile of the existing IASEs in the states in terms of their infrastructure, and functioning capacities perceived in line with the objectives of the centrally sponsored scheme emerged as follows.

3.3.1 Establishment of IASEs

IASEs are not established in all the States and Union Territories. All states in the western region (except Goa and Chhatisgarh and all the States in southern region have IASEs. In the northern region all states except Himachal Pradesh and Jammu and Kashmir have IASEs. Orissa, West Bengal and Jharkhand in the eastern region, and Assam and Mizoram in north eastern region have IASEs. None of the UTs have IASEs.

In Assam two IASEs are sanctioned but are not made functional. Six IASEs are set up in universities; three in aided institutions and remaining are under state Government management.

3.3.2 Physical and Infrastructure Facilities

All IASEs have their own buildings. However, some of the buildings are old and require renovations (e.g. IASE Porbandhar, IASE Bhopal and IASE Hyderabad). IASE, Jallandhar is not functioning in its new building constructed under the scheme. Some of the IASEs have inadequate physical space.

Most of the IASEs have basic infrastructural facilities as specified under MHRD guidelines. These include lecture hall, lecture rooms, seminar rooms, Principal's office; ET room, science lab etc. (see Table 1). These physical facilities were perceived to be adequate by 82-100% IASEs. The Maths lab does not exist in 68% IASEs. Similarly, Language lab exists in

IASEs. Art room is available in less than 50 % of the sampled IASEs (i.e. 9 IASEs only) whereas a room for craft education exists in nearly 59% of the IASEs. Though all IASEs have playground**,** the games-room as well as games and sports equipment are not available. Toilet facilities exist in all IASEs, but these facilities were found to be inadequate. The Hostel facilities, especially for girls, are not available in all the IASEs. No IASE reported physical or structural adaptations such as ramps, suitable toilets etc for the groups with special needs.

The existing basic facilities in the IASEs were found adequate only for the pre-service programmes run in the institutions. The IASEs do not have proper infrastructure in terms of physical space and other facilities for conducting in-service training programmes, research and extension activities keeping in view of the future needs. Even a room for inservice education is not available in nearly 36% of the IASEs. In-service education room was found inadequate in many sampled IASEs.

The Computer Cells have been established in almost all IASEs, but the number of computers, printers, internet facility and other accessories vary from one institution to another. The computer labs in all IASEs are not fully equipped with required soft-ware. None of the IASEs seemed to be having add-on computer facilities for the physically challenged persons.

All IASEs have a library with reading rooms and sufficient number of books as per MHRD guidelines, but in many institutions latest publications were not available. In a few cases, the space available for the library and the reading room were found to be inadequate. An interaction with the pre-service student- teachers also revealed the same fact.

Table-3.3.1: Availability of Physical and Infrastructure Facilities

Sl. No	Facilities	Availability
1	Lecture Hall	21 (95%)
2	Lecture Room	21 (95%)
3	In-service Education Room	14 (64%)
4	Seminar Room	18 (82%)
5	Science Lab	20 (91%)
6	Language Lab	9 (41%)
7	Maths Lab	7 (32%)
8	Psychological Lab	20 (91%)
9	Art Room	9 (41%)
10	ET Room	18 (82%)
11	Computer Cell	19(86%)
12	Craft Room/ Work Experience Room	13 (59%)

3.3.3 Staff Position – Recruitment and Transfer Policy

A shortage of both academic and technical staff in all the IASEs was observed (Table- 2). In 50% of the sampled IASEs, less than 50% of the academic posts are filled. Most of these institutions had received only a one-time grant, and after that no funds were received for the recurring expenditure. Therefore, the institutes were understaffed and no new

faculty is appointed for IASE after up-gradation. For example IASE, Lucknow did not appoint any faculty after up-gradation. Often it is the lecturers from DIETs and Government Colleges of Education who join IASE on promotion. The lecturers posts are filled up by 20% direct appointment and by 80% promotion. The promotion to Lecturer in IASE is either from Headmaster-(grade II), or DIET lecturer. A lecturer from IASE also moves to SCERT on promotion.

The Directorate of School Education is the appointing authority in case of lecturers, while the Secretary (Education) appoints Professor in govt. IASEs. In a few states SCERT plays a role in recruiting the academic positions. It is also governed by the Directorate of Higher Education. The Principal's position is vacant in more than 40% of the IASEs. The post of Librarian is not filled in nearly 32% of the sampled IASEs. Physical Education Instructor is not appointed in more than 50% of the IASEs.

Regarding the technical staff positions, around 68% of the IASEs do not have technical staff in position. Lab assistants are not available in nearly 51% of the sampled IASEs. There is also a variation in the number of administrative staff positions filled in IASEs (Table 3).

Table- 3.3.2: Academic Staff Positions in Sampled IASEs							
IASE	Academic Staff				Total (27)	PEdn Tr(1)	Librarian(1)
	Principal (1)	Prof(2)	Reader (6)	Lecturer (18)			
Ajmer	0	1	3	21	25	1	1
Ambala	1			19	20	0	1
Aurangabad	1	0	0	11	12	1	1
Bangalore	1	4	1	0	6	0	1
Bareilly	1 Director	0	2	4	7	0	0
Berampur	0	0	2	2	4	0	0
Bhopal	0	0	4	17	21		1
Chhattisgarh	0	1	0	1*	2		
Chennai	1	0	6	9	16	1	1
Gujarat	Incharge	0	0	3**	4	0	0
Hyderabad	0	2		7	9	0	0
Lucknow	Staff not appointed						
Jabalpur	Incharge	4 Lr scale	12 Lr scale	5	22	0	0
Jallandhar	1	0	0	15	16	1	1
Jorhat	Staff not appointed						
Nellore	1	1	0	11	13	0	0
Pune	1	0	0	10	11	0	1
Sambalpur	Incharge Reader	0	3	5	9	0	0
Saidapet	1	0	0	13	14	1	1
Trissur	Incharge	0	0	9	10	1	1
Tripura	0	0	1	18	19	0	1
West Bengal	0	0	0	15	15	0	1

* The higher secondary / Sec School lectures are attached with IASE

** Class-3 Lecturers drawn from TGT grade are working

Table-3.3.3: Technical Staff Position in IASEs				
IASE	**Technical staff (3-4)**	**Lab Assistant (3)**	**Clerical Staff**	**Class IV Employees**
Ajmer	1	1	10	15
Ambala	4	2	4	13
Aurangabad	0	1	5	12
Bangalore	1	1	1	2
Bareilly	1	1	0	1
Berampur	0	0	3	10
Bhopal	0	0	5	10
Chhattisgarh	0	0	NA	NA
Chennai	0	0	12	13
Gujarat	School	0	5	11
Hyderabad	0	0	NA	NA
Lucknow	No staff is appointed			
Jabalpur	0	3	13	15
Jallandhar	1	2	3	10
Jorhat	No staff is appointed			
Nellore	0	5	9	14
Pune	0	0	2	5
Sambalpur	0	2	15	17
Saidapet	1	4	10	12
Trissur	0	2	5	5
Tripura	0	0	9	18
West Bengal	0	0	9	16

3.3.4 Linkages and Networking

According to the guidelines, the IASEs are expected to establish strong linkages with other institutions engaged in similar type of activities. Linkages were supposed to be developed with institutions such as NCERT, RIEs, NUEPA, University Department of Education, SCERT,

SIET, DIETs and others secondary and elementary teacher education institutions and schools in its jurisdiction.

The IASEs have established linkages with some organizations/ institutions. A Majority of the IASEs have received academic and/or financial support from UGC, Department of Education and state governments. A few institutions reported to have received support from MHRD/NCERT/RIEs, SCERT.

As part of their role and functions, some IASEs have provided support to DIETs and colleges of education in their training programmes and activities by rendering their resources. A few IASEs extend support to SCERT in the respective states in its training programmes, surveys, material development etc. However, IASEs' participation in these activities are found to be sporadic.

The IASEs are linked with the Universities in the respective states for affiliation purpose. The curriculum of pre-service teacher education and the post graduate Programme in education of the respective university is adapted by the IASEs. A linkage with universities is for administrative purposes rather than academic.

None of the IASEs has linkages with BRCs and CRCs. A few IASEs have provided support to secondary schools and Board of School Education in their examination related work. Majority of the IASEs have no Linkages with CTEs and Colleges of Education. As far as the academic linkage is concerned, the role of IASEs is found to be minimal.

3.3.5 Programme Advisory Committee

According to the MHRD guidelines, every IASE is supposed to have a Programme Advisory Committee with a given composition. However, it was found that PAC exists only in 45% of IASEs. The composition of the existing PAC is not in tune with the suggested guidelines in many IASEs. Each IASE is supposed to conduct half yearly PAC meetings. However, many IASEs are not able to conduct PAC meeting even once in a year. Only one IASE (Chennai) is conducting meetings of IASE on quarterly basis. For example IASE Ambala, Aurangabad, Bareilly, Gujarat and Jorhat could not organise even a single meeting in 2007-08

3.3.6 Pre-service Programmes

All functional IASEs are offering B.Ed. Two IASEs at Nellore and Hyderabad in Andhra Pradesh are offering Hindi, Urdu and Telugu Pundit pre-service programmes also. IASE Lucknow is offering BA (Edn) and MA (Edn) courses as well.

According to the MHRD guidelines each IASE should be conducting M.Ed and pre-Ph.D level programmes. However, 15(68% of) IASEs are offering M.Ed. programme and only two IASE have M.Phil programme. Ph. D programme is offered by two sampled IASEs (Sambalpur and Lucknow) only.

The MHRD guidelines suggested that IASEs may initiate 4 year-integrated B.Ed. but none could initiate this programme.

3.3.7 In-service Education Programmes

The IASEs were given the mandate to organise in-service training programmes for secondary school teachers. These include subject-oriented courses in common school subjects (3-4 weeks duration) and theme-specific courses of 3-10 days duration, orientation programmes for resource persons, seminars/workshops/symposia. Subject-specific (3-4 weeks), theme- specific (3-10 days), in-service course for Teacher Educators (including DIET faculty), short term theme specific course for secondary teacher educators, orientation courses for principals of Secondary Schools, principals of ETE (including DIETs), middle level educational administrators are some other programmes which the IASEs are also expected to organise.

Subject-and theme-based in-service programmes were organized by about 36% of IASEs for secondary school teachers. Some of the themes included training in life skills, disaster management, educational technology, educational research, leadership and management training, stress management, administrative and financial management and action research. Only eight IASEs have conducted training programme for elementary and secondary teacher educators. No training programme has been organized for principals of secondary schools, elementary teacher educators and other middle level educational administrators.

The remaining IASEs have not initiated in-service training programme. The reasons attributed for this were lack of funds, delay in sanctioning of funds, insufficient staff, lack of expertise and poor coordination among different authorities at state level.

As per the guidelines, the IASEs should have conducted 16 in-service programmes in an academic year. However, none of the sampled IASEs was able to achieve this target. The duration of the subject-oriented and theme-specific in-service programmes was much less than what was suggested in the guidelines.

3.3.8 Research

IASEs were supposed to have a strong research component in their work plans for which specific financial assistance is provided under the scheme. In addition, a research committee was expected to be constituted in each of the IASEs to approve and monitor research activities. However none of the sampled IASEs has constituted a research committee.

It is seen that only some IASEs (nearly 32%) have conducted action research and institutional research studies in school education and teacher education. The areas of research include:

- Human Rights Education,
- quality component in education,
- HIV/AIDS,
- causes of drop-outs in girls,
- impact of national schemes on attendance and retention of girls,
- impact study of continuous evaluation,
- evaluation of teacher competence, and
- teacher absenteeism in elementary schools and cross checking of DISE data.

In addition, a few faculty members of IASE Lucknow and Sambalpur are also engaged in guiding doctoral level research..

The study revealed that research is not a priority area in a majority of IASEs. The reasons cited for the same include lack of funds and competence. However some IASEs have undertaken research project funded by UGC. The data also reveals that there is limited collaboration with other institutions and schools for conducting research. A few IASEs are involved in mid term survey projects of SCERT/NCERT in the states.

3.3.9 Material Development

IASEs are supposed to be involved in the development of instructional material e.g. self learning instructional packages, content cum methodology instructional packages, source books and resource materials, teaching aids/kits, question banks, teacher's handbooks, students' workbooks etc. and innovative programmes and experimental projects.

The study revealed that this function is neglected by a majority of IASEs; only five IASEs reported that they have developed some materials. Moreover the material developed by these IASEs is not in tune with the guidelines and is not related with school education. The faculty of IASE Hyderabad and Nellore were found to be involved in the programmes of SCERT and DIETs in the development of textbooks and other instructional materials.

3.3.10 Capacity Building of Faculty

The guidelines have clearly indicated the need for training of principal and other faculty members in areas such as in-service education,

educational technology, planning and management etc. Initial orientation courses were to be organised by NCERT (including RIEs and CIET), NUEPA and the university departments of education, SCERT, SIETs etc.

The data presents a very dismal picture as far as initial training and induction programme for the principals and other faculty members. Out of 22 IASEs, only one IASE has reported that the faculty of their institute attended an induction level training programme organised by RIE, Bhubaneswar. The faculty members of all IASEs have undergone the orientation and refresher courses organised by Academic Staff Colleges and Universities that are mandatory for their promotions. However, it was expressed that these courses are not helpful in improving their functioning in IASEs. In many IASEs, the faculty strongly stated that the induction and orientation programmes should be organised by apex level organisations like NCERT/RIEs, and NUEPA on a regular basis. This, they believed, would expose them to the latest trends and practices in school education and teacher education at the national level and also help in developing required competencies to meet the challenges of providing in-service training programmes or take up research in the priority areas as well.

Most of the Principals and faculty members stated that the IASE faculty needs to be oriented about the role and functions of IASEs, and that programmes may be organised to update their capacity in conducting research, textbook preparation, material development and organisation of in-service programmes.

3.3.11 Financial Resources

Central assistance was made available in the VII Plan period for recurring and non-recurring expenditures of IASEs. This assistance continued during the subsequent three five years plans. However, the norms were revised during the X Plan period.

All functional IASEs reported to have received non-recurring grant at the time of their establishment / up-gradation. Seven IASEs (West Bengal, Ajmer, Aurangabad, Chennai, Gujarat, Bhopal and Hyderabad) reported that they are receiving recurring and non-recurring grants for their programmes regularly. Fifteen sampled IASEs claimed that they are facing problems in receiving funds under the scheme as the funds are routed through the respective state governments/SCERT. Some IASEs are also receiving funds from UGC for conducting UGC programmes such as conducting seminar and research. This delay seemed to have affected the planning and implementation of the programmes. Sometimes the funds were received at the end of the financial year and therefore, there was an under utilisation/non-utilisation of the funds for in-service training, research, development and extension activities. Some IASEs are not getting funds for in-service programmes and research projects due to administrative reason.

3.4 State Council of Educational Research and Training (SCERT)

Under the centrally sponsored scheme, the SCERTs are to provide more focused leadership and support to educational endeavours in states, as state partner institutions with NCERT.

The SCERTs are expected to organize in-service education and extension programmes for all categories of educational personnel. Their other functions include:

- development of curriculum, instructional material, textbooks, supplementary materials as well as undertaking research programme
- guidance, support and assistance to the state department of education functioning as state resource institutions to provide academic support at all stages of education
- co-ordination of all academic matters relating to school education and to maintain appropriate linkages with other educational organizations.
- supervision and support to the district and sub-district level institutions.

Grants and funds were provided under the Five Year Plans to perform the above role and functions. The provision of two crores as matching grant on 50:50 basis was made for strengthening SCERT during Tenth Five Year Plan, which was not availed by many states and union territories due to their financial constraints. The SCERTs could not be developed as lead academic and professional institutions in the state. There is a need for a thorough revamping of these institutions.

3.4.1 Establishment of SCERTs

The SCERTs were set up in different states/union territories. At present, there are SCERTs in 25 states and State Institutes of Education (SIEs) in Assam, Arunachal Pradesh, Jammu and Kashmir (2), Sikkim, Andaman & Nicobar Islands, Uttar Pradesh and Chandigarh (Annexure-1).

There is a wide variation in the status of SCERTs in different states. In some states the SIEs are continued. In Karnataka SIE has been given the status of a Directorate within the state department of education and its functions are visualized as an administrative wing of the Directorate. In Assam and Uttar Pradesh both SIE and SCERT function parallelly whereas the Union Territories of Puducherry, Daman and Diu, Dadra and Nagar Haveli and Lakshadweep have neither SCERT nor SIE. Academic functions in these union territories are performed by academic wings of State Institute of Education.

In Delhi and Kerala, the SCERT is an autonomous body. In most of the states the SCERT is under the administrative control of the Department/Directorate of School Education, whereas it is under the Department of Teacher Education in Karnataka, Department of HRD in Bihar and Department of Higher Education in Himachal Pradesh.

3.4.2 Physical and Infrastructure Facilities

All SCERTs (except SCERT Punjab) have their own buildings. Physical facilities such as rooms, furniture, seminar room, library and ET cell are available though not as per guidelines. However, library and ET cell are not equipped adequately.

In many SCERTs the infrastructure and physical facilities such as hostels, toilets, laboratories are either not available or inadequate. Besides, the available facilities are not fully utilized.

3.4.3 Human Resource

There is a provision for creating staff positions in SCERTs. This has not been utilized properly. SCERTs in Chhattisgarh, Jharkhand, and Meghalaya have Directors from IAS cadre, while in Andhra Pradesh, Madhya Pradesh and Mizoram the post is vacant. Nearly one-third of the sampled SCERTs have no academic positions; where such positions have been created, professor in 2 SCERTs, Reader in 3 SCERTs and in the remaining Sr. Lecturer/ Lecturer are the highest academic positions. The faculty is posted mostly on deputation from DIETs, CTEs and secondary schools as ad hoc basis in most of the SCERTs. A separate cadre of teachers is created only in Delhi and Tamil Nadu so far. About fifty per cent of the sanctioned posts are vacant in most of the SCERTs.

In West Bengal, Director is the only faculty members in the SCERT, who is assisted by six research fellows working on temporary basis. In SIE, Jammu a Joint Director is assisted by 6 Field Advisors and 13 Research Officers. SCERT in Karnataka has 16 Deputy Directors besides the Director and Jt. Director. The Director is assisted by 8 Deputy Directors in SCERT of Orissa. No appointment has been made so far in SCERT, Jharkhand.

In about forty per cent of the SCERTs, the faculty strength is less than this. Even the qualifications of faculty vary from state to state. Most of the faculty members working in SCERTs are drawn from the secondary/senior secondary schools who had no Masters Degree in Education.

Table-3.4.1: Academic Staff Position in Sampled SCERTs/SIEs

S. No	State	Director	AD/JD	DD	Prof.	Reader	Sr Lect.	Lect.	Others
1.	Andhra Pra'sh		1		7		13		
2.	Assam	1	1	6	-	-	13	9	
3.	Bihar	1	-	1	-	8	-	14	5RO
4.	Chhattisgarh	1 IAS	2	1	2	-	10	9	-
5.	Delhi	1	-	-	-	3	10	2	-
6.	Goa	1	1	1	-	-	7	3	4SS
7.	Gujarat	1	-	1	-	3	-	-	2RO
8.	Haryana	1	-	4	-	-	11	28	8 SS
9.	J&K*	-	1	-	-	-	-	-	6FA,13RO
10.	Jharkhand	1IAS	Appointments yet to be made						
11.	Karnataka	1	1	16	-	-	-	-	-
12.	M Pradesh								34 Aca. Staff
13.	Manipur	1	2	-	-	-	-	14	-
14.	Mizoram	-	1	6	-	-	-	16	1RO
15.	Orissa	1	-	8	-	-	-	-	1Admin 1Councillor 1Psychologist
16.	Punjab	1	-	3	-	-	-	-	1EO 1SS
17.	Tamil Nadu	1	2	1	-	-	3	4	-
18.	Uttar Pradesh	1	2	2	-	-	4	6	-
19.	Uttarakhand	1	3	4	-	-	4	25	-

20.	West Bengal	1							6RF
21.	Puducherry#	-	-	-	-	-	-	4	1V Principal
22.	H Pradesh	1							9C Cadre 6Sc Cadre 2TGT
23.	Chandigarh	1					1		3C Cadre 9Sc Cadre
24.	Meghalaya	1	1	-	-	-	19/26	-	-

* State Institute of Education # State Training Institute

Administrative staffs such as administrative officer, stenographers, typists, clerks, accountant, assistants, and support staff such as class IV employees, drivers, gardeners, sweepers and security staff are not appointed in all the SCERTs. Librarian and technical staff like library assistant, computer assistant, laboratory assistants, Instructors are also not appointed in many SCERTs.

Qualifications and experience have not been considered while making intra and inter departmental transfers, which have generally affected the performance of SCERTs.

3.4.4 Pay Structure

The pay structure of Director and faculty members of SCERT differs from state to state. Most of the faculty in SCERTs is drawn from school cadre (Haryana, Punjab, Goa, Uttarakhand, Uttar Pradesh etc.) and DIET and CTE (Gujarat, Andhra Pradesh, Karnataka etc.), and they continue to draw the pay in their respective cadres.

The pay scale of Director in most of the states is that of administrative position such as Director/Additional Director of Schools and it ranges from Rs.12500-17500/- (Haryana) to Rs.24,450 –Rs.31,800 (Karnataka). In Gujarat, Orissa, Punjab, Tamil Nadu, West Bengal and Bihar, the pay scale of Director is Rs.16,400 –Rs.20,000/- and Rs.18,400-Rs.22,400/- in Uttarakhand and Uttar Pradesh.

3.4.5 Programme Advisory Committee

SCERTs are expected to have Programme Advisory Committee. However, only one-third of the sampled SCERTs seem to have the PAC and one-sixth have the Research and Executive Committees.

3.4.6 Curriculum and Material Development

SCERTs in Andhra Pradesh, Assam, Delhi, Gujarat, Haryana, Karnataka, Orissa, Tamil Nadu, Uttarakhand, Uttar Pradesh, Maharastra and Goa were involved in revision school curriculum based on the NCF-2005 and preparation of textbooks. Textbooks at the primary stage are developed by the Board of Primary Education in West Bengal. The curriculum and syllabus of pre-service teacher education at elementary stage is also developed by SCERT in AP, Assam, Karnataka and Meghalaya.

3.4.7 In service Education Programmes

Most of the SCERTs are involved in organizing in-service programmes for the school teachers particularly under the SSA programme. However, SCERTs like Delhi, Haryana, Gujarat, Punjab, U.P. Uttrakhand, Jammu and Mizoram have organised in-service programme for the secondary and senior secondary teachers. The programme for teacher educators of DIETs are organized only by SCERTs of Andhra Pradesh, Gujarat, Karnataka, Tamil Nadu, Punjab, Uttar Pradesh, Mizoram, Jammu and Kashmir and Bihar.

The SCERTs and DIETs are not involved in SSA activities in some of the states.

3.4.8 Capacity Building

Though it is crucial to provide continuing education for capacity building of SCERT faculty in more than 70% of SCERTs, there is no policy in this regard. Faculty members of some SCERTs are deputed for the programmes organized by RIEs and NCERT.

3.4.9 Linkages with the Institutions

There is no linkage among SCERTs and other teacher education institutions like IASEs, CTEs, and Department of Education of universities in the respective states except in Karnataka, Orissa, Bihar and Andhra Pradesh. Most of the SCERTs have close co-ordination and linkages with DIETs and the training programmes are organized in collaboration with these institutions. But there are states such as West Bengal and Himachal Pradesh where no linkage exists.

3.4.10 Learning Centre

Most of the SCERTs do not have facilities of learning centres for organising in-service education programme for teacher educators and teachers on continuous basis through tele-conference except in Haryana, Gujarat, Karnataka, Andhra Pradesh, Tamil Nadu and Madhya Pradesh.

3.4.11 Financial Support

During Tenth Five Year Plan, two crore rupees, as matching grant on 50 : 50 basis was provided under Centrally Sponsored Scheme for strengthening of SCERTs. The matching grant was not availed by more than 65% of the states due to their financial crunch. The adequate grants are not provided for construction and maintenance of building, organization of pre-service and in-service programmes.

3.5 Insights from Institutional Profiles

The profiles of the institutional set ups presented in the previous Section point out the extent to which the Centrally Sponsored Scheme has been effective. Specific pointers that emerge with reference to the various aspects being examined have been presented hereunder.

3.5.1 Facilities

The establishment of all the three structures, viz., DIETs, CTEs and IASEs, under the CSS has not yet been completed. While the number of DIETs established is more spread across the states, the CTEs and IASEs have not been even sanctioned as expected.

- Most of these institutions have their own campuses. Some facilities such as the computer cell and the library were provided at the initial stages and have not been updated since then. Though labs for science, language and psychology have

been provided they do not satisfy the specifications given in the scheme. In most TEIs the basic tools, equipments, and learning resources suitable for the stage concerned in various school subjects are not available. It is observed that even the available facilities such as the computer labs, library and physical education and sports, are not utilised appropriately either due to inadequate planning and coordination and/or to non-availability of staff. One positive point is that the computers are used for various administrative purposes in several TEIs; and in DIETs in some states computer based teaching is compulsory for student teachers, such as in Gujarat. Yet, there is a need to extend the same to learning purposes more widely.

- Staff positions required for each of the institutional structures has been detailed in the scheme document appropriate to the envisaged vision. However, the institutional profiles point out that the field reality is far from being satisfactory. The sanctioned positions are not fully filled up and the required posts are not created in all the TE structures under the scheme. In this regard, the DIETs are slightly better placed than the IASEs and the CTEs. This is mainly because a large number of sanctioned positions in the DIETs are being filled with persons 'on deputation' drawn from not only the administrative cadres but also from the schools. The pertinence of it is questionable, perhaps. Research fellows and staff of DIETs are used on ad hoc appointment in some SCERTs. This not only adds to the shortage in the DIET staff but also leads to considerable loss of man hours in the respective DIETs. It is alarming to note that the shortfall in the staff positions at different levels is as high as 50% in many states and more in a few. Absence of technical

staff such as the librarian and computer technician is common in most institutions.

- In the case of IASEs and CTEs, the existing staff positions are continued without strengthening or filling the vacant positions. There is hardly any scope for 'co-operative effort' among the staff except in the pre service and in service programmes of the institution.

On the whole, it can be stated that functioning of these units created has been marginal, and does not reflect concern for quality improvement in TE. The actual effectiveness of the CSS can only be ascertained when it is implemented as planned.

3.5.2 Curricular Programmes

The curricular activities are mainly in the form of the prescribed pre service programmes in the DIETs, CTEs and the IASEs.

Certain positive curricular features are visible in the DIETs of some states. For example, in Gujarat, the pre-service programme incorporates all features included in the in service programmes of SSA. The student teachers are required to learn to use computers during internship, use art and craft activities for educational purposes, organise Bal Melas, eco club, etc. with school children. Some of these are also used as demonstrations in the regular in service programmes.

Curricular revisions in TE in concomitance with the revisions in the school curriculum based on the NCF 2005 and/or the state curriculum framework have not surfaced at any level. The curricular revisions for the DIETs have to be initiated by the state department of education. Even the curricular engagement modes in the DIETs are found to be very conventional and not responsive to recent developments in the field of

elementary education. The CTEs and the IASEs follow the curriculum prescribed by their respective universities. There is no indication of even an attempt to bring in some alteration as per requirement of their elevated status. In addition, IASEs were expected to offer M.Ed. and pre Ph.D. programmes as they would equip and strengthen their research acumen and innovative proneness. This has not happened. In fact, in most CTEs and IASEs there is no perception of the difference in the institutional status.

The DIETs are engaged in providing in service orientation to primary school teachers under the SSA. The CTEs and IASEs have been organising such programmes depending upon the financial support they received, which has been rather untimely and sporadic. Besides, there seems to be no pointers from the state government as to the requirement of the teachers to be covered annually within their stipulated region. As seen from the work plans, the institutions do not have the practice of using the available data on the school system in their region to plan for carrying out adequate number of programmes. This underscores the cumulative impact of inadequate administrative action and support as well as a lack of enthusiasm at the institutional level.

In the wake of having to function in a resource crunch situation, the CSS structures have not been able to do much in the form of innovation or research. At the SCERT level 'learning material development' is undertaken.

3.5.3 Linkage and Networking

The CSS visualised that the created new structures would supplement mutually in work and sharing resources as well as their acumen for

mutual benefit. For this, it was suggested that effective networking and linkages be established by each of these TEIs with local, regional, state and national agencies concerned with TE at different stages. Data from the field level, however, reveal this aspect to be functionally less effective. Attempts at linkage have been made wherever it is essential or prescribed rather than as an evolved process of dovetailing self effort with that of others. The main interactions with other agencies are in the form of participation in workshops and training programmes organised, either as resource persons or invitees.

At the DIETs regular teachers' meetings are held at the Panchayat level, SRG conveners' level, BPOs and trainers and faculty of other TTIs. These are mainly as part of the prescribed requirement under the SSA. In the CTEs and IASEs the contacts are limited to the administrative authorities such as the affiliating universities, SCERTs and the state government departments. In very few cases there have been some contacts with the UGC, MHRD and RIE, NCERT, mainly as participation in the programmes organised by these agencies. In fact, resource persons drawn from the universities have been found to have less impact by the teachers of DIETs, CTEs and IASEs. Very little has been attempted by self initiative in these TEIs. Thus, a lot of opportunity to strengthen institutional capacity has been lost.

The DIETs have adopted the structure suggested in the scheme. Accordingly, almost all DIETs have the seven units in their organisational structure as specified in the guidelines. A similar detailing has been neither proposed nor created by the CTEs and the IASEs. Though the functions expected of CTEs and IASEs are given, in the absence of a clear demarcation of the organisational structure, responsibilities have not got differentiated among the faculty.

3.5.4 Funding

When the scheme was initiated, funds were released in stipulated instalments. This made it possible to upgrade TEIs into DIETs, CTEs and IASEs. Subsequent years this has not been continued both due to the procedural lapses on the part of the TEIs and the delayed sanction by the government and the prolonged channels for the funds to flow through.

Every year funds are released on the basis of expenditure during the previous year. Funds are released on a uniform basis and under the approved heads every year. The budget proposal is made by the state which indicates the same heads of expenditure irrespective of whether any additional requirement or reallocation would be necessary for functional relevance. Besides, there is no budget made in respect of individual TEIs as it is not reflected in the work plan and, as a result, not sanctioned. The budget proposal does not seem sensitive to the possible changes in requirements of a growing institution. For instance, there is no annual budget for library, labs, sports and games except for computer accessories. As a result, there is no updating in these within institutions after initial provision. Some TEIs utilise the students' welfare funds for these requirements.

The institutions perceive the relevance of a need based fund allocation rather than a uniform one. For example, each year rupees one lakh per DIET is allocated irrespective of the need for reducing/enhancing it for particular DIETs. Instead, there could be a need based allocation.

Effective utilisation of the sanctioned funds has not been found for various reasons. Some significant ones are:

- Sanctions are not made in time
- There is lack of planning within the institutions

- Procedural details are not followed by each TEI promptly in submitting expenditure statements which would facilitate timely release of funds
- Fixed amount for particular component seems a restriction as every year the same heads may not require a certain amount; scope for suitably varying some heads of expenditure would be more relevant for the institution

3.5.5 Monitoring and Evaluation

The Scheme anticipates that there would be mechanisms within the institutions as well as at the state and central levels, for ascertaining the effective functioning of these institutions. The study revealed that at the field level both internal and external monitoring is weak.

- Within the institutions the stipulated mechanisms are not in place, and where created, they are not effective.
- There is no attempt to prepare a coordinated work plan for the various units of the institution. Appropriate documentation of activities and discussion on them are not undertaken regularly.
- The only monitoring mechanism in respect of the in service programmes is the feed back from participants at the end of the programmes. This is not used for planning further activities.
- In the absence of such an internal mechanism, coordination among the various units or aspects of the institution gets affected. For instance, in TEIs only the pre service and the in service programmes involves all staff members. With several units having one single teacher designated, they have become almost non-functional.
- In the TEIs, a Programme Advisory Committee (PAC) is to be established. It has been set up in several states, though not in all. Even in those institutions where it is created, there is no clear

statement of its functioning- the number of meetings, agenda, proceedings, etc. In fact, this could have been an effective monitoring and planning mechanism. Significantly, there is no indication of concern at the state level about the functioning of such internal mechanisms visualised for effective planning and monitoring of the functioning of the TEI, indicating the absence of external monitoring mechanism.

- An annual work plan indicating the number of programmes organised previous years and proposed for the coming year, wherever it is prepared, does not seem to be in consideration of a strategy for actual coverage of the targets.
- Further, programme proposals seem to be prepared at the state level which is to be carried out by the various TEIs. There is uniformity for each category of TEIs- DIETs, CTEs, IASEs. To what extent the variations in the local needs can be taken care of by such a procedure, remains unanswered. This seems to be suggestive of the possible number of programmes to be organised within the funds sanctioned, rather than field-need estimation or a proper professional design.

2.5.6 Relevance of CSS

Insights obtained from the field based evidence presented earlier provide pointers for appraising the relevance of the CSS in the present changing context. Some significant points that need serious consideration in this regard are as follows.

- The Scheme holds that only those institutions which have been functioning as TEIs have to be 'upgraded' as DIETs, CTEs and IASEs. This criterion limits the benefits of the Scheme for those states/UTs where TEIs at any stage are not available. For

example, the north eastern states do not have secondary TEIs. As a result, those regions can not be benefited by the Scheme. Further, this has also left out of the purview the stages of schooling not covered by the existing TEI structures.

- There is a need to create a scope for providing upgraded facilities for TE in the north eastern states and the smaller states/UTs as there are no TEIs that can be upgraded. Perhaps, the Scheme needs to make specific mention of alternative ways for these regions.
- The Scheme envisions creation of upgraded TEIs as nodal agencies for spread and achievement of quality levels which has made a difference in the field. Critical appraisal keeping in view not only the field level data but also the perceptions of the various persons concerned with the implementation of the Scheme reveals that the potential and relevance of the CSS is not in question but there is a need for further streamlining of procedures and bringing certain aspects of functioning not as yet included in the Scheme to be also brought within its purview. Greater focus is needed in the implementation procedures in order to smoothen it.
- There are some issues that have surfaced while implementing the scheme which need concerted consideration and corrective action.
    - Structural details have been differently stated for the elementary and secondary stage TEIs; there is greater clarity for DIETs but not as much for CTEs and IASEs there is a need for this.

- Possible alternate institutional structures that can cater to the need of secondary stage TE in smaller states/UTs where it is not feasible to establish TEIs
- Relevance of a uniform pattern of funding; ensuring institutional, and/or regional need-based variations in funding; enhancing promptness in flow of funds by expediting procedural requirements at both institutional and governmental levels
- Provide guidelines for recruitment and transfers
- Provision for maintenance of resources
- Performance appraisal of the functioning at different levels- to be made mandatory, prompt feedback to be obtained.

On the whole, the picture that emerges is one of ineffective resource mobilization and replenishment, persisting need for clear direction and stability in all efforts as well as concerted attempts towards better coordination and linkages within and with other institutions.

4.0 Emerging Scenario

The outcomes of the appraisal presented under 2.5 above showcase a few significant aspects of teacher education as a whole that need to be looked into as well as the possible directions for further action.

4.1 Parallel Structures

In most states, the administrative and academic structures work as parallel to one another to the extent that they are unaware of each other activities and at times do not converge. This situation has not only

created a power struggle but also affected quality of TE to a great extent. Even academic structures under the State Department and the SSA do not converge though their goals and objectives are same. If the separation is not addressed by bringing them together, the conflict and confusion may continue.

4.2 Multiplicity in TE

There is a variety of teacher education programmes aimed at preparing teachers for the various school stages. These programmes are separate in respect of curriculum, the governing authority and the certification agency. In fact, teacher education institutions work under multiple 'authorities'. Elementary teacher education, for instance, is 'controlled' by the State Department of School Education, secondary teacher education institute generally functions under the government and/or the private management, the university which regulates the academic aspects of curriculum, examination and certification, and the state level authority on school education. There are several curricular variations across and within stages. The teacher education institutes are caught between and among these "authorities" with different and sometimes, conflicting demands.

4.3 Decentralization of Teacher Education

In keeping with the Panchayati Raj System of Governance and for meeting the challenge of ever increasing demand of teachers for achieving universal elementary education, the District Institutes of Education and Training have been established.

The fast expansion of elementary teacher education has made it necessary for every state to ensure certain minimum duration of training for all teachers, wherever they are serving or whatever are their numbers. Without such effort continuous capacity building of teachers may not become a reality. It is towards this the DIETs have been established in 571 districts. Besides, under SSA structures such as BRCs and CRCs have been created.

The CTEs and IASEs have been established for a similar decentralised effort towards secondary stage teacher capacity building. However, they are not spread evenly and made functional to be able to cater to the actual field requirements. Establishment of structures similar to BRCs and CRCs for secondary TE would strengthen the effort towards actualizing the vision of the GOI of providing universal secondary education.

4.4 Functional Status of TEI structures

There is a wide variation in the functional effectiveness of the different TEIs. This is due to several reasons including the way in which the scheme has been 'owned' by the state, the resource provisions made, as well as the clarity and direction reflected in the visualization of its programmes.

Most of the CTEs and IASEs have not been able to undertake the teacher education programme as comprehensively as the DIETs have been able to at the elementary stage. This could be due to the fact that as upgraded institutions, CTEs and IASEs have not adapted to the added responsibilities, particularly capacity building of teachers and teacher educators, development of teaching learning materials, and research and innovation, but have continued with pre-service teacher education.

Though the organizational structure of DIET comprises seven branches, only two namely Pre-service Teacher Education (PSTE) and In-service

Field Interaction Innovation and Coordination (IFIC) are functional. Besides, in most states the performance of DIETs is not found to be equally effective. The structure in IASEs and CTEs has remained similar to any college of education dealing with pre-service teacher education. As a result the faculty has not been able to carry out the responsibilities of their expanded functional roles effectively.

4.5 Recruitment and Transfer Policy

The existing policy of recruitment and transfers in states has also affected the effective functioning of teacher education institutes. Most of the sanctioned faculty positions are not filled promptly and majority of the appointments are made through promotions.

There are variations in several aspects of administration which have come in the way of effective functioning of TEIs and their personnel. Some significant ones are

- The qualifications for recruitment under various schemes are different as also in the pay scales of persons on similar cadres but in different institutions. This has led to a complex set of 'parity indicators' to be drawn up which are used while transfers across institutions are made. But such inter institute transfers not only upset individuals in respect of their cadres but also in their psychological mind set in being shuffled across institutions, sometimes without a readiness and competence for the tasks.
- There are discrepancies in the cadres of persons with similar roles. A lecturer in an elementary TEI is not equal to his/her counterpart in a secondary TEI. Similar observation holds good for other cadres too.

- There are state wise variations in the regulations related to transfers and promotions, most of which do not tend to be sensitive either to the individual's capacities and inclinations or to the institutional/programme requirements; mainly because clear direction seems to be lacking in these matters.
- The transfer rules permit individuals to be shifted from administrative cadres to academic cadres and back. Along with the requirements of the roles being transferred to, even the perception of role status by individuals gets affected, which has a direct impact on the quality of their own and the institution's performance.

4.6 Flexibility of TEI Structures

Over the years, several parallel structures have emerged providing teacher education. Due to each being operated under different schemes they have evolved into less flexible and isolated structures. Since many decades elementary pre-service teacher education is in vogue. It is not responding to the emerging demands of universalisation of elementary education. It is because of rigidity in curricular structures as well as systemic supports. As a result, the newly visualized schemes such as DPEP and SSA have had to evolve their own in service programmes. The present pre service teacher education is unable to reduce the load on in service programmes as expected, evidently due to lack of flexibility in structure and curriculum.

4.7 Stages of School Education needing TE Focus

The need for streamlining pre-primary teacher education and ensuring its quality is yet to be addressed. Minimizing the drop-out rate and maximization of school readiness are the two important goals of pre-primary education. As parents are quite aware of the importance of pre-

school in reaching to the quality learning, there is a steady increase of pre-schools. Now most of these pre-schools are being managed with either partially or ill equipped teachers who are not able to cater to the needs of pre-school children. The objective of maximizing school readiness can not be accomplished if the pre-school teachers are not adequately competent in managing pre-primary classroom.

A systematic institutionalized teacher preparation programme for pre-primary teachers would mitigate the drop out, low comprehension and remediation/ interventions in the primary schools. This would help pre-primary teachers in natural transformation of child into schooling system. Dealing with pre-school children requires a distinct and unique strategy. Teacher with such specialized skills and competencies would be able to accelerate our endeavour to accomplish the goals of pre-schooling. At present there are some efforts to equip pre-school teachers but they are not adequate to the demands of pre-schooling. There is a need for a systematic and organized teacher education program for preparing pre-school teachers. This context yields to a situation of preparing pre-primary teachers also. For this purpose a separate diploma in pre-primary teacher education or an optional course in the existing elementary teacher education offered in DIETs would help in equipping pre-schools with qualified teachers.

Early Childhood Care and Education (ECCE) is no more viewed as an appendage to the system of school education but as an essential stage in it. Several programmes and initiatives have been made both by the national and the state governments to promote ECCE. As a result, the number of ECCE centres has increased enormously both in government and private sectors. However, there seems to be considerable variations

in the qualifications and lack of adequate number of TEIs to prepare teachers for this stage. The scheme has not attended to this level of teacher education. Even the existing structures do not address to this requirement.

The Senior Secondary School Education is a significant stage and it requires specialized teachers but is served by teachers who are prepared for secondary stage. In some states, even the professional preparation of teachers for this stage is not an essential requirement. Though the institutional structures are created for the capacity building of senior secondary teachers, much has not been achieved in this direction.

4.8 Linkages among TEI structures and with regional/national level organisations

The multiple institutional structures in TE presented in figure I have brought to focus the challenge of coordinating efforts that mutually support and reduce redundancy. But, as institutional structures get established for programmes with specific focus over time, they often overlap in their functioning. This has further created greater effort in coordinating their functioning for mutual support which is a tough task. For instance, the SCERT, DIET and SSA are engaged in in-service teacher education and quality improvement. These parallel structures working in the same context with less coordination tend to create administrative problems as well as wastage of resources. Though the teacher education scheme envisaged organic linkages amongst DIETs, CTEs and IASEs, the institutions are functioning independently of each other.

4.9 Status of Teachers and Teacher Educators

The teaching profession is still the last choice for many because of its low salary, limited career advancement and professional development opportunities. Teachers and teacher educators working in inaccessible rural and tribal areas are not properly prepared and rewarded. The TEPs do not develop sensitivity in teachers and teacher educators to emergent context specific requirements and techno-pedagogic skills.

4.10 Capacity Building in Teachers and Teacher educators

The centrally sponsored scheme of teacher education provides support for organizing professional development programs for teachers and teacher educators. Structures are created and resources provided to enhance the capacity building of teachers and teacher educators. With SSA interventions, a number of programs have been organized across the country. However, IASEs and CTEs are inadequate to cater to the capacity building needs for secondary stages of school education for which they are created.

The initially provided orientation to teacher educators, when TEIs were upgraded to IASEs and CTEs, has become redundant due to time lapse and also due to transfers and discontinuance of individuals. The present incumbents in various cadres do not get much orientation except for random occasions of refresher or orientation programs organized by the UGC, NCERT and/ or SCERTs.

Some important reasons for less effective teacher development programs are:

- Lack of a clear and comprehensive policy on continuing education of teachers and teacher educators
- Inappropriate planning resulting in shortfalls in target attainment and effective organization and utilization of resources provided.
- Lack of quality in teacher development programs
- Poor organization, random selection of themes, inadequate duration of programs `
- Non utilization of human, technical resources and support
- Inappropriate mobilization of resources provided
- Replication of conventional interventions

4.11 Convergence of Centre – State efforts

The centrally sponsored scheme of teacher education is being operated with budget allocation from the centre and states are expected to 'own', monitor, implement and realize the envisaged goals. In this approach, 'State Ownership' is essential for the success of the scheme. It is widely observed that states often consider that these schemes to be time bound projects, and that they may have to bear the financial burden of the scheme after the project period. At the same time, the programmes under the schemes also are seen as 'more paying' and so attractive. For instance, human resource mobilization for SSA is much easier than for the regular in-service programmes of the SCERT due to the difference in the rates of remuneration, TA and DA.

Clarity in the MOU between the states and the Centre in respect of scope and responsibilities of each is necessary in order to promote and ensure smooth compliance. In fact, schemes such as the CTEs and IASEs have been considerably weakened due to this. There is a persistent need to ensure continuous communication, smooth flow of funds and proper utilization to ensure timely and effective implementation.

As a result of such multiplicity in TEIs considerable duplication, redundancy, dissipation of efforts as well as low impact have surfaced. It is becoming increasingly difficult to effectively co-ordinate all efforts and achieve quality in desired form. Therefore, it is essential to critically examine and streamline the existing scheme in order to enhance its relevance and impact in the changing context.

5.0 Recommendations for Sustainable Reforms in Teacher Education

The insights from the appraisal of the CSS of teacher education point to the need for re-conceptualizing the existing scheme of teacher education to make it more feasible and responsive. Accordingly, some streamlining of the existing practices would be needed to enhance the functional efficacy of the system. A few suggestive actions are listed below for consideration and adoption in appropriate forms.

5.1 Restructuring of the TEIs

By restructuring the institutions engaged in teacher education at different levels, it would be possible not only to reduce the complexity in the overall structure of teacher education in the country but also to ensure that teacher education becomes an academically more rigorous professional endeavour and be seen as an important comprehensive area within the context of education.

There must be a unified direction held by the various teacher education institutions under a single authority with the functional autonomy. This would require restating the structure and roles of some of the existing institutions, adding new ones in needed forms, and giving up a few which have not served their purpose.

It is recommended that teacher education should continue to operate at the state level appropriately linked with the efforts at the national level. Responsibility of planning and decision making about functional curriculum and other academic details be placed at the district level under one common authority. For this, it is necessary to take firm steps to identity institutions and practices which have been functionally ineffective, after scrutiny and accordingly restructure and redefine the existing institutions. Therefore it is recommended that:

- The revised Centrally Sponsored Scheme of Teacher Education should be funded on the basis of matching share 75 : 25 percent by central and state governments and in north eastern states it should be 90 : 10.
- Strengthening of DIETs in all respects in terms of organisational structure, physical infrastructure, academic programmes, human resources, financial support etc. The vehicle facility to be provided in all the DIETs. All the District Resource Centres should be upgraded into full fledged DIETs.
- Upgrading DIETs to cater to all stages of school education from pre-primary to senior secondary; these should be linked with universities. The capacity of DIETs should also be enhanced appropriately in the long run. But to begin with, 10 to 12 per cent well-functioning DIETs could be identified for upgradation to the level of a degree college. Besides this, 51 more upgraded

DIETs to be set up in the newly created districts. The remaining DIETs should also cater to the needs of all stages of school education with the faculty suggested in MHRD guidelines. But these DIETs will also be upgraded age wise during next five to ten years. All the DIETs should have linkages with university departments, university colleges, government colleges and well established private colleges organising the in-service education programmes. The adequate funds to be provided to these institutions for organising the programmes.

- Locate, if need be particularly in north-eastern states, other smaller states and UTs where no secondary teacher education institutes exist, Department of Education in a government general college to undertake preparation and professional development of teachers at the elementary and secondary stage.
- The existing CTEs (104) and IASEs (31) should be strengthened in terms of organisational structure, academic programmes, human resources and financial support etc. in the light of MHRD guidelines. More CTEs and IASEs to be set up wherever required. There should be a clear rationale for setting up new CTEs and IASEs.
- Additional DIETs in a Block in 196 districts will be set up in the light of Sachhar Committee where there is concentration of minorities and SC/ST population. In the remaining 5804 blocks, Block Level Institutes of Teacher Education (BITEs) will be set up for in-service training for teachers from pre-primary to senior secondary stages. The existing BRCs will get subsumed into BITEs and these may be set up preferably in secondary or senior secondary schools.

- NGOs have been contributing in developing innovative models of schooling, training of teachers, development of textbooks and curricular material, community mobilisation and advocacy. Their participation with the schools and teacher education institutions would be extremely useful and productive. Therefore, all the teacher education institutions at different levels may consider to involve the NGOs and civil groups for organising pre-service and in-service education programmes.
- Programmes of TEIs should focus on education of children with special needs in the teacher education programmes at different levels. Qualified faculty should be appointed in the BITEs, DIETs and SCERTs for catering the needs of the children. All the teacher training institutions should provide a barrier free environment for students with disabilities that would include ramps, adapted furniture and modifications of toilet facilities.
- Revitalise SCERT as an apex academic organisation affiliated to a university at the state level to perform its functions encompassing all stages of school education and teacher education. Such a link may be forged with a University within the frame and organisational structure being proposed for DIETs in which thrusts of Teacher Development and continued support, research and curriculum and pedagogic studies find equal space and resource support.
- All the State Institutes of Education(SIEs) to be upgraded as SCERTs. The different names of SCERTs given by different states should be changed uniformly as SCERT. The role, functions and structure of SCERTs should be clearly defined.

- The curriculum and syllabus of pre-service teacher education programmes at all stages should be reviewed and revised in the light of NCF -2005.
- Two Year B.Ed. programme should be gradually promoted in all the teacher training institutions and universities. A stipend of Rs.5000/- to Rs.6000/- to be provided to the students during nine months of internship programme.
- If in any district DIETs and CTEs are not available or non-functional facilities for in-service training upto secondary stage should be provided in the Govt. Colleges of Education/ private B.Ed. Colleges.
- An attempt should be made to attract good professionals an a scale of pay should be upwardly revised for the faculty of Teacher Education Institutions. (TEIs). The qualifications and salary structures laid down by UGC may be followed for all academic positions in the proposed teacher education institutions.

5.1.1 District Institute of Education and Training

As envisaged in national documents, school education starts from pre-primary and extends till senior secondary. Even though, teacher education structure in the state covers only elementary and secondary stages, there is a need to have a comprehensive structure of teacher education at the district level to provide the continuity in curriculum. Having such a structure at the district level would solve many a problem of teacher education institutions such as insufficient areas of expertise and separation of one level from the other to the extent that they belong to different directorates and boards of examination.

Upgraded DIETs

In the light of the above contextual and systemic concerns, it is proposed that the DIET be upgraded to cater to all stages of school education from pre-primary to senior secondary at the district level in link with a University.

The proposed organisational structure of such an upgraded DIET will comprise:

Organisational Structure of Upgraded DIET

S.No.	Designation	Name of the Department	No.of faculty members	Pay Scale (UGC)
1.	Principal	DIET	1	Associate Professor
2.	Vice Principal	DIET	1	Associate Professor
3.	Head	Educational Studies • Sociological, Psychological & Philosophical Perspectives covering Constitutional framework of values and civic responsibilities • Education of Special Focus Groups (girls education, education of SC/ST/minorities children and education of children with special needs) • Peace Education • Early childhood education • Adolescence Education • Education and work	7	Asstt. Professor • Elementary stage including pre-primary, primary and upper primary **(4)** • Secondary and Higher Secondary stage **(3)**
4.	Head	Curriculum, Pedagogy & Learning Assessment • Science & Mathematics • Social Sciences • Languages and Communication Skills • Art, Craft and Aesthetics • Health and Physical Education • Learning Assessment • Learning Technologies	30	Asstt. Professor Elementary stage (20) Secondary and Higher Secondary stage (10)

		covering all ICTs for School Education		
5.	Head	Survey, Research & Policy Planning • Research & Innovations • Policy Analysis and Planning • Field Interaction & Coordination • Education Information Management • Programme Planning, Monitoring & Evaluation	4	Asstt. Professor
6.	Head	Learning Resource Centre • Documentation and Dissemination • Computer Education • Technological Aids • Library (Children Literature, Textbooks, Reference Books) • Laboratory and workshops for hands-on experience (for teachers) of creating new material.	2	Asstt. Professor (Librarian) Asstt. Professor
7	Technical Staff	Technical Staff for different departments	4	• Computer Assistant • Semi-Professional Assistant • Laboratory Assistant(2)
8.	Project Staff	Project Staff for different departments maximum for 2 years	4	• Junior Project Fellow
9.	Administrative officer	Administrative Section	7	**Office:** • Administrative officer cum Accountant • Office Assistant (2) • Group D (2) **Hostel** • Bursar for hostel • Group D

The upgrading of DIETs with its newly perceived roles and responsibilities is an attempt to link DIETs to higher education as per the recommendations of the sub-committee on teacher education for XI Five Year Plan.

The newly conceptualized DIETs shall be responsible for providing academic support to and monitoring all teacher education activities and programmes, including those undertaken by privately run institutions. Over the recent years numerous private institutions have obtained license to provide teacher education usually leading to the B.Ed. degree and a D.Ed Diploma. These institutions are of varying quality, but in most cases they have no responsibility for in-service teacher education. While NCTE is preparing its strategy for ensuring a basic minimum quality in all providers of teacher education in the private sector, there is no reason to keep privately run institutions delinked from the various academic responsibilities which are expected to be performed by the present DIETs. The upgraded DIETs should be expected to provide leadership both to the BITEs and CLRCs as well as to privately run institutions providing any level of teacher education, including nursery teacher education. They should also be able to monitor quality of education in all the schools of the district, through the BITEs and CLRCs. In addition, they may be responsible for special programmes targeting special groups such as SC, ST, backward and minority communities; girls, children with special needs etc.

In upgraded DIETs Two Year pre-service teacher Education programme like ECCE , D.Ed. and B.Ed courses are to be initiated. Besides these, Four Year Integrated Courses both at elementary and secondary level are to be initiated in collaboration with general colleges and university departments.

The upgraded DIETs will be equipped with hostel facility. Hostel facility will have adequate accommodation both for pre-service and in-service programmes.

The proposed structure of DIET is expected to overcome the perception/practice that no specific faculty would be responsible to perform tasks of a particular branch/department; their services are used interchangeably at the cost of non-performing the functions of their own branches/departments. Around 45 faculty members are to be recruited in upgraded DIETs.

Each DIET must have language education faculty in all the languages that are medium of instruction in the government schools of the district (relevant to the elementary school level).

Health, physical education and yoga are being handled by one physical instructor, and art, craft and aesthetic education are also handled by one instructor. In the existing structure they do not have adequate work load and as a result become subject to apathy. If the elementary and secondary teacher education is integrated, they would have adequate work load as they would deal with the students of elementary and secondary teacher education. Similarly this would address the situation prevailing in respect of technical instructors like computer and laboratories. This would also increase the cost effectiveness in terms of investments in infrastructure and human resource management.

Non Upgraded DIET

As proposed above, ten to twelve percent of the existing DIETs will be upgraded during 11th Five Year Plan. The remaining about 90% non-upgraded DIETs will follow the existing structure and staffing pattern as suggested in MHRD DIET guidelines (1989). The structure and staffing pattern of DIETs is given below:

Staffing Pattern With Suggested Organisational Structure

Principal - 1

Steno to Principal – 1

S.No.			Number of posts				
	Branch/Unit / Section	**Vice Principal/Sr. Lecturer**	**Lecturers**	**Statistician/OS/ Librarian/ technician/ WE Teacher**	**Accountant/ Clerks/Lab.Asst.**	**Class IV**	**Total**
1.	PSTE	1	8	-	1.Lab.Asstt.	-	10
2.	WE	1	1	WE teacher	-	-	3
3.	DRU for AE/NFE	1	4	-	2(steno-tpist/ clerk)	-	7
4.	IFIC	1	1	-	1 Clerk	-	3
5.	CMDE	1	1			-	2
6.	ET	1	1	1 Technician	-	-	3
7.	P & M	1	1	1 Statistician		-	3
8.	Library	-	-	1 Librarian	1 Clerk	-	2
9.	Admn. Section	-	-	OS	1 Accountant 5clerks (including one for hostel	6	13
							46+2 = 48

At present, there are 571 DIETs in the country. The above mentioned structure and staffing pattern have not been followed in most of the DIETs in the country. It is suggested that existing non-upgraded DIETs should be well equipped in terms of infrastructure, organizational structure, human resources and funding pattern as suggested in guidelines so that teacher education programmes including pre-service and in-

service education from pre-primary to higher secondary stage can be initiated.

Another suggestive alternative structure of non-upgraded DIETs is given below. The staffing pattern will be as per DIET guidelines (1989)

Alternative Structure of Non-upgraded DIETs

S.No.	Designation	Name of the Department	No.of faculty members	Pay Scale (UGC)
1.	Principal	DIET	1	Associate Professor
2.	Vice Principal	DIET	1	Associate Professor
3.	Head	Curriculum Studies	15	Asstt.Professor • Elementary stage including pre-primary, primary and upper primary (8) • Secondary and Higher Secondary stage (7)
4.	Head	Teacher Education and Foundation of Education	6	Lecturers • Elementary stage (3) • Secondary and Higher Secondary stage(3)
5.	Head	Survey, Research & Policy Planning	2	Asstt.Professor
6.	Head	Learning Resource Centre	2	Asstt. Professor (Librarian) Professional Asstt.
7	Technical Staff	Technical Staff for different departments	5	• Work Experience

				Teacher • Technician • Statistician • Laboratory Assistant • Computer Assistant
8.	Administrative officer	Administrative Section	17	**Office:** • Office Superintendent • Accountant • Stenographer (3) • Clerk (6, including one for hostel) • Class IV (6)

All the DIETs should have functional autonomy in terms of academic, financial and administrative programmes. Appropriate people to be selected in DIETs having experience in elementary and secondary stages. Necessary qualifications are also to be evolved.

In non-upgraded DIETs special allowance of Rs. 500 to Rs.1000 should be given to the faculty till these are upgraded. Special allowance should also be provided to the Principals for staying at least three years in DIETs.

For improving the quality of Teacher Education of different stages a plan for capacity building of the existing staff (in position) in view of pre-service / in-service needs to be formulated.

5.1.2 Block Level Institutes of Teacher Education

Block and Cluster Resource Centers were established during DPEP in some selected districts after which these centres were expanded across the country as part of the SSA programme, for improving the quality of elementary education. Thus, the staff duties and responsibilities are presently based on the SSA framework of implementation and its **o**bjectives**.** But due to successful implementation of SSA programme the enrolment at secondary stage has increased. Besides this, universalisation of secondary education is also under active consideration. Keeping this in view, there is an urgent need to change the role and functions of BRCs and cover these into Block level Institutions of Teacher Education (BITEs). The following will be the role of BIETs.

Roles and Functions

Block level Institutions of Teacher Education (BITEs) will focus on three major roles:

- **In-service education for teachers** upto the secondary stage with the exception of 196 BITEs in minority and SC/ST dominated areas will be a major function of the BITEs. The special needs of socially backward sections, especially those with a concentration of minority and tribal population, will be specifically addressed by setting up additional DIETs in 196 blocks.
- **Academic monitoring and supervision** of at least 10 schools (depending on the numbers of clusters / schools and their geographical spread) by each faculty member, within one month on a regular basis will also be undertaken. Based on this interaction, every lecturer on a rotation basis should organize a monthly meeting at the cluster level for planning

of training, improving teaching-learning processes and providing guidance to CLRC coordinators / staff.

- **Support services** will be provided including library services, provision of ICT, Science Kit, maths kit, resource material in different curricular areas including preschool and those for dealing with special needs etc. to the teachers. Special equipment, reading materials, special educational aids, remedial teaching, curricular adaptation, adapted teaching strategies and other services like health check-ups / assessment of SEN, physiotherapy, occupational therapy, speech therapy could also be provided.

The proposed structure of BITEs is given below:

Structure of BITEs

S.No.	Name of the Department	No. of faculty members	Pay scale
1.	BITE in charge	1	Head (Lecturer)
2.	Curriculum and Learning Technology • Teaching of Science • Teaching of Social Science • Teaching of Mathematics • Teaching of Languages • Teaching of Health & Physical Education • Teaching of Art Education • Preschool Education • Special Needs	4 1 / 2 1 1	7 / 8 Junior Lecturers
3.	Resource Centre	2	• Semi-Professional Assistant • Research Assistant
4.	Administrative Structure	3	• Administrative officer-cum-

			Accountant • Office Assistant • Group D

- The BITE should have adequate infrastructure consisting of at least five rooms (Head, Staff Room, Office Staff, Resource Centre and Training Hall).
- The BITE should have at least four departments as suggested above with seven or eight faculty members. The faculty should be recruited based on the subjects being taught in the schools at the elementary and secondary stages in each state.
- Telephone and vehicle facilities to be provided in all the BITEs.
- The BITE should work in close collaboration with DIETs for organising the academic programmes.
- Every BITE should have a well equipped Resource Center. The Block Resource Center should have the necessary aids / equipments for promoting teaching-learning in all subjects and also cater to the requirements of children with SEN.
- Undertake regular visits of about 10 schools by each faculty member for addressing emerging pedagogic issues and concerns related to school and children's development.
- Planning and organization of periodic, need based teacher trainings and monthly meetings at the BITE to discuss academic issues and design strategies for improving children's / teachers' performance.
- Setting up and using performance indicators to track and enhance school performance.
- Periodic consultation with all the CLRCs in the area, community members and Panchayati Raj Institutions for school improvement.
- Developing a Quality Improvement Plan for the block vis-à-vis the needs and feedback received from clusters.

- Monitoring the process and progress of quality using Quality Monitoring Tools in collaboration with DIETs, CLRCs and VECs.
- Optimal use of grants and incentives.

5.1.3 Cluster Level Resource Centers

CLRCs should be located in a well equipped school campus as far as possible. CLRC should have at least two rooms with telephone facility, one for training programme and other for official use. One CLRC should cater to 100-150 teachers. Presently all CRCs have one coordinator. Thus, one additional staff is required to cater to the needs of pre-primary centers, upper primary and secondary schools.

Roles and Functions

The cluster staff due to their location will be in closer contact with schools and teachers. Thus, their involvement should focus on:

- Providing quality academic onsite support and guidance at the classroom level.
- Appraising the habitation level educational plan in consultation with schools and BITE staff.
- Studying the problems and issues related to quality through continuous interaction with teachers, community members and children.
- Promoting and ensuring a healthy safe and secure preschool and formal school environment in each school in their cluster.
- Visiting and holding meetings / discussions with members of the VECs, MTAs, PTAs and other local bodies for school improvement.

- Implementation of various Quality initiatives and Enhancement Programmes in their schools in partnership with the community and teaching staff.
- Ensuring the enrolment and regular full time attendance of all children in their area conducting monthly meetings for all school teachers in their respective cluster of schools.

5.1.4 State Council of Educational Research Training (SCERT)

The SCERTs were visualized as the single institute for educational research and training but have grown into agencies performing a variety of functions in different states. At present, they have not provided focused impetus to teacher education as expected as they vary widely in terms of their placement in the state structure, assigned roles and responsibilities. Their position ranges from being a council of educational research and training to being a constituent unit of the state education department.

In the proposed structure of teacher education institutions, SCERTs are visualized as lead academic institutions at state level providing support to DIETs (existing CTEs, IASEs and also engaging in educational research and training. They should function along the lines of NCERT at the state level. There should be clarity in their position as autonomous bodies engaged in providing advice to state governments on policy on school education and teacher education, engage in support to implementation and appraisal of programmes of both. Besides, they should undertake programmes for quality improvement in school education and teacher education.

The scope of its functioning must encompass curriculum development, preparation of proto type teaching learning material and text books for all levels of school education and teacher education. The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Board of Elementary Education, particularly examination related activities.

In some states parallel structures to SCERTs, SIETs, and SIEMATs are established as apex institutions in areas of policy, planning and management and there is no need for two parallel apex bodies working for the same purpose of improving the quality of school education. Such duplication of efforts should be avoided for better focus in functioning and coordination. For the differential functions of these, separate sub units within the SCERT could be formed.

Along with its in-service responsibilities the SCERT should attempt at evolving meaningful, short term and long term teacher education programmes on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators. Besides these, doctoral and post graduate programmes in education/teacher education from early primary to secondary stages should be offered by SCERT. Designing and implementing such programmes would also help them in visualising the relevant inputs for in-service teacher education Adequate opportunities for continuously updating the capacities of SCERT faculty should be created so that they can discharge their responsibilities effectively.

As the existing departments may be insufficient in view of its expanded role of participating in coordination and monitoring of school education

and teacher education, including those of support and monitoring of programmes of the new DIETs in the state, the internal structure of SCERT and required resources should be rethought.

Although one of the most crucial institutions in the field of educational research, SCERTs have not performed up to the mark in terms of quality, quantity and regularity of such work. Research not be reduced to one activity or department in such institutes. Rather, it should be integrated with everyday academic activities of SCERTs. Therefore, every department should conduct research-based work in order to improve and develop the pedagogy, and teaching learning and resource material in its area of specialization along with the academic competencies of its faculty.

The departmental structure of SCERT needs to be conceptualised with a view to overcoming the known weaknesses of teacher education. One of the common weaknesses is that for each subject area there is usually only one faculty member available who finds it difficult to grow intellectually in the absence of colleagues with whom he - she could share knowledge and research. Another common defect is the fragmentation of responsibilities and duties and the absence of a wide perspective which might bridge the usual gap between teacher education and curricular reforms. Hence, it is proposed that SCERT should have a basic structure divided into seven broad divisions:

Proposed Structure of SCERT

S.No.	Designation	Name of the Department	No. of faculty members	Pay Scale (UGC)
1.	Director	SCERT	1	Professor
2.	Joint Director	SCERT (Incharge of DIETs in addition to other normal work of SCERT)	1	Professor
3.	Head	**I. Division of Curriculum Studies** i) Deptt. of Science & Mathematics ii) Deptt. of Social Sciences iii) Deptt.of Languages iv) Deptt.of Art Education v) Department of Work Education & Physical Education vi) Department of Work and Education vii) Deptt. of Educational Measurement and Evaluation	1 4 3 3 3 3 3	• Professor • Associate Professor(2) • Assistant Professor(2) • Associate Professor (1) • Assistant Professor (1) • Associate Professor (1) • Assistant Professor (2) • Associate Professor (1) • Associate Professor (2) • Assistant Professor (2) • Associate Professor (2) • Assistant Professor (2)
4.	Head	2**. Division of Teacher Education &Foundation (Pre-Service Education-Philosophy, Psychology, Sociology; In-Service Education**	10	• Professor(1) • Associate Professor (5) • Assistant Professor(5)
5.	Head	**III Division of Technological services (ICT)** i) Department of Computer Education ii) Ii) Department of Technological Aids	3	• Professor(1) • Associate Professor (1) • Assistant Professor (1)
6.	Head	**IV. Division of Educational Surveys, Research & Policy**	3	• Professor(1) • Associate

		Perspective		Professor (1) • Assistant Professor (2)
7.	Head	**V. Division of Special Needs & Social Justice** **i)** Inclusive Education ii) Women Empowerment Cell iii) Education for SC/ST and Minority cell iv) ECCE Cell	7	• Professor(1) • Associate Professor (3) • Assistant Professor (3)
8.	Head	**Division of Library & Documentation**	4	• librarian(1) • Assistant Librarian (1) • Professional Assistant(2)
9	Technical Staff	Technical Staff for different departments	5	• Computer Assistant(1) • Semi-Professional Assistant (2) • Laboratory Assistant(2)
10.	Project Staff	Project Staff for different departments for 2 years	6	• Junior Project Fellow
11.	Chief Administrative officer	Administrative Section	11	**Office:** • Chief Administrative officer • Accountant • Office Assistant (2) • Data Entry Operator • Group D (3) • Section Officer (DIET) • Data Entry Operator (2) • Office Assistant **Hostel** • Bursar for hostel (1) • Group D (2)

While recruiting faculty on the basis of this pattern, both in SCERT, care should be taken to ensure a judicious mix of individuals, some of whom have pure knowledge of subject matter in different areas of knowledge, and others who may have pedagogic qualifications along with subject matter qualifications. The institutional ethos should create a culture of group involving multidisciplinary faculty, aiming at the induction of every member into content cum pedagogy approach which is necessary for teacher education.

In view of the proposed role of SCERT, details of functions of the divisions should be worked out in such a way that discharging them will be necessarily in the context of the overall school and teacher education. Staff requirement for these departments should be accordingly worked out. It is recommended that a minimum of 45 faculty positions be created with adequate technical and support staff. The technical staff should have capacity to provide support in organizing the activities related to science, mathematics and language labs, art and craft, physical education and yoga, and ICT etc.

The SCERTs should be recognised as equivalent to higher education institutions in respect of cadres, salary and recruitment policy. Positions in SCERT should be from similar cadres to DIET. Positions between these two institutions could be transferable. However, transfers should be within the academic structures and not across administrative positions.

The Joint Director, SCERT will be the incharge of DIET who will extend support for carrying out different activities and programmes of DIETs. Besides this, DIET will be revitalized under his guidance and supervision.

5.1.5 Regional Institutes of Education (RIEs)

The National Council of Educational Research and Training (NCERT) is functioning with four Regional Institutes of Education (RIEs) and North Eastern Regional Institute of Education (NERIE). The RIEs have been assisting the States and UTs under their jurisdiction in curriculum design, teacher preparation and professional development, research, development of learning technologies and consultancy.

These institutes have accrued expertise in designing and developing innovative teacher preparation programmes for all levels of schooling in response to the recommendations of several committees and commissions. The RIEs have been actively engaged in the implementation, monitoring and evaluation of centrally sponsored schemes. As centres of research, they have promoted educational research related to various areas of school education and teacher education.

Presently, based on the encouraging results of the efforts of Universalisation of Elementary Education, the country is marching towards another major milestone of Universalisation of Secondary Education. The four RIEs are not adequate to cater to the educational needs of several States that are attached to them. Subsequent to the closure of the Field Advisors Offices in the states which were engaged in liaison with the state and NCERT, the task has been assigned to the RIEs. This has tremendously expanded the responsibility of RIEs in the view of vastness and intra regional diversity in educational needs. The challenge of relevantly catering to local specific diverse educational needs would be more effective, if more RIEs are established at least in a few major states.

It is recommended that five RIEs each may be established during XI and XII Plan period. It is in this direction, there is a move to add at least four new RIEs in different regions of the country. The NERIE Shillong should be upgraded to the level of the existing four RIEs to preservice and inservice education needs of the north-eastern states. The new RIEs should have different features and additional departments like social sciences, arts, languages etc.

In view of the new structures proposed, RIEs should not only continue with the existing preservice programmes but also engage with the preparation and capacity building of senior secondary school teachers as also their post graduate and research study programmes. In addition, they would collaborate with SCERTs, CTEs, IASEs and DIETs in capacity building of their faculty for planning and organizing professional development programmes and conducting research. RIEs should consolidate such experiences and understanding leading to conceptualization of educational practice and there by contribute to the knowledge base to education.

In view of the proposed role of RIEs, details of the departments and their functions should be reformulated in such a way that discharging them will be necessarily in the context of all stages of school education and teacher education. Staff requirement for these departments should be accordingly revised. The RIEs, being pace setting institutions in their respective regions, should be equipped with all the latest technologies, infrastructure and human resources.

Linkages among TEIs

The inter-institutional linkage is crucial to the effective functioning of every institution visualized. These would operate at various levels simultaneously but in differential contexts. Three significant aspects for streamlining such interconnections are functional, administrative and financial aspects which encompass all levels of institutional structures from the school to BITEs/CLRCs through the DIETs to SCERT, RIE to the national level.

The inter-links in all the three aspects should be active at all operational levels. These should be defined and adhered to, not so much as regulatory channels, as of mutual supplementation and enrichment. For this, procedures should be evolved to ascertain free flow of interaction across the institutions within and outside the state. The kinds of links must be visualized in respect of sharing of resources such as human and infrastructure, designing of innovative programmes, effective coordination, and ease in monitoring and appropriate appraisal mechanisms. The communication channel must ensure smooth and prompt flow of funds as stipulated across institutions at different levels.

5.2 Process Strengthening

Some major points of weakness that have surfaced pertained to the 'process' dimension of implementation and the necessary procedures to ascertain them. Proper streamlining in some areas and increased clarity and specification in others would help achieve these. The major ones are:

5.2.1 Human Resource Management

Human Resource Management is vital for strengthening teacher education programs. There are several variations in recruitment, transfer and encadrement policies across the states. The responsibility of recruitment, transfer, training and development of teachers are with different government agencies within the state and therefore the system demands coordinated actions.

- ***Encadrement***

  It is recommended that the discrepancies that obtain in TEIs should be overcome by adopting encadrement of all positions in them. That is, positions of same cadre in various TEIs must be equal in respect of qualifications, salary and designation. This ensures the 'right person in right position' in all institutions and provides for inter institution transfers minimizing 'loss of training and expertise'. Besides, the current policy of promotions from administrative to academic cadres fails to prevent discrepancies in qualifications of persons placed in higher cadres. Simplified and clear policy of promotions can be evolved through encadrement.

- ***Recruitment and Transfer Policy***

  Most of the faculty positions in these institutions are filled on transfer and /or promotions from feeder cadre such as school or teacher education institution as well as the state administrative service in education. In doing these several times the specified qualifications and experience are overlooked. Therefore, it is recommended that the functional autonomy be given to the SCERT to recruit the faculty on permanent basis. Faculty dealing with either elementary education or secondary education should be

treated equally. This would help in reducing the gaps between the status of faculty members.

The appointments of the faculty including Director of SCERTs and Principal of TEIs should be made through state public service commission. Gradually, this task should be brought under Indian Education Services (IES), when it is established.

Recruitment for all the academic positions in the proposed structures should be according to UGC norms. The designations of the faculty positions in these institutions should be Assistant Professor, Associate Professor and Professor.

Equal opportunities to all competent and qualified candidates through a system of open advertisement and selection through state public service commission should be provided.

- ***Career Advancement***

  Career Advancement Scheme should be implemented as per the UGC norms. Provision for internal upward mobility at stipulated time period should be available with a critical review and due selection process at the state level across the teacher education institutions.

- ***Capacity Building***

  A clear policy on continuing education of teachers and teacher educators should be developed at the state level, which is absent at present. The NCERT should organize professional development programmes for the faculty members of the various TEIs and

SCERT. Refresher courses should be organized for the faculty of teacher education institutions on various themes and participation should be made compulsory.

Capacity building of school teachers should become more focused and effective. For this appropriate strategies should be evolved to visualize enriching programmes and achieve coverage of teachers of all school levels. The programme themes should be topically relevant and suitably articulated for teachers of different levels in such a way that they include kinds of knowledge and skills required for teachers. Teacher development programs must be visualized so that the pre- service and in-service efforts mutually supplement each other.

Planning for capacity building of teacher educators requires professionally relevant programmes rather than the usual refresher courses which may not serve the requirements at times. Besides this, there is a need to have capacity building exercises through attachment programmes with lead institutions in the field within or outside the state promoting enrichment of experiences. Induction programme for the newly recruited faculty as well as those on transfer to a different institution must be organized. This should be carried out by a central agency such as NCERT, NEUPA or by a nodal agency at the state with the support of the national institutions when the number of incumbents is large; in case of transfers, the concerned institution should induct them to the institutional ethos as an in -house exercise.

5.2.2 Administrative Reforms

Merging of Parallel Administrative Structures

The existing structure of teacher education reveals the fact that there is no one single agency which governs the functioning of the teacher education institutions. The administration at the institutional level is basically influenced by the SCERT, State Project Office (SPO) and the State Ministry of Education with different administrative structures and functions. Teacher education institutions are accountable to all these agencies of education.

In most states, the administrative and academic structures work parallel at times and do not converge, resulting in overlaps of power perceptions and functions. Such confusion is more apparent in in-service teacher education at primary level as these agencies are engaged in designing and implementing several professional development programs for the same target groups. Teachers are often confronted with multiple, and some times conflicting, experiences through interventions under varied programmes. This has resulted in resource overdraw and failure to professionally motivate teachers. One way of resolving such uncertainties is to clearly differentiate the roles and responsibilities of institutions and reorganize the kinds of institutional structures rendering them less complex. A cohesive administrative remodelling on the following lines would make the scheme successful.

State Ownership of the Scheme

The state and centre relationship in the context of centrally sponsored teacher education programme is mainly active financially and administratively. Their interaction should become more dynamic and mutually supplementing. The onus of the implementation

comprehensively being at the state level, planning implementation should be sensitive to diversities internal to state. The proactive support of centre in this regard would require promptness in transactions- financial and administrative and would go a long way in ensuring the same on the part of the states. A systematic, planned and continuous intervention at the state as well as centre levels is required to enhance accountability.

Quality Appraisal Assurance

The scheme has a scope for internal quality assurance mechanism in the form of internal committees within institutions such as Programme Advisory Committee (PAC) and research committees. In many states, TEIs have not set up these, and where they have been, they are not effective. Also, there is hardly any reflection of them being considered in the annual plans of the state. Such mechanisms should be continued in the proposed structure but efforts made to make them functionally more effective should be made. These internal mechanisms should evolve relevant indicators as and when required through proper and periodic appraisal.

The interconnections between and among the institutions at various levels in this regard must be made more effective for which regular and comprehensive information flow must be ensured at the institutional level for developing annual plans and need based programs, it is observed that very few institutions have constituted PACs and most of them are non functional. In order to make personnel accountable to their roles and responsibilities, Quality Assurance mechanisms be scientifically developed by identifying the specific process and product indicators for

teacher education institutions and encourage them to evolve Internal Quality Assurance Systems.

Financial Management

In order to make the scheme functionally effective, centre should provide timely funding to TEIs. The central assistance under the scheme for inservice programmes and action research should be as per the proposals detailed in the Annual Work Plan of each state, instead of sanctioning a fixed amount on the basis of number of TEIs in a state. This has to be prepared on the basis of detailed action plan of individual TEIs in the state. This would minimise the states not utilising the sanctioned funds.

It is proposed that SCERTs are provided 75 : 20 percent basis financial support instead of funding on 50-50 sharing basis as per the existing norms. This would reduce the financial burden on the part of states. The funding procedure for the scheme should be relevantly differential catering to the diversities in the teacher education institutions. Funding procedure should also consider the regional variations and provide extra funds to meet the local specific challenges.

The flow of funds through the state governments often creates delay due to several administrative procedures. The central funds may be routed through Secretary (School Education) of the state to SCERT and then to the CTEs, IASEs, DIETs and BITEs/CLRCs without state's mediation.

Funds allocated to various budget heads under the scheme are not adequate and hence there should be sizeable increase in all the budget heads. This would equip teacher education institutions with adequate

infrastructural facilities, library facilities and learning technologies for effective discharge of functions.

Institutional Leadership

Each teacher education institution needs to be transformed into learning organizations promoting continuous learning, research and development. Therefore, these institutions should identify the thrust areas of research and continuously develop the knowledge base and disseminate "best practices". Teacher education institutions should expand their capacities and provide academic leadership to all the stages of school education. Teacher education institutions should exhibit high profile in academics, excellent organizational ethos and social capital. Teacher education institutions need to be the leading centres of excellence in education.

For teacher education institutions to emerge as such 'lead institutions' it is necessary to develop in-house expertise and leadership. Adequate measures to develop this should be encouraged in all teacher education institutions. The future vision of teacher education institutions is that of evolving into vibrant, inspiring enabling learning environments.

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Abbreviations

B.El.Ed	Bachelor of Elementary Education
BEO	Block Education Officer
BITE	Block Level Institute of Teacher Education
BRC	Block Resource Center
CIET	Central Institute of Educational technology
CSS	Centrally Sponsored Scheme
CTE	College of Teacher Education
CLRC	Custer Level Resource Centre
CRC	Cluster Resource Center
D.Ed	Diploma in Education
DEO	District Education officer
DIET	District Institute of Education and Training
DITER	District Institute of Teacher Education and Research
DPEP	District Primary Education Programme
DRC	District Resource Center
DRG	District Resource Group
DRU	District Resource Unit
ECCE	Early Childhood Care Education
ET	Educational Technology
GCERT	Gujarat Council of Educational Research & Training

IASE	Institute of Advanced Study in Education
ICT	Information and Communication Technology
IQAC	Internal Quality Assurance Cell
IFIC	In-service Field,Interaction, Innovation and Coordination
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research & Training
NCF	National Curriculum Framework
NIEPA	National Institute of Educational Planning & Administration
NUEPA	National University of Educational Planning and Administration
PAC	Programme Advisory Committee
P&M	Planning & Management
PSTE	Pre service Teacher Education
RCC	Research Coordination Cell
RIE	Regional Institute of Education
SCERT	State Council of Educational Research & Training
SIE	State Institute of Education
SIEMAT	State Institute of Education Management and Training
SIERT	State Institute of Educational Research and Training
SIET	State Institute of Educational Technology
SPO	State Project Officer
SRG	State Resource Group

SSA	Sarva Shiksha Abhiyan
TEI	Teacher Education Institution
TEP	Teacher Education Programme
TTI	Teacher Training Institute
UGC	University Grant Commission
WE	Work Experience

ANNEXURE-I

State -wise Distribution of DIETs, CTEs & IASEs Sanctioned and Functional as on 31.03.08

S.No	State/ UT	No.of Districts	No. of TEIs sanctioned			Number of TEIs functional		
			DIETs/DRCs	CTEs	IASEs	DIETs/ DRCs	CTEs	IASEs
1	Andhra Pradesh	3	23	8	2	23	8	2
2	Arunachal Pradesh	15	11	0	0	6	0	0
3	Assam	23	23	8	2	18	8	2
4	Bihar	37	24	4	0	24	4	0
5	Chhattisgarh	16	16	1	1	12	1	1
6	Goa	2	1	0	0	1	0	0
7	Gujarat	25	26	8	2	26	8	2
8	Haryana	19	19	0	1	19	0	1
9	Himachal Pradesh	12	12	1	0	12	1	0
10	Jammu & Kashmir	14	14	2	0	14	2	0
11	Jharkand	22	22	1	0	19	1	0
12	Karnataka	27	27	9	2	27	9	2
13	Kerala	14	14	3	1	14	3	1
14	Madhya Pradesh	45	45	6	2	38	6	2
15	Maharashtra	35	34	12	2	29	12	2
16	Manipur	9	9	1	0	9	1	0
17	Meghalaya	7	7	2	0	7	2	0
18	Mizoram	8	8	0	1	8	0	1
19	Nagaland	8	8	1	0	6	1	0
20	Orissa	30	30	10	2	30	10	2
21	Punjab	17	17	2	1	12	2	1
22	Rajasthan	32	32	9	2	30	9	2
23	Sikkim	4	3	0	0	1	0	0
24	Tamil Nadu	30	29	5	2	29	5	2
25	Tripura	4	4	1	0	4	1	0
26	Uttar Pradesh	70	70	3	3	70	3	3
27	Uttarakhand	13	13	3	1	13	3	1

28	West Bengal	18	18	4	2	16	4	2
29	Andaman &Nicobar	2	1	0	0	1	0	0
30	Delhi	9	9	0	2	9	0	2
31	Pondicherry	4	1	0	0	1	0	0
32	Laskshadweep	1	1	0	0	1	0	0
33	Daman & Diu	2	0	0	0	0	0	0
34	Dadra & Nagar Haveli	1	0	0	0	0	0	0
35	Chandigarh	1	0	0	0	0	0	0
	Total	**599**	**571**	**104**	**31**	**529**	**104**	**31**