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स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

D.O. No. 43-27/2012-EE.9

Dated : 22nd April, 2013.

Dear ~~Dr. Pisda~~

I am enclosing herewith the report of the Joint Review Mission; lead by Prof. Hriday Kant Dewan, which visited Chhattisgarh from 24th February to 2nd March, 2013. The team had discussed the report with you and your other team members.

2.   I would request you to prepare a comprehensive position with regard to the status of teacher education in your State, along with steps taken by the State Government in the last one year for making qualitative and quantitative improvement in the Teacher Education scenario. Further, the action, which the State Government proposes to take, along with time lines, with regard to the recommendations of the Joint Review Mission, may also be indicated.

3.   In this regard, I also refer to the SLP (C) No. 4247-4248/2009 before the Hon'ble Supreme Court in which the Hon'ble Court is hearing the matter relating to implementation of the various recommendations contained in the Report of Justice J.S. Verma, former Chief Justice of India on Teacher Education. The Supreme Court has also taken note of the JRMs and has desired that Action Taken Report should be obtained from the concerned States and placed before the Court by the Central Government.

3.   In the light of the above Court order, I am to request you to indicate the action taken/proposed to be taken on the recommendations of the JRM by 15th May, 2013. A copy of the report is also placed on our website www.teindia.nic.in.

Please do let us know if we can facilitate this in any manner.

With regards,

Yours sincerely,

(Amarjit Singh)

Shri K.R. Pisda
Secretary,
School Education Department,
Govt. of Chhattisgarh,
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Joint Review Mission of Teacher Education

Feb 24th- March 2nd

Acknowledgment

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Executive summary

Executive Summary

The state of Chhattisgarh came into being in the year 2000. In the same year, the SCERT was also set up. Apart from the SCERT, the state has 1 IASE, 1 CTE, 16 DIETs and 2 BTIs The state also has two government teacher education colleges and one private aided, and 107 private unaided colleges that offer the B.Ed. Programme. Amongst these teacher education colleges, 22 (from all three categories) are also affiliated to the M.Ed. programme. Also, 18 government and 14 private institutions offer the 2 year D.Ed. programme.

There are 13 universities, of which 5 have a department of education. The universities are responsible for the syllabus and assessment of students appearing for M.Ed. and B.Ed. For the D.Ed. Programme, course design and material development are done by the SCERT while assessment and certification are handled by the Board of Secondary Education.

The JRM team visited the different education institutions and identified several concerns during their visit. The SCERT is active but is unable to cover all expected areas of work due to lack of faculty members. The few capable members are involved in all activities. An evaluation of the activities and processes in place suggest that the SCERT needs to develop a coherent strategy to provide academic leadership to the schooling system in the state.

The DIETs do not have adequate and capable faculty in place and the quality of their work is a concern. This is mostly as they do not have the time, opportunity or occasion to assess and review their way of work. They mostly follow instructions and modules handed down to them and there is no initiative to evolve their own programmes; programmes based on real needs of the schools. The DIETs must build a vision, strategy and an educational perspective. They also need to build capability to document, engage deeply with educational discourse, and use the internet for information gathering and collaboration. The DIETs have started following a new D.Ed. curriculum which was developed at the SCERT with the involvement of DIET Faculty. DIETs have no say with school teachers (or trainings) who listen to the DEO and DPC with whom they are financially linked.

The state has an IASE but only one CTE although under the CSS guidelines each CTE is expected to cover three districts and thus Chhattisgarh requires more CTEs. But these two have not been able to function as the lead and innovative teacher education institutions as envisioned.

There are two more agencies involved in school education and teacher training in the state and these are the RMSA and SSA and these have their own structures working with the schools. The role and position of the DIETs with reference to the DPC, DEO, BRC, CAC is not clear. The nature, job profile, status and preparation of the CAC and BRC needs to be strengthened. Further coherence between the different agencies is needed as over-training of teachers seems to have become an issue. The District Collectors do not see any intervention or possibility in RMSA. The area and intervention schools for the RMSA are chosen by the State office. CACs are not prepared academically to know how to support the school and the teacher nor are they clear about their role as they have to wear multiple hats for multiple tasks.

Overall, it was felt that the field persons need to have clarity about their stated roles and not be restricted to collect and collate the same data repeatedly over time. The SCERT must initiate a review of the activities of the field level persons and arrive at clear plan on how they can be best deployed. Some amount of computerization has helped in rationalising the data collection responsibility of the field level staff. There is a requirement to take this forward.

Overall, the teams in institutions do not work as cohesive units. There are individual exceptions to this but the system does not encourage this. Heads and seniors do not delegate to juniors. Again there are exceptions but there are no system processes for this. There is no preparation for the institutional heads to be able to identify and address the needs of their institutions, through understanding of its vision, its purpose, current strategies, its contextual challenges. No institutional networks exists– not even intra-institution, leave aside inter-institutional.

The different persons interacting with the field do so in a top down manner negating the possibility of building up capacity in the institution to build their own purposes. The persons from different departments and institutions do not know their own purposes properly and have lack of clarity on the purposes and role of the field interveners. Each institution could think of a few areas of speciality/strength and work to develop and extend those.

During the visit, several expectations from the MHRD were also articulated. For example, relaxing the conditions for setting up or upgrading to a CTE as the state has several districts but only one CTE to cater to them. Further, it was felt that there are too many schemes, frequent changes and a lack historical memory. There was confusion due to the different department within MHRD, lack of linkages and no effort for a long term plan with SCERT for development of state policy.

Our experience indicate that there is a pressing need to develop a state vision and common understanding of teacher education to facilitate all institutions and individuals to reconstruct their understanding of education in terms of Children's Right to Free and Compulsory Education Act 2009, RMSA and its implications for pedagogy, teacher education and institutions of teacher education.

The team was of the view that quality education begins with the envisioning of teaching – learning process and an envisioned teacher. Thus there is a need to clearly articulate the State vision in terms of pre service and in service teacher education and institutional approaches to transform the teacher education.

1   Introduction

1.1   The scheme

The Centrally Sponsored Scheme on Teacher Education was initiated in 1988, pursuant to the NPE (1986) to establish decentralized institutions (DIETs) for imparting pre-service teacher education and in-service teacher training at elementary level, district level academic planning by the DIETs, and conversion of around 250 Secondary Teacher Training institutions into Colleges of Teacher Education (CTEs), of which 50 would be Institutes of Advanced Studies in Education (IASEs).

The Scheme has been revised in various Plan periods up to the XII plan. In March, 2012, the Central Government approved revision of the Scheme for the XII Plan with an approved outlay of Rs 6,308 crore for the Plan period in a Centre-State sharing ratio of 75:25 (90:10 for NER). Revision of the Scheme has been guided by the following factors:

1. To integrate teacher education with overall education development in the States

2. The need for expansion of capacity of teacher education institutions, especially in some of the deficit States of East and North-Eastern Region;

3. Address the problem of large number of untrained teachers and the possibility of large number of persons being recruited (because of the Pupil Teacher Ratio (PTR) specified in the RTE Act) without possessing the prescribed professional qualification;

4. Expanding institutional capacity to provide in-service training for secondary school teachers in light of the Rashtriya Madhyamik Shiksha Abhiyan;

5. Strengthening the decentralized structures of BRCs and CRCs to provide adequate institutional support for professional development of school teachers on a continuous basis;

6. To link elementary teacher education with the higher education system

7. To develop and put in place a mechanism to monitor the implementation of the Scheme on various physical and financial parameters with pre-defined outcomes for improving the overall quality of various activities of the teacher education institutions.

1.2   The JRM team

The team comprised of eight members drawn from government education organisations, and civil society organizations. The team, after desk study of documents, visited Chhattisgarh in the period 24th February to 2nd March 2013. The field trip included visit to the state SCERT, CTE, IASE, DIETs - Ambikapur, Korea, Kanker, Bemetara, Nagari, Mahasamund - BRCs, CRCs, schools, two private colleges of teacher education and Interactions with the Secretary

Education, State Project Director SSA, RMSA, Director DPI, SCERT and DIET Faculty.

1.3 Mission objectives

The main objective of the JRM were:

1. To review status of progress and issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme;

2. To review progress made against agreed indicators and processes as per the CSS;

3. To cross-share experiences that highlight strengths and weaknesses to strengthen implementation capacities.

As mandated, the Mission carried out a comprehensive review of the following:

(a) Quality of the curriculum of the pre-service programmes and in-service programmes;

(b) Processes and pedagogical practices involved in the delivery of the programmes;

(c) Quality of resource material used by teacher trainees and teacher educators;

(d) Qualifications and experience of teacher educators;

(e) Contribution of the institutions in content development, undertaking research and action research, Shodh Yatra etc.;

(f) Issues of Governance, autonomy, linkages across institutions, cadre management, filling up of vacant posts;

(g) Quality and adequacy of infrastructural and instructional facilities in the institutions;

(h) Efforts taken to integrate ICTs with teacher education;

(i) Annual work plan & budget and fund releases for FY 2012-13;

(j) Progress on process and performance indicators included in the Guidelines;

(k) Progress made on utilization of funds at the institutional level.

2 Overview of Chhattisgarh Teacher Education System

The state came into existence on November 1, 2000, formed by the union of 16 districts of undivided Madhya Pradesh. It shares its borders with six states – Orissa in the east, Jharkhand in the north-east, Madhya Pradesh in the west and north-west, Uttar Pradesh in the north, Maharashtra in the south-west and Andhra Pradesh in the south-east.

Chhattisgarh is the ninth largest state in India and amongst the richest in terms of mineral wealth. The state also has mega industries in sectors including steel, power, mining, aluminium and cement.

Chhattisgarh accounts for two percent of India's population, of which 23.24 percent live in urban areas and the remaining in rural areas. The population is primarily concentrated in the central plains region. Of the total population of 20.83 million, 43.4 percent represent scheduled castes and scheduled tribes, who live mostly in the thickly forested areas in the north and south. The population density is 190 per sq km; lower than the density rate of 324 per sq km for all India. It is one of the more sparsely populated states in India, ranking 26. The sex ratio of 990 females for 1000 male is higher than the all India sex ratio of 933.

2.1 Educational profile of the State

A profile of the public system of school education is given in the below tables. The data is as on 31st of March, 2012.

PROFILE OF PUBLIC SYSTEM OF EDUCATION IN CHHATTISGARH			
No. of Revenue Districts	27	No. of state Universities	10
No. of Education Districts	27	*Having Department of Education*	2
No. of Blocks/Mandal	146	*Not having Department of Education*	8
No. of DIETs sanctioned/Functional	16	Number of Lower Primary Schools	33,513
No. of DRCs sanctioned/functional	0	Number of Upper Primary Schools (including composite schools)	13,880
No. of CTEs sanctioned/functional	1	Number of Secondary Schools (including composite schools)	2,335
No. of IASEs sanctioned functional	1	Number of Senior Secondary Schools (including Composite schools)	1,870

TEACHER AVAILABILITY IN SCHOOLS							
Education Level	Enrollment	Sanctioned Strength of Teachers	Total no. of teachers appointed	PTR	Total no. of teachers with NCTE qualification	Total no. of teachers without NCTE qualification	Teacher Vacancy
Primary (I-V)	31,22,131	1,40,774	1,19,296	26	74,073	45,223	21,478
Upper Primary (VI-VIII)	16,22,994	76,271	57,871	28	42,825	15,046	18,400
Secondary (IX-X)	5,33,195	20,034	13,289	40	8,387	4,902	6,745
Senior Secondary (XI-XII)	2,99,483	15,303	13,179	23	7,508	5,671	2,124

The literacy rate in Chhattisgarh has improved steadily from 64.7 percent in 2001 to 71.04

TEACHER EDUCATION INSTITUTIONS								
Type	Government		Aided		Private		Total	
	No.of institutions	Intake capacity	No.of institutions	Intake capacity	No.of institutions	Intake capacity	No.of institutions	Intake capacity
2-Year D.Ed.	18	1,750			14	770	32	2,520
1-Year B.Ed.	2	360	1	300	105	11,100	107	11,760
4-Year B.El.Ed								N.A
2-Year D.Ed.(Special Education)	-	-	-	-	-	-	-	N.A
1-Year B.Ed.(Special Education)	-	-	-	-	-	-	-	N.A
1-Year M.Ed	2	70	1	35	19	690	22	795

percent in 2011 - among males it is 81.45 percent and females 60.59 percent- registering a growth of 6.38 per cent. Among males the increase is 4.07 percent and among females 8.74 percent.

- GER at primary education is 107.83 and at secondary level is 113.42. NER at primary education is 94.68, at secondary level 84.26. Drop-out rate has successfully been controlled and is within 1.5 percent at both levels.

- The number of children from SC and ST community is as follows:

Level	Total enrolled (in lakhs)	ST (in lakhs)	SC (in lakhs)
Primary	31.17	10.47	4.64
Upper Primary	16.21	4.86	2.37
Secondary	8.33	2.65	1.23
Higher Secondary	4.70	1.27	0.65

- Distance learning education is becoming functional with the EduSat network across the state [Source: Prashaskiya Prativedna Year 2011-12, School Education Dept. Govt. of Chhattisgarh]

3 Key Observations

This is a summary of the key observations noted by the JRM team:

1. <u>Posts in SCERT and DIET</u>

   - The issue of vacancies of staff in the DIET and SCERT is critical. In addition to vacancies, there is a need to retain people in the SCERT and DIETs over long periods as their capacity develops only over time. A mechanism is needed immediately to retain the current persons in the DIET and to add more to the DIET and the SCERT, pending the development of the cadre and its selection and preparation.

   - A cadre of teacher-educators is needed. This may include all the DIETs, CTE, IASE and the SCERT. The cadre should be academic and headed by an academic with administrative vision.

   - The compensation in the IASE and CTE needs to be linked to the structure of salaries for UGC so as to get more support from the Scheme.

2. There are too many programmes, too many experiments and frequent changes.

   - Many programmes are started simultaneously and they involve the same few capable people at the DIET.

   - Also a programme or a system when started should continue for some time so that it gets sufficient time to make an impact.

3. No institutional network exists in a vibrant and natural manner – leave aside inter-institutional even intra-institutional networks are lacking.

   - Co-ordinated discussion forum for teacher education, which includes universities, SCERT, IASE, CTE, is needed.

   - Teams in institutions do not work as cohesive units. There are individual exceptions to this but the system does not encourage this.

   - There is a need for a coordinated vision and strategy for teacher development and management involving the School Education Department, Tribal Education Department and Panchayati Raj Department.

   - Inter-university co-ordination for teacher education needed.

4. A university of teacher education is needed.

   - Govt. colleges for education should be set up in different regions of the State.

- The courses like B.Ed., M.Ed. need to be aligned and modified according to the suggestions in the NCFTE 09. These include starting two year courses and integrated courses.

5. Annual Work Plan for this scheme and for all schemes should be finalized with SCERT.

   - Financial release pattern and utilization acceptance needs to be smoothened and made faster.

   - No preparation for institutional heads for being able to identify and address the needs of their institution through understanding of its vision, its purpose, current strategies, its contextual challenges. To lead a team they need to build trust.

4 State Council of Educational Research and Training

4.1 Introduction

The State Council of Education Research and Training (SCERT) or its equivalent is an institution set up by the state governments to provide academic leadership at the state level through working in curriculum and material development, training of teachers, educational research and contributing to governance of school system through capacity building initiatives of state government education functionaries. In the Centrally Sponsored Scheme (CSS) on Teacher Education(TE), the SCERT plays the all important role of nodal agency at the state level for the scheme. The SCERT with its responsibilities is very well suited to be a nodal agency for the CSS on TE.

In the state of Chhattisgarh, the SCERT was set up along with the formation of the state in 2000. As a new state, it faced enormous challenges in setting up the SCERT as it did not have many faculty with the required experience and it had a paucity of funds. However, over the years it has made tremendous progress with contributions from the staff, support from the state and central governments and partnerships with different institutions. Currently, the SCERT has over 40 academic staff and good infrastructure with training halls, library, rooms for staff, communication infrastructure and a fully equipped studio for EDUSAT. It has built the capability to develop curriculum and material for elementary schools in the state and has also developed a revised curriculum for Diploma in Education (D.Ed.) which draws on the NCF, 2005 and the NCFTE, 2009. It also conducts and coordinates trainings for DIET faculty, teachers and school administrators. It has also initiated an Action Research programme in the state. Apart from this, it also has an EDUSAT system through which the SCERT conducts a number of outreach programmes.

The JRM interacted with various members of the SCERT to review the role played by the SCERT in the context of the CSS on TE, achievements of the SCERT and the challenges faced by the SCERT. The review is presented below.

4.2 Brief Profile of the SCERT

4.2.1 Physical infrastructure

The present SCERT is located in the campus of the DIET, Raipur. Although it began operating from the building of the DIET, Raipur, today it has a dedicated three storied building with one block for Academic and Administrative functions and another block as hostel. The new building came up in 2005-06 and it is in good condition. The premises are maintained well. There are adequate rooms in the building for the present staff. All the staff has been provided with their own sections in the rooms and computers with internet connectivity.

The SCERT has a library with adequate space for reading. There are four training halls which can seat over 50 people each. There are more rooms available in the SCERT for expanding the capacity of the SCERT. Adequate number of toilets are available. Drinking water facility has also been provided. However, the facility and its

surrounding area requires regular cleaning. When trainings are organised the drinking water facility may not be sufficient. Usually, alternative arrangements are made.

There is a Hostel for participants of the training programmes conducted at the SCERT. The building is within the same campus. It is a new construction and has a capacity for 120 people. There are double rooms for the participants, a mess hall and a common area. However, the overall environment is not welcoming and the building requires regular maintenance and cleaning. The hostel premises are not with garbage not disposed properly. In some of the rooms there are no window panes and some other no mosquito net on the windows and vents. In Raipur, mosquito nets are an absolute must.

The State Institute of Education Management and Training (SIEMAT) and English Language Training Institute (ELTI) functions from the building of the SCERT. The training and material preparation activities of these institutes are also held in SCERT.

4.2.2 Faculty and other staff

The present staff strength is 104 (including SCERT, SIEMAT and ELTI). They are drawn from the school teacher cadre. Their previous experience could be teaching in schools or working in the DIETs. They are promoted to the SCERT or sent to the SCERT on deputation, still about 10 percent of the posts are vacant at class III and class IV level. As part of its responsibilities, the SCERT is responsible for developing and finalising textbooks after review every year, bringing out modules for training, worksheets, various formats for data collection, materials for training of untrained teachers, magazines for children etc. But there are no permanent DTP operators, no illustrator etc.

The Director of SCERT is usually drawn from the IAS or IFS cadre of the state. Since its inception, Chhattisgarh SCERT has had this practice. The Director also heads the SIEMAT and ELTI.

4.2.3 Departments/Cells

The SCERT is divided into different departments. Each department has a faculty in charge who reports to the SCERT, Director. The different departments in the SCERT are as follows.

1. Curriculum, syllabus and textbooks development
2. In- service Teacher Education
3. Teacher Education
4. Multi grade multi level teaching, Early Childhood care and Education
5. Publications
6. EDUSAT
7. Knowledge Management , Active Learning, ADEPTS, European commission state partnership programme
8. Yog Shiksha
9. Library
10. Research and Innovation Cell
11. Establishment
12. Vocational education

13. Right to Education
14. Coordination

The academic departments are supported by the administrative sections which include Establishment section, Planning cell, Director's secretariat and Accounts section.

Each department has two or three faculty members. Faculty members of one department may share responsibilities with other departments depending on the work load.

The activities of select departments are described below.

4.2.4 Department of curriculum, syllabus and textbook development

The department is in charge of developing textbooks for classes 1 to 8. The SCERT initiated a curriculum and textbook development process in 2003 with the involvement of SCERT Faculty, DIET Faculty, school teachers and resource persons from NGOs. The process involved workshops on curriculum, subject specific material, field testing of the textbooks and finally printing and distribution. The process was completed in 2007. The material did draw upon insights from the discourse around NCF, 2005. As part of the process, a State Resource Group was also created for the different subjects.

The SCERT also initiated and guided the DIETs in developing the District Curriculum Framework in line with the National Curriculum Framework, 2005. This was an opportunity for the DIETs to engage in curriculum development and discuss issues like contextualisation and also to develop material and pedagogic practices that align with principles of contextualisation.

4.2.5 Department of In-Service Teacher Education

The department is responsible for coordinating between the different departments and organising the trainings for school teachers. One of its major responsibilities is the planning and organisation of the 10 day trainings under the Sarva Shiksha Abhiyan (SSA). The department liaises with the SSA prior to the beginning of the financial year (April) to identify the training programmes for the year. Subsequently, it develops the material for the training programme through workshops involving the DIET Faculty and trains the State Level Resource groups for the trainings at the district level. The department has initiated a training need analysis process from 2012-13 under the guidance of the Regional Institute of Education, Bhopal. The trainings are decided on the basis of this need analysis.

The outline of the process for training needs analysis and subsequent training is given below.

Two clusters are chosen from every district and 50 teachers from each of these districts undergo a subject teaching competence examination (written) from which the training needs are identified. The DIET Faculty, BRPs of the concerned clusters and the CACs in the clusters are involved in training need analysis. Apart from this study, the results of the Annual Achievement Surveys conducted by the SCERT are also used for training needs analysis. In the year 2012-13, it was seen that children's performance was very low in the case of English and Maths. The Needs Analysis also seemed to indicate that. Based

on this, the SSA trainings were organised for English and Maths. In addition, extensive trainings on CCE and RtE were also done as they were pertinent given the context of Right to Free and Compulsory Education Act.

The trainings are conducted through a cascade model with a resource group at the state level group (State Resource Group) training a district level group (District Resource Group) who in turn train the Cluster Academic Coordinators for the training. The SRG member receives a remuneration of Rs.500 per day and the District Resource Group member receives Rs.300 per day.

The trainings of the Resource Group and Trainers happen during the months of March and April. Along with this the development of material also takes place. The training of faculty and the development of material has the involvement of the DIET Faculty in the form of workshops held at the SCERT. The trainings are organised by the SSA through the BRCs and CRCs. The opinion seems to be that the trainings were reasonably good till the district level. But it seemed to lose quality at lower levels. A solution identified for this problem is to develop 'self learning material' for the trainings at Cluster level which would not rely so much on the quality of the trainer at the Cluster.

The other form of in-service teacher training is the weekly cluster meetings. However, they generally tend to focus on administrative aspects with very limited attention to the academic support required for teachers. One reason for this is the declining participation of DIET Faculty in these meetings. Earlier, it was mandatory for the DIET Faculty to attend the Cluster meetings. (But it is not clear how 17 DIET Faculty can attend so many cluster meetings.) However, the DIET Faculty does not seem to be participating in these meetings nowadays.

Some of the issues with regard to the functioning of the In-Service teacher training that were mentioned by Faculty of the SCERT is as follows:

- As part of the planning process for the in-service trainings, the plans have to be approved at the national level of SSA. Here the presentation of the state plan is conducted by the state level SSA office without the representation of the SCERT. Often the approved plans are at variance with what was proposed by the SCERT. Later, the approved plans are not shared with the SCERT. Therefore, the SCERT is not in a position to include the SSA training plans as part of its annual work plan. An additional difficulty is that often the SSA norms are not fully shared with the SCERT. Therefore, often the plans have to be revised completely.

  - In the implementation of the training, the SCERT or the SSA has very little control on schools that come under the Tribal Welfare Department. In Dantewada and Bijapur, there have been instances where the trainings were held at the Block level instead of at the cluster level as mandated under the training plan. (But these are places affected by Naxalite violence and therefore, there might have been some security concerns which prompted the decision. Therefore, this may not be a good example. However, there is a strong perception amongst the SCERT faculty that they do not have very good coordination with the Tribal Welfare Department.)

- The SSA has the mechanism to collect data up to the school level whereas the SCERT does not have the same reach. At the same time, the SSA does not share the data with the SCERT making it difficult for the SCERT to plan.

- The role of the DIETs in planning the In Service Trainings is very limited. The plans are developed at the State level by the SCERT and the SSA. There is little focus on getting the district plans ready.

- A major concern at the level of the SCERT with regard to In-Service training is that there is inadequate coordination between various departments within. Many trainings are organized each year but all are disconnected and do not help teachers make a comprehensive picture of what they are expected to do in the school after the various trainings they have received.

- It also happens sometimes that teachers and resource persons have to spend many days attending the trainings organized by various cells.

- The content is largely decided by the people responsible for training and the module also developed by them. There is no systematic process by which the developed module can be shared with other groups within the SCERT, with DIETs or with teachers before the training and get feedback on it. The feedback mechanism for training is not well organised.

It is to be noted that the cluster level meetings that happen weekly fall outside the ambit of planning at the state level (SCERT) as well as the district level (DIET). This is further compounded by the fact that the SSA does not fund the SCERT or the DIETs for monitoring of schools.

The trainings that are currently organised at the SCERT are listed below.

S.No	Scheme/Partner	Type of Training
1	Sarva Shiksha Abhiyan	Yearly training of elementary teachers for twenty days
2	Rashtriya Madhyamik Shiksha Abhiyan	Training of secondary teachers and principals
3	English Language Teaching Institute	English teaching and learning
4	Multi Grade Multi Level Teaching (SCERT)	Training of primary teachers of those schools where this programme is running (more than 50%)
5	European Commission	Science and Maths trainings
6	Azim Premji Foundation	Head teachers training for developing leadership skills among them

Apart from these, various other trainings are also conducted by the SCERT from time to time. For example, trainings on Jeevan Vidhya, Mulya Shiksha etc.

Besides this, the State is considering long-term course for teachers that would help them in improving their ability to observe, read, reflect and write. Short term training progrmmes do not help teachers much as they are planned keeping in mind very specific and short term objectives. The State is also considering supporting and encouraging teachers to take up certificate courses of IGNOU and others like the Certificate for Teaching Primary Maths.

4.2.6 Department of Pre-Service Teacher Education

One of the brightest achievements of the SCERT, Chhattisgarh is the reform it has been able to initiate in the Teacher Education curriculum. In the year 2008, it initiated a process of curriculum reform of the 2 year D.Ed. programme. The two year reform process included the SCERT Faculty, DIET Faculty and resource persons from different NGOs. After extensive deliberations, the syllabus for the new course was formed. It has drawn significantly from the NCF, 2005 and the NCFTE, 2009. The curriculum was first implemented from the academic year of 2009. The course has been approved by the NCTE. The new curriculum has been implemented in all the DIETs in the state. The government DIETs together have over 1,700 as their annual intake capacity. There are besides this 14 private D.Ed. Colleges out of which one gets Govt. aid. There is also a private college for girls only. The capacity of these 14 colleges is 770.

Some of the significant changes in the curriculum include restricting the D.Ed. to a programme for teacher preparation for classes 1 to 5 instead of classes 1 to 8, reformed school internship programme and improved material for the course. The student teachers get the opportunity to work in a real school situation in a structured manner and are better able to connect the classroom learning to practice in schools. Also, it allows for an engagement with the school comprehensively and is not restricted to only 'teaching in classroom'. Various theory papers help in understanding foundational concepts of education from different perspectives i.e. sociological, philosophical, political and also the disciplinary.

The same course is offered to 'untrained teachers' from the year 2012-13 in an open and distance learning (ODL) mode with suitable modifications. The changes have been made keeping in mind that most of these teachers have long experience of working with children in schools. Hence the course should help them to reflect and refresh their experiences, help them to organize these experiences as well to organize new experiences and thus help them to learn from their own work. The programme aims to train the untrained teachers and now aims to develop a structure where teachers can get opportunity to learn, reflect and refresh their experiences while continuing their work. The untrained teachers numbering over 45,000 are to be trained and certified in this course. This is a statutory requirement as the Right to Education mandates the state to train all untrained teachers through a course approved by the NCTE by 2015.

It was also seen as a long term comprehensive course for teachers that would help them in improving their ability to observe, read, reflect and write. Short term training programmes does not help teachers much as they are planned keeping in mind very specific and short term objectives.

A structure was developed for making available this course to untrained teachers across the state. 100 study centers were set up having 12 qualified, capable faculty members along with a Co-ordinator and Assistant Co-ordinator, Computer Operator and Peon at each centre. Orientation Trainings were organized for the faculty members of each paper for the first year course and the second year trainings for faculty are going to happen soon. The course is divided into 12 papers with 6 in each year. The numbers of centers are going to be increased this year.

4.2.7 Department of Publications

SCERT brings out two children's magazines, one specifically for Primary classes and one for Upper Primary classes. A small group has been working on this to develop material for children. However there is need to relook at the content, purpose and structure of the magazine and to enlarge the team working on it. It also needs to draw contribution from more people.

4.2.8 Research and Innovation Cell

SCERT works with Basic Training Institute (BTI), College of Teacher Education (CTE) and District Institutes of Education and Training (DIET) and help them in developing and conducting action researches. Last year a series of workshops were organized to orient the teacher educators for action research. At the end of the academic year a seminar was organized in which selected researches were presented. (A sampling of the research topics is given in the section on DIETs).

Around 50 – 60 action researches are conducted every year. However, it would be important to note that almost every year the researches have to be done hurriedly as the funds are released as late as in January. But even then the report has to be submitted by the end of February.

There is also need to set up a core team at the SCERT to collaborate with the IASE, and university faculty to help the state institutions to carry out researches.

4.2.9 Library

The library currently has around 50,000 books. This includes the textbooks for the classes 1 to 12. European Commission has been a significant source for purchase of books for the SCERT. However for the last 2 years, there has been only a small amount available. The funds from the State Government suffice only for the purchase of a few journals, newspapers and some NCERT prescribed books.

The purchase committee for books includes the DIET and SCERT Faculty as well. Within this there are sub committees for each subject. The SCERT issues an advertisement and the lists received from different publishers are compiled. While choosing, apart from the criteria of quality, effort is made to limit the number of books from one publisher. The short list is then presented to the sub-committee. The consolidated recommendations are evaluated against the budget and a further round of selection done. Now for the last two years purchase of books has been by the DIET faculty themselves and the grant is transferred to the DIET. The SCERT still gives them some suggestions and help but from choosing to actual purchase is the responsibility of the DIET at the moment.

A project had been initiated to link all the DIET Libraries with the SCERT Library on an online system. This is yet to be completed and needs some funds for infrastructure.

For CTE and IASE, the library is supported by other funds. The SCERT has only made purchase for them once. Non availability of regular librarian restricts the use of library.

4.3 EDUSAT

The EduSat is an important part of the SCERT infrastructure. It has the potential to provide the SCERT an increased connect with the DIETs, school teachers, education administrators, parents, children and other stakeholders in school education. Currently, the EDUSAT caters to the following four types of audiences.

1. Students (High school and senior secondary)
2. Teachers (classes 1 to 12)
3. Administrators (Block and District)
4. Parents and community

There are 230 Satellite Interactive Terminals across the state from which the audience can connect with the studio of EDUSAT in SCERT. An additional 30 SITs are being planned for the coming year. The government institutions like College of Teacher Education, Institute of Advanced Studies in Education, DIETs and BTIs have SIT facilities. All the Blocks in the state have at least one SIT.

The funding for the EduSat is from both the State Government Budget and the European Commission support. It also generates its own revenue by offering its infrastructure for various departments. The different departments in SCERT make use of the EDUSAT facility. It is used for over 150 days a year of which 100 days are for programmes for students.

A cursory review of the programmes of the EDUSAT for a year suggests that it is not being used for improvement of quality of teaching learning in a structured manner.

The content targeted for students are interactive classes for different subjects, training for pre-engineering and pre-medical exams, motivational films, guidelines on preparing for exams and guest lecturers. The focus seems to be on the training for pre-engineering and pre-medical exams. In the case of teachers, trainings and meetings are occasionally conducted through the SCERT. There is no organized yearly planning for training of teachers through EDUSAT. Nothing much has been done with relation to teacher trainings or for follow up of teachers trainings, or to use EDUSAT for talking to teachers and knowing their difficulties in content, pedagogy, over all school environment etc. The different departments utilise the EDUSAT facility on an ad hoc basis. There is no organized system to get feedback from the field. Usually, the feedback is taken at the end of the programme. But there is no organised system to gather feedback from the field.

4.4 SCERT's relationship with the B. Ed Colleges

There are 120 colleges that offer B.Ed. in all, out of which only 2 are run by the Government. There is one associated with the University in Raipur. Besides this, there is one college that gets a partial grant from the Government, for its others courses and not

because of the B.Ed. course. There are 21 institutions that offer M.Ed. in the State and out of these two are of the Government. The M.Ed. programme and the B.Ed. programme have not been revised in any of the University for a very long time and there is no coordinated process for looking at either of the syllabi.

A need of reviewing and revamping the existing B.Ed. course was felt by the SCERT along the lines of the revision of the D.Ed. course. Some initiatives were also taken by the SCERT in this direction such as calling a meeting of all the Universities to initiate a review of the B. Ed. course, but most of the universities were happy to allow SCERT to give them an alternative to consider. The SCERT is also concerned about the quality of the B.Ed. transaction in some of the private colleges. It sought the permission of the NCTE to review the B. Ed. colleges. There is a serious concern about the quality and sincerity of the programme in many colleges.

The universities at present lack capability and interest to work on these courses and it appears that they do not even have an established education faculty. The number of those who take B.Ed. course is over 11,000 per year and the State has around 500 candidates taking up M.Ed. each year. There is an adequate capacity for both these courses. There are some who do Ph.D. in Education but there is a need to strengthen the capability to do research and develop a structure to review the current syllabi. It would be important to think of one or more University of Teacher Education given the large State and its diversity. One possibility could be to develop the SCERT into a University of Teacher Education with linkages to the other Universities and institutions.

Some of the other efforts to support university with relation to admissions for B.Ed. courses include online allotment of the colleges to the B.Ed. students

4.5 SCERT and DIETs

The SCERT is the nodal agency for the CSS on teacher education. Accordingly, the SCERT provides guidance for the DIETs in their activities and also acts as an institution to which the DIETs are accountable. Till the year 2012-13, the SCERT conducted the planning of activities for the DIETs at the state level. This has affected the DIETs significantly as the required capacities for providing leadership to the district has not developed. One reason for this state of affairs is also the lack of staff in DIETs and other institutional weaknesses of the DIETs. In cases like trainings under the SSA, the lack of clear coordination between SSA and SCERT also results in an environment that does not support district level planning by DIETs. The DIETs role in trainings is restricted to participating in material development workshops at the SCERT and training of District Resource Groups.

Each DIET has a designated SCERT Faculty as their mentor. It is expected that the SCERT Faculty visits the DIETs once a month to discuss the progress of the DIETs and provide them with assistance where feasible. This initiative had been regularly pursued. But the initiative seems to have lost its momentum currently. Many of the faculties are not able to make the monthly visits. However, they do stay in touch with the DIETs over phone and during the monthly meetings of DIET Principals at the SCERT.

4.6 Accounting and Finances

The Accounting and Financial Management is handled by a department within the SCERT. The department is responsible for consolidating the budgets, seeking funds from the state and central agencies and handling the internal and external audits. The major source of funds for SCERT is the state government funds. This is primarily towards the recurring expenses of the SCERT, namely expenses for salaries, maintenance, utilities etc. Apart from this, the SCERT receives funds from Central Government for various programmes. This includes funds from SSA, RMSA, CSS on TE and funds for ELTI. The SCERT also receives funds from European Commission, UNICEF and ICICI Foundation for Inclusive Growth. For the year 2012-13, the total budget for the SCERT from the state government was Rs.4.37 crores of which Rs.2.72 crores were towards salary expenditure. The remaining was towards programmes and activities of the SCERT.

Specific to the Central Government Scheme on Teacher Education, the SCERT consolidates the budgets and sends it to the MHRD for approval. The SCERT acts as the nodal agency for the CSS on TE. While the CTE and the IASE's prepare their own budgets, in the case of DIETs, the SCERT prepares the budgets with very limited role for the DIETs. Often the budget for the DIETs is not accompanied by a programme plan for the programme expenditure. From the year 2013-14, the DIETs will be preparing a programme plan along with the budget as the planning is to be conducted at the level of DIET through the PAC.

There have been delays in the past in release of funds under CSS on TE by the Central Government. This has led to considerable difficulties for the SCERT. Currently, the funds are released in anticipation by the state government. However, this could lead to audit questions later. Also, the availability of this funding from the state government is only towards the recurring expenditure with very little funds for activities and programmes. Therefore, the institutions will lose time on account of delay in receipt of funds. For 2011-12, the second installment from the Central Government is yet to be received.

The auditing of the expenditure at the DIETs under the various schemes do not happen regularly. The Accounts Department of the SCERT does not conduct any internal audit of the accounts of DIETs. This is not feasible at the moment since the DIETs follow a paper based accounting system and it is not feasible for the members of Accounts Department at SCERT to perform the audit by visiting each of the DIETs. A web based accounting system for DIETs with visibility to the SCERT and an annual internal audit in a sample set of DIETs may be a practical solution. The comfort with the current team of Accountants in SCERTs and DIETs may be a hindrance here though.

4.7 Overall impression of the SCERT

The SCERT has reasonably sufficient infrastructure. There are facilities and technical equipments available that enable it to function as a hub of academic leadership. There is a sense of work in the institution and many simultaneous programs keep happening. The institution gives an impression of vibrancy and being engaged with schools in various ways. Since, it was set up it has developed many new materials and has also built systems to make the process of pre-service and in-service training more organised. For example, the placement of trainee teachers into various colleges for D.Ed. and B.Ed has been effectively organised making it well co-ordinated yet apparently decentralized

through centers at different locations. These centers provide access to all those who need it. The process of allocations of candidates to the different colleges has become transparent and the information about admissions is available to any one who wants to see it. In its open and distance learning programs for untrained teachers also, the SCERT has also created response mechanisms that are online. The communication among the SCERT faculty and interaction with DIET faculty has been facilitated by setting up of mobile telephone close user group to enable members to communicate with each other with very little personal cost.

As a structure SCERT appears to function as an institution that is engaged in doing a lot of activities but suggests a lack of the clear understanding of relationship between all these activities. There appears to be a gap between what the institution can do in a focussed manner and what it is presently engaged with. Many of the activities and programs taken up seem to be random initiatives triggered by external initiatives and pressures. The SCERT however, retains a core set of work priorities that is constantly supported by many organisations with whom SCERT has had a long tradition of partnership and collaboration. The institution appears to have potential to move towards a larger role in teacher education and in entire school education of a State. It would, however, require resources as well as developing a sense of purpose and autonomy in itself.

4.8 Key recommendations for the SCERT

1. A shared perspective and vision of SCERT should be developed and it needs to be shared with the organizations that closely work with SCERT. A meeting should be organized by SCERT with various organizations to understand each-others perspectives so that there can be some coherence between various efforts.

2. SCERT needs a bigger team therefore immediate appointment of faculty members as well as creation of more positions to fulfil the role that is expected from the SCERT is required.

3. It needs to have more opportunities for academic capacity building of the faculty members.

4. The faculty members need time to have dialogues among themselves, analyse their work and moving on the basis of the reflections.

5. SCERT needs to build its own capability for working with high schools and higher secondary schools.

6. It should set up systems for better maintenance of its infrastructure.

7. It should encourage good private institutions and include them in facilitating learning centers (being developed under the ODL programme) and for supporting SCERT and DIET. Consider some of them as possible candidates for CTE in the absence of Govt colleges.

8. Include DIETs in developing the State plan and accord more flexibility to the DIETs.

5   Teacher Education Institutions

5.1   IASE

The state of Chhattisgarh has one IASE. This was set up as a college for teacher training in 1955 and became an IASE in 1995. Current programmes include B.Ed. (strength 180), M.Ed. (strength 35 students) and Ph.D. (10 students). Apart from these they also run correspondence courses for B.Ed. in collaboration with IGNOU and Sunder Lal Sharma University.

The college has been affiliated to Bilaspur University from 2012. Their earlier affiliation was with Guru Ghasidas University, Bilaspur, which has since become a central university. No education faculty has been appointed in Bilaspur University so far. The Guru Ghasidas University also lacks an education faculty.

5.1.1   Infrastructure

The college runs in a very old building which is trying to hold itself together. Two institutes, Basic Training Institute (BTI) and IASE, run in the same building though the building belongs to IASE. The BTI earlier had its own building but moved into the first floor of the IASE building in 2000, when the High Court was shifted to the BTI building. The first floor space is insufficient for the BTI. Further, keeping in mind the student strength and the kind of work IASE is doing the available space is insufficient. Thus, both institutions need more space. Neither the BTI nor the IASE has ODL centre which should be there in at least the IASE.

There are hostels for girls and boys but because of lack of maintenance, they are in bad condition. Neither the college nor the hostel has received any grant for building maintenance since the last 15 years. Most of the rooms have problem of leakage and internal seepage, toilets are blocked only one toilet functions properly. There is no space for games and physical activities for the student teachers. In spite of the fairly elaborate infrastructure including hostels the institute does not appear to be attractive. The infrastructure needs maintenance, care, refurnishing and extension. The institution needs to build more capacity for hostels and to improve facilities and systems in the existing ones.

The college does not have any hostel separately for the in-service trainees. The hostels are used both by students of the B.Ed. and M.Ed. courses and also for the residential trainings. The hostel capacity is only upto a maximum of 30-35, so most of the participants prefer to go back and it was reported that many teachers do not come for training as there is no accommodation.

The residential facilities do not have any support staff and the institution does not receive any maintenance grant from anywhere. No mess can be run for students and the students have to fend for themselves. The institution has to now close down the hostel for students to accommodate residential space for in-service training. No alternative exists for students who will be forced to vacate the hostel. This is when in most in-service trainings, a large percentage of teachers do not stay at the venue.

In the last year they have not organized any training for secondary or senior secondary teachers. All the trainings organized were for primary or upper primary teachers.

The library has a rich repository of books. There are, however, multiple copies of some old and not so useful books and no way of removing them from the racks. The library is not computerized yet and is located in a small albeit elegant space. The furniture needs to be modernised and many new books needed. The faculty needs exposure to a wider possible sources and kinds of books that their students, including research scholars, need to access.

5.1.2   IASE Faculty

There are 29 faculty members and 14 technical and support staff in the institution. The faculty is well qualified and some are engaged in research, writing papers and publishing. The institution seems to be carrying out its routine activities with reasonable competence and involvement. The faculty seems to be generally positive about the institution even though not imbued with initiative, a vision or a sense of purpose.

The institution lacks the vision of an IASE. There are no attempts to develop programs for empowerment of teacher educators or towards formulating more effective teacher development programs. The institution is not expected to contribute to State policy and its participation in the few committees is more because of the individuals rather than as an institutional representation. There is no possibility of high quality institutional research or innovation as the faculty does not take up collaborative programs. Even for individuals researchers, growth is hampered by lack of peer review and support.

Inclusion of teachers of all backgrounds and children of all kinds of backgrounds, experience base, capabilities and skills into the process of education have now been accepted as an imperative and not a gesture. There is an expectation from the IASE to build processes that would help make the system become more inclusive. Institution at Bilaspur does not recognise the need for addressing inclusion as an important agenda for its work. Besides this the expectation is that IASE would function as Regional Resource Centre to develop materials for empowerment and would co-ordinate between CTEs, DIETs and other colleges of teacher preparation to catalyse processes of curricular reform by influencing university faculties. The faculty of the IASE potentially has the ability to do some of this but there is no recognition of this role of the IASE. There is no thought towards building new courses or aligning programs with the spirit of NCFTE 2009 and NCF 2005. The IASE is not linked to a university education faculty at the moment as they have been shifted to a new university that is yet not fully developed.

5.1.3   Planning at IASE

The institution has only recently started thinking about developing an annual plan and thinking of activities. At the moment these plans do not arise from any comprehensive strategy on teacher education and are spurts of temporary interventions and activities therefore they can only be transient. Besides this, the activities are largely individual or at best departmental-wise. There is no collective reflection on how the IASE can benefit from and contribute to the expectations under the CSS or what are the reflections emerging from NCF 2005 or NCFTE 2009 for its role. There is a dim awareness among some faculty members of the need to modify the B.Ed. programme and to move towards

a two year course but there is no collective appreciation or will to make that possible. As pointed out, the research by faculty members is not collectively done and not directly related to the courses at the school level or at the level of a B.Ed. or D.Ed. programme. The goals of research seem to be more of individual professional stimulation and gain.

The institution, however, lacks in depth understanding of the scheme and its implications at their level or any other level. It is imperative that the CSS document be translated into Hindi and made available in English and Hindi both to the State Institutions.

The programmes carried out do not have well thought of structures in terms of content, method, materials, consistency and appropriateness of participants attending the workshops. There is a lot of effort towards producing modules based on earlier trends and ideas. The modules thus tend to be comparatively closed ended and didactic. They seem to leave little scope or expectation from the educator using them or from the participants to explore and reconstruct. The modules are not informed by a careful understanding of the spirit of the NCF 2005 and or NCFTE 2009 and there is no participation of DIETs faculty or teachers in developing these modules or even commenting on their usefulness.

The planning process lacks coherence. The purpose, strategies or goals of the programmes organised seem to be obscure. The formulation of the plan for IASE is largely directed by the SCERT. There is no engagement on the plan even with the faculty of the IASE leave alone the CTE and the DIET. There is no scope for any institutional or individual initiatives. There is a sense of lack of autonomy in the IASE where the entire faculty and the Principal feel subservient to the SCERT, the RMSA and the Directorate of Public Instruction. This makes the institution incapable of raising sharp questions and playing an effective and meaningful role in transforming education.

There is a lack of ownership arising from and causing a lack of vision and purpose. The simultaneous lack of academic and administrative skill forces leadership to function at the level of a mere post graduate college. There is unwillingness to engage and think about a strategy that would make the institution contribute as a leading force for education in the State. The faculty and the principal seem to lack ability to strategise and understand the way to formulate a plan including financial outlays and are unable to even formulate broad principals of functioning that are autonomous and suited to their needs.

There is no possibility of raising resources except the very small amount allowed in in-service teacher training. It is clear, however, that this amount from contribution at SSA rate is inadequate to maintain and provide services required even during the training leave alone overall maintenance. The institution does not organise or having meetings with the CTEs, DIETs or University faculty.

While the institution has begun the process of applying to NAAC, it has not sent any proposal to the UGC for support. There are no institutional plans for capacity building except as exposure visits for unspecific objectives. The institution is not able to spell out its needs for capacity development and therefore seek support from appropriate institutions or even individuals.

For conducting teacher trainings itself, the IASE does not generally develop the in-service modules it uses. They are sent to them by the SCERT. The few modules that they have developed seem to be disjunct from the needs of the school and even from the possible ways of transaction of the training programs. There are no faculty interaction forums within the institution and while individual faculty are parts of different wider academic forums there is no institutional participation of the IASE in such forums.

The PAC has just been formed and therefore there were no minutes of the PAC that we could see. There is a need for a vision building workshop with the IASE. There is need to seek central assistance for more people to be placed in the IASE so that it can fulfil its mandate of better quality research, better resources and betterment of teacher development in the State.

No one knows much about CSS and the possibilities in it. The faculty seems to be only aware of NCF 2005 but not of its implications. Therefore, it does not recognise its role in the light of NCFTE or CSS.

5.1.4   Research and publications

Faculty and students are involved with some research but there is no collective effort and engagement with each other's work or the work of improving education in the State. The faculty needs collaboration, exposure and support in this area.

Two faculty members are bringing out educational journals. It is not a college publication but their own effort. Conversation with them also revealed that it is much easier to bring out journal on their own instead of involving the college for administrative and accounting reasons.

Many tasks/ programmes has been taken up by IASE last year, some of which were very meaningful such as - review of class fifth textbooks , developing question bank for class 8th, importance of children's library etc.

However it is also necessary to mention that the programmes are mostly organized as short term activities. A long term plan, linkages with other programme are not there.

5.2 College of Teacher Education

5.2.1 Profile

The State has only one CTE which functions as a college affiliated to Ravi Shankar Shukla University of Raipur. The University itself does not have any strong education faculty with a very few regularly appointed faculty members and the CTE is similar.

5.2.2 Infrastructure

The CTE has a reasonable infrastructure but that is not utilized and is not well maintained.

Faculty The CTE is governed by the SCERT but the staff in the CTE is under the authority of Directorate of Public Instruction. The faculty does not see itself in the role of a CTE. There is no faculty support sought for by the State for the CTE and hence it also lacks the faculty strength needed to take on additional work. Out of the 47 posts in CTE, only 33 are filled.

5.2.3 Planning and activities at CTE

There is no strategic planning and thinking at the level of the vision and purpose of the institution and its role. There is no capacity development plan for the CTE at any level and there is no challenge for it in terms of work. There are no special expectations of support articulated by any other institution of the State from the college.

The fact that the college is under the Centrally Sponsored Scheme, is not evident. It does not take up any activity under the Centrally Sponsored Scheme and the faculty is not aware of the possibilities that exist under the scheme. The effort to do and think about the scheme and plan some activities seems to have just begun this year and the institution does not have a vision of where it wants to go. Most of its work seems to focus on running the B.Ed. and M.Ed. programmes. The PAC has not been formed and hence no meetings of the committee have been held.

The faculty is not equipped to and does not take any research activities and does not seek to interact with any other colleges of education in the region. As a CTE, it is expected to provide academic support and follow-up of trainings to secondary schools but this was not observed. The CTE does not have any participation or role in the State education system and has virtually no influence on the way the RMSA and the SSA develop their modules and implement them. The CTE has no influence or role even on the modules made by SCERT.

Being themselves unaware of NCF 2005 and NCFTE 2009 the faculty of the institution lack the vision needed for guiding programmes based on them. Given the status of the CTE in the eyes of other institutions and its own vision of itself much of the expectations laid out in the scheme cannot be fulfilled.

5.3 Private Colleges

The visit to the private colleges suggest that there is a serious need to review the functioning of the colleges. The governance of the colleges, the approach of the management to education and teacher education per se, management practices have to be assessed. While there are very good colleges in the private sector - some colleges outshine the CTE - they may be in lower in proportion. The infrastructure in most is new and of good quality. The library and its use is however not adequate in many places.

There is a culture of over subservience to the authority that is largely in the shape of an owner. The functioning of the colleges and the way of functioning is in actual spirit not only not aligned to values of NCF/NCFTE but in fact contrary. The ideas of equity, democracy, inclusion, diversity with respect for all view points, and cultures cannot be expected in many of the colleges. In a few colleges the main purpose even seemed to be investment in property. The colleges governed by long functioning societies seem to be generally more purposeful among the small number of colleges that the JRM visited.

There is a need to set up a process to review the colleges more rigorously and include some of them in the effort to improve teacher education. At the same time while many need to be, and can be, improved through a process of capacity building a reasonable percentage may need to be advised to close down. In view of the incapability of the CTE and the IASE to engage with these institutions and the absence of educational faculty in any of the university it is extremely urgent and should be a priority to set up a university of teacher education that would coordinate the universities and the colleges. Given the fact that there are private non-affiliating universities that are running teacher education, an overall process of sharing needs to be evolved. The private teacher education scenario is a mixed bag and capability in the system to engage with it to empower it and also filter it needs to be built.

5.4 Key recommendations for the Teacher Education Institutions

- A vision building exercise with the faculty along with a capacity building effort helping them understand the educational concerns as evident in the NCF 2005 and NCFTE 2009 is needed.

- They need a Principal/ Head of Institution who has a vision and leadership abilities to understand the role of college in improving school education.

- Need a cadre that will remain in the college of teacher education and the DIETs and therefore has an experience of teacher education over a long term and therefore build programs.

- The IASE Faculty needs to be up-graded and feel motivated to work as a team

- The CTEs and IASEs need to seek additional posts under CSS.

- They need to find ways and mechanisms to cover the large number of teachers in the districts under them.

- Except for the regular B.Ed and M.Ed courses, the CTE lacks focus and purpose in the activities defined for it under CSS which it needs to overcome.

- The IASE needs to work on revision of the M.Ed. curriculum

- Private college faculty norms for appointment and their terms of service should be reasonable.

- Involvement of faculty from private colleges in academic progress and seminars organised by the SCERT and other bodies should be encouraged.

6 District Institutes of Education and Training

6.1 Background

The District Institutes of Education and Training (DIETs) were established in the wake of the National Policy on Education, 1986. The establishment of DIETs was a response to a felt need for an institution that could provide academic leadership at a district level to elementary schools and to support adult education and the National Literacy Mission. Over the years, the emphasis on the latter has reduced with academic leadership for elementary schools becoming the paramount objective of the institution. Although, established with high expectations, the DIETs have not emerged as strong academic institutions in many of the states in India. In 2009, the National Council for Education Research and Training (NCERT) conducted a review of the Teacher Education Scheme under which the DIETs were set up. Specific to DIETs, the general observation was that DIETs were not playing the role of academic leadership at the district level. Amongst the many causes identified in the report, the prominent ones were

1. Lack of a coherent vision and strong planning at all levels
2. Improper design of personnel policies
3. Inadequacies of financial management systems
4. Weak monitoring and evaluation
5. Inadequate infrastructure

These lead to an absence of academic vibrancy at the DIETs resulting in limited impact of DIETs on quality of school education. Recognising these issues, various reform measures have been initiated by the Ministry of Human Resource Development (MHRD) with a thrust on the following:

1. Autonomy at the state level for restructuring of DIETs
2. Additional funds for capability building of DIET Faculty
3. Enhanced support for infrastructure and facilities at the DIETs
4. Encouragement of planning at DIET level through constitution of Programme Advisory Committee at district level

Another major change that has been initiated by the MHRD is to expand the mandate of DIETs to include training of teachers of secondary schools in addition to teachers of elementary schools. This requires significant capacity enhancement of the DIETs.

The assessment of the DIETs in Chhattisgarh by the Joint Review Mission (JRM) is in this background. The JRM visited the following DIETs of Chhattisgarh and had extensive conversations and discussions with staff and students of DIET, staff of SCERT, BRCs and CRCs as part of the review process.

1. DIET, Ambikapur
2. DIET, Korea
3. DIET, Kanker
4. DIET, Nagari
5. DIET, Bemetera
6. DIET, Mahasamund

The findings, analysis and recommendations are presented below.

6.2 Profile

The profiling of the DIETs is done primarily on the basis of the visit of the JRM to 6 DIETs in the state and additional data collected through a questionnaire and meeting with the DIET Principals organised by the SCERT.

6.2.1 Physical Infrastructure

All the DIETs that we visited had their own campuses and buildings. The average size of the campus was about five to six acres. They included the academic and administrative blocks, playgrounds and hostels. There was an absence of boundary walls in some areas in the DIETs we visited, especially around the playground and hostel blocks.The premises were neatly maintained and clean. But the buildings bore the obvious signs of age and require a facelift and in some cases repair. In the case of the DIET Ambikapur, one of the classrooms had developed problems with its roofings and consequently classes could not be held there during the rains. In DIET Bemetara, one of the classrooms was gutted in a fire recently and it was unusable. There were adequate toilet facilities, although they required regular cleaning and repair. It must be mentioned that one of the recently established DIETs that we visited, namely DIET Korea had a very impressive infrastructure.

The DIETs tend to not have sufficient rooms for all its departments and consequently different departments shared rooms. All the DIETs have the necessary infrastructure for EduSat. A fully equipped room with capacity for over 30 participants is present in all the DIETs. Availability of continuous power is a problem in some of the DIETs. Therefore, a generator has been provided for the DIETs by the SCERT.

The hostel facilities were found to be poorly maintained. Also, in some of the DIETs we visited, there were no hostel facilities for girls. The hostel facilities were inadequate given that the DIETs were running a pre-service education programme (D.Ed.) and residential in service teacher education programmes. In the DIETs that we visited, the guideline for the coming year is that in the case of hostels, the priority will be for the residential in service teacher training programmes. This will be at the cost of hostel facility for the D.Ed. students.

All the DIETs had a library room and they have about 8,000 books in their library. The books are stacked in shelves. They have not been catalogued though. There is no specific reading room. The purchases for libraries are usually done at the SCERT with the books being despatched to the DIETs by the SCERT. The DIET Faculty is involved in identifying the books through a workshop held at the SCERT. However, over the last two years, no purchases have been made. Also, there is no fund made available to the DIETs to purchase books on its own or for expansion of the library space.

A general assessment of the infrastructure is that while the initial investments have been made effectively, regular upkeep and maintenance has not happened. Also, where additional investments were to be made in buildings, rooms and classrooms, they have not been made. It is important that an infrastructure plan is made along with the growth plan for DIETs. Also, funds must be made available for the DIET to do regular maintenance and repair.

S.No	DIET	Vacancies in Academic Posts	Vacancies in Academic and Non Academic Posts
1	Korba	0.00	38.46
2	Pendra	11.54	14.58
3	Ambikapur	15.38	16.67
4	Bemetara	19.23	22.92
5	Bastar	30.77	27.08
6	Jangir-Champa	35.29	51.28
7	Kabirdham	35.29	58.97
8	Kanker	35.29	58.97
9	Mahasamund	41.18	58.97
10	khairagarh	46.15	50.00
11	Raipur	46.15	25.00
12	Dantewada	47.06	53.85
13	Jashpur	47.06	58.97
14	Nagari	47.06	58.97
15	Dharamjaigarh	61.54	52.08
16	Korea	64.71	69.23
	Chhattisgarh	36.48	44.75

% Vacancies in Academic Posts	
	< 20%
	21%-50%
	> 50%

In addition, there seemed to be a tendency to take over the land allocated to the DIETs by the District Administrators including the District Collector. It is important to clearly demarcate the land available for the DIETs and ensure that it is used only for the purposes of the DIETs.

6.3   Peoplez

If the institution of the DIET is to provide academic leadership of very high quality, it must be staffed with adequate number of people who are competent and motivated. The necessary conditions to achieve this include positions in DIET being attractive amongst potential candidates, good recruitment and selection processes, adequate capacity building opportunities, visionary and purposeful leadership at the institution and regular review and support for staff. At present these conditions are far from being met in the case of DIETs in Chhattisgarh.

The appointment of adequate number of staff in the DIETs has been a major challenge for the state. Of the 16 DIETs for which we have data, 7 DIETs have 26 academic staff positions sanctioned and the remaining 9 DIETs have 17 academic staff positions sanctioned. In all the DIETs, 22 non academic staff positions have been sanctioned. However, appointments to all the positions have not happened. As per the data made available to us by the SCERT, the following is the status of vacancies in DIETs in Chhattisgarh.

As seen above, the state has not been able to appoint sufficient number of people in the DIETs. The state average of total vacancies is close to 45 per cent. The high percentage of

vacancies creates serious impediments in the smooth functioning of the DIETs. At times, the faculty have to take on responsibilities for more than one department. In some DIETs, due to the absence of librarians and accountant, those functions are also handled by the DIET Faculty.

6.4 Recruitment and selection

In Chhattisgarh, the normal practice had been to appoint 'regular' teachers of high schools as lecturers and assistant professors in DIETs. Regular teachers are those who have the necessary qualifications including Post Graduate degrees and an M. Ed and are appointed as employees of the School Education Department. In Chhattisgarh, this pool of teachers is a small one as the state has not hired regular teachers over the last two decades. Chhattisgarh has hired 'shiksha karmis' who have lower qualification requirements and are taken on contract by various departments like School Education Department, Panchayat Department and Tribal Welfare Department with lower remuneration. However, many of the 'shiksha karmis' do have post graduate degrees. In recent years, Chhattisgarh has chosen to depute 'shiksha karmis' as staff at DIETs. The shiksha karmis are selected through an examination conducted by the SCERT and are given an additional remuneration of 20 percent of their current pay (which begins at Rs.8,000). They are then provided an induction training after which they take up the responsibilities in the DIET. Such 'on contract' personnel cannot be appointed as regular staff of DIET as it violates the guidelines of the MHRD. A current problem faced by 'shiksha karmis' belonging to the Panchayat Department is that they are likely to be called back to schools.

Amongst the regular teachers, an appointment to the DIET is not seen as an attractive proposition. The reasons as mentioned by some of the DIET faculty include no hike in pay in proportion to higher work load, lack of adequate preparation and orientation for the job, fear of losing touch with secondary school teaching as DIET pertains to elementary school etc. This leads to a high attrition in the DIET amongst faculty as they are constantly trying to go back to schools as teachers.

6.5 Leadership

The role of a DIET Principal is critical in ensuring that the institution delivers on its mission of quality in education. However, the impressions based on the interactions with the DIET Principals suggest that leadership is a serious challenge in the DIETs. There are two key issues that were observed. One pertained to the lack of training and orientation for the DIET Principal. The DIET Principal does not receive adequate orientation to the purposes and nature of DIETs. Also they are not provided training in general management and administration. This seriously hampers their ability to work. In some of the DIETs, they are drawn from the administrative cadre of Education Department and have no academic expertise. At times, this leads to a mismatch in perspectives between the DIET Principal and the DIET Faculty. A recent trend in the state has been to send the DIET Principals for trainings at the Indian Institutes of Management. Although, it is too early to assess the impact of this, it is a welcome sign that there is a focus on capacity building of the DIET Principals. Second, the tenure of the Principals at the DIETs tend to be very short. For example, in DIET Ambikapur, the average tenure for a DIET over its two decade long existence was only 17 months. This is too short a period for a Principal to set a vision and lead the institution towards it.

6.6 Capacity Building

The prior experience of people who are appointed as DIET Faculty is that of teaching in high schools and secondary schools. This does not prepare them for their new responsibilities a the DIET. They are not given any induction training when they are appointed to the DIETs. As one DIET Faculty expressed, they struggle for a year and more to find their feet in a DIET. However, shiksha karmis deputed to DIETs had been given an induction by the SCERT prior to them taking on the new responsibilities. The Centrally Sponsored Scheme on Teacher Education does provide for capacity building of DIET faculty. However, a systematic approach to capacity building of DIET faculty is yet to emerge. The current mechanism is primarily ad hoc with training programmes at NCERT, exposure visits being the major forms of capacity building.

6.7 Organisation of the DIET

At present the DIETs in Chhattisgarh are organised as per the original design for DIETs. ie. Departments for Curriculum, Material Development and Evaluation (CMDE), Pre Service Teacher Education (PSTE), In-Service Field Interaction and Coordination (IFIC), Education Technology, District Resource Unit, Planning and Management, Work and Education and Research and Publication. Apart from the Work and Education department, the other units seemed functional. There has not been any attempt at restructuring the DIET along the lines suggested by the MHRD in the 12th Plan. A brief description of the status and activities of the departments of CMDE, PSTE, IFIC and Planning and Management are given below.

6.7.1   *Department of Curriculum, Material Development and Evaluation*

One of the main programmes of this department in Chhattisgarh is the development of District Curriculum Frameworks and material along this framework. The context of Chhattisgarh with its multi-lingualism and multiple tribal communities with their distinctive culture was the principal reason for this initiative being driven by the SCERT. Accordingly, the District Curriculum Frameworks have focused on the need to bring in the local context into the material, namely the local language, flora and fauna of the region. The material has been developed by the Department in line with this understanding. But the pedagogic challenge involved in transacting in multilingual settings has not been addressed through trainings for the teachers.

6.7.2   *Department of Pre-Service Teacher Education*

The Pre-Service Teacher Education department runs the two year D.Ed. programme. Each DIET has an intake capacity of 100. The curriculum for the D.Ed. programme has been revised in light of the National Curriculum Framework, 2005 and the National Curriculum Framework for Teacher Education, 2009. The new curriculum has been implemented from the year 2009. The DIET Faculty have been involved in the development of the curriculum and material in the form of workshops at SCERT. Subsequently, DIET Faculty have been provided trainings through workshops.

Interactions with the students suggest that the new curriculum is being implemented in all the DIETs with varying levels of effectiveness. The school internship programme seems to be implemented well. The lack of adequate faculty in DIETs seems to hamper

the teaching. At times, more than one subject is handled by a single faculty. Often the Faculty relies on group study and self learning by the students. The number of lectures seems inadequate. In DIET Nagari where we visited, only one lecture class takes place per day and often there were days when no lectures would take place.

The reading material as per the new curriculum has been made available to the students. However, adequacy of supply may not be there as it was found that the material were collected back once the students completed the course in some of the DIETs we visited. Having said that there are instances of good initiatives like that in DIET, Nagari where they purchased 100 copies of the NCF 2005 document from the NCERT and distributed them to the D. Ed students.

6.7.3 *Department of In-service Field Interaction and Coordination*

Much of the focus of this department is on the In-Service teacher training under various government programmes for school education. The general pattern for these trainings is that they are conceptualised at the level of the SCERT with very little involvement of the DIET. The SCERT in turn is responding to the training requirements of SSA and other wings of School Education Department. The DIET's involvement is limited to attendance of faculty in module development workshops held at SCERT and providing assistance to the SCERT in conducting need analysis. As is the case with most DIETs, the most important training in the year is the SSA 10 day training programme.

The DIET seldom conducts need analysis on its own as it does not have the necessary mechanism to collect data. The major trainings conducted at the DIET for the year 2012-13 are on Continuous and Comprehensive Evaluation, Education Leadership Management, Active Learning Methods, Jeevan Vidhya etc. Subject based training was limited to English and Mathematics which was again conceptualised by SCERT based on a need analysis. The linkage between these trainings and national suggestive frameworks like National Curriculum Framework, 2005 and National Curriculum Framework for Teacher Education, 2009 are at best tenuous. From the DIET Faculty, we heard that the state is yet to initiate a programme around the NCFTE, 2009. No workshops on NCFTE, 2009 has been conducted as yet for the DIET Faculty and the copy of the document is not available in the DIETs.

Field Interaction and Coordination remains an unattended to area across DIETs. Lack of transportation facility and financial support for travel, work load, lack of administrative reach to schools affect the DIET Faculty's ability to interact with schools in the district. The organisation of the DIET and the SSA network of BRCs and CRCs is such that there is very little cooperation between the DIET and BRCs and CRCs. Therefore, the DIETs have very limited access to the large number of schools present in the district and their interaction with the schooling system is limited to the annual in-service training. Earlier, there used to be the practice of the DIET Faculty attending one of the cluster meetings that are held at the CRC on Saturdays. However, the practice was not sustained.

For School Monitoring and Support, the DIET Faculty has prepared a format for school observation. Some of the formats where shared with us. The formats were generic and would aid in making general observations about schools. But specific aspects like

teaching learning process, pedagogic challenges, curricular issues etc are not examined. There is a need to develop a much more nuanced monitoring system that will enable the DIETs to better understand the support requirements of teachers in greater detail. Also, it is important to extend the reach of the monitoring and support system of the DIETs through effective collaboration with offices of DEO and DPC, SSA.

6.7.4   *Department of Planning and Management*

This department is expected to provide planning and management support to the DIETs. They are expected to maintain the profiles of schools in districts and provide adequate inputs to the other departments for developing their plans. It is also expected to play the role of coordinating the work of the DIET as an institution. However, the DIETs do not have access to the large number of schools in the district and are therefore not in a position to collect adequate data about the schools. Their ability to contribute meaningfully to planning is therefore severely curtailed.

Also, there is very little autonomy experienced by the DIETs to plan. The trainings are generally decided upon by the SSA or SCERT. In addition, if the DIETs were to conceputalise trainings on their own, they do not have the necessary administrative and operational mechanism to implement the trainings.

For the current year (2012-13), the DIETs had been instructed by the SCERT to prepare their own Annual Work Plan for 2012-13 under the Centrally Sponsored Scheme on Teacher Education. However, it was not complied with fully due to lack of adequate capacities at the DIET and the SCERT completed the exercise. For the year, 2013-14,the DIETs are expected to prepare the plans under the guidance of the Programme Advisory Committee constituted specifically for the DIETs. The Committee is presided by the District Collector and the DIET Principal is the Secretary of the Committee. Its other members include Nodal Officer, District Panchayat, representatives of Social Welfare Department, Tribal Welfare Department, Women and Child Development Department, District Project Coordinator, SSA, District Education Officer, one Block Resource Coordinator, one Cluster Resource Coordinator, Principals representing Government and Private Schools, representative of SCERT and two students of D.Ed.

For the year 2013-14 some of the DIETs have already received the approvals for their plans from the PAC. The plans for 2013-14 will be consolidated at the SCERT and taken to the MHRD for approvals.

6.8   Activities at DIETs

6.8.1   *Research and Publications*

The DIET Faculty undertakes independent researches which are published by the DIETs. Some examples of the researches undertaken by DIETs are:

1. Impact of 'hard spots' in science and interest on learning achievement in science amongst studens of class 8.

2. Comparative study on learning achievement of students of Kasturba Gandhi Balika Vidyalaya Scheme and girl students of Government Upper Primary

Schools.

The DIETs also undertake promotion of Action Research amongst school teachers. Each year, the DIET Faculty train 20 school teachers in the district on Action Research. This is part of the Action Research project initiated by the SCERT in 2009-10. The DIET Faculty have been provided training on Action Research at the SCERT. A sampling of the research topics are as follows:

1. Addressing difficulty of class 7 students in identifying the different parts of a flower

2. Addressing the inadequacy of writing skills of some class 7 students

3. Addressing the lack of knowledge of arithmetic problems involving carry over in students of class 4

6.9 Information and Communication Technology

The usage of Information and Communication Technology at DIETs is restricted to the programmes conducted for teachers, students and community through the EDUSAT. The programmes conducted through EduSat for the year 2012 include the following:

1. Cluster Level Training (SSA, 2 days)

2. Pre-Engineering and Pre-Medical Test Training for students

3. Tele-conferencing of Cluster Resource Coordinators

4. One day training for faculty

5. Multimedia training on difficult topics for students of class 11 and 12

Currently, it does not appear that there is a cogent plan to use EduSat for the purpose of teacher education. The DIET seems to merely play the host to the programmes that are conducted through EDUSAT. Apart from this, DIETs also offer training in computers to the D. Ed students. The DIETs that we visited had a computer facilities although not in adequate numbers. However, internet connectivity seemed to be a problem in the DIETs that we visited. The DIET Faculty that we interacted with seem fairly competent with computers and were comfortable with using emails and internet.

6.10 Public Private Partnerships

The only major Public Private Partnership programme in the DIETs currently is the partnership with Azim Premji Foundation (APF). APF currently partners with 5 DIETs around Education Leadership Management which is a training programme for School Head Masters.

6.11 Accounting and Financial Management in DIETs

The primary source of funds for the DIETs is the Centrally Sponsored Scheme on Teacher Education administered by the MHRD through the SCERT. These funds are supplemented by the state government. In addition, the activities of the DIETs are also funded by the SSA and European Commission. The SSA funds are administered through the District Project Coordinator of the SSA. The European Commission funds are administered through the SCERT.

For the CSS, the usual practice has been for the SCERT to prepare the budget for the DIETs in the state and approach the Teacher Education Advisory Board of MHRD for approval. The budget is divided into recurring expenditure, civil works expenditure and programme expenditure. The approval process for the Annual Work Plan under the CSS is generally obtained in the month of June. However, in 2012-13 the approvals happened only in September 2012. The recurring funds (salary, office expenditure) are approximately Rs.80 lakhs per year per DIET and the programme funds are Rs.17 lakh per year per DIET.

As the approvals from MHRD is received only after June, the state government releases 100 percent of recurring expenditure and 50 percent of the programme expenditure at the beginning of the financial year in anticipation of the sanction and receipt of funds from the MHRD. The disbursal of funds from the MHRD happens in 2 phases. The first installment is usually received in October or November and the second installment is received by January. The state does not release payment in lieu of the second installment and therefore, the DIETs have to wait until the second installment is received. The delayed receipt of the second installment results in under utilisation as there is very little time left in the year to undertake training activities.

The process for release of funds is that the DIET Principal has to approve the expenditure bills and submit it at the Treasury. The Treasury then issues cheques in favour of the vendors. The DIET has a bank account where money can be drawn into for the purpose of meeting cash expenditures upto a limit (approximately Rs.10,000).

A directive has been issued recently by the SCERT regulating drawing of advance by DIET Principals. While the DIET Principals have interpreted the directive from the SCERT as prohibiting the drawing of advances, in reality it only regulates the drawing of advance. The order insists on the DIETs preparing a detailed plan of action to be submitted to the SCERT prior to drawing of advance. However, due to lack of clarity, no advances are being drawn by the DIET Faculty and at times staff are advancing amounts from their personal funds to meet expenditure and have to wait for months to get the bills passed from the treasury. The delays in payment of Travel Allowances also makes teachers reluctant to attend the trainigs at DIETs.

For the DIETs in Chhattisgarh, an amount of Rs.18.82 crores have been approved for the year 2012-13. As per information made available to the JRM, an amount of approximately Rs.9.84 crores has been utilised as at 31st of December, 2012.

It was learnt that the audit of the DIETs is seldom done annually. This could lead to bad management of finances and wastage of resources, especially since the DIETs do not

have a strong accounting system. Also, the SCERT was of the view that the academic faculty could not monitor the expenses of the DIETs.

6.12 Overall impression of the DIETs

The DIETs are entrusted with a very important role of providing academic leadership at the district level. As a teacher education institute, the DIETs in Chhattisgarh have implemented a number of programmes aimed at developing a cadre of elementary school teachers who can take forward the agenda of quality in education. These programmes include those that were part of its original mandate like pre-service teacher education, in service teacher training, curriculum, material development and evaluation and supporting national initiatives like Sarva Shiksha Abhiyan. Some of the significant initiatives of the DIETs in Chhattisgarh include the development of the District Curriculum Framework in light of the National Curriculum Framework, 2005, the implementation of the revised D. Ed curriculum and continued support to the SSA for in-service training of teachers. These are initiatives that are relevant and important for a state like Chhattisgarh. However, the quality of implementation of these initiatives needs to be improved. Also, the impact that these initiatives are able to make in the school settings in the district is also questionable. To a pointed question to the DIET Faculty by members of the JRM on whether they felt that their efforts were making an impact in the over thousand schools in a district, the DIET Faculty were clearly of the view that the impact was limited and often not sustained impact.

The reasons for this are to found primarily in the institutional context in which the DIETs find themselves in. Many of these reasons are mentioned in the descriptions above. They are consolidated below.

The DIETs are yet to achieve a status of autonomous institutions that can set the academic agenda in a district. A clear indicator of autonomy of DIETs would be their ability to plan and execute a strategy that would improve the quality of teaching in their respective districts. However, we find that preparation of Annual Work Plans for DIETs is primarily an activity that is done at the SCERT. In the case of In-Service training, the SCERT consults with the SSA and there is very little involvement of the DIETs.

For the year, 2013-14, there is a change in this with the constitution of the PACs for each DIET. The DIETs have to prepare their Annual Work Plans themsevles and they have to be approved by the PAC. It is important that this process is sustained and strengthened with various capacity building measures for the DIET Faculty. Greater awareness of the norms and provisions of the Centrally Sponsored Scheme on Teacher Education must be provided to the DIET functionaries so that they are able to avail of all the opportunities provided therein. Also, it is important to ensure that the agenda of the DIET remains paramount at the PAC given the constitution of the PAC and the competing demands of various members.

A major threat to the autonomy of the DIETs is the absence of adequate, well trained people at the DIET. As seen above, the average vacancies in DIETs in the state of Chhattisgarh is as high as 45 percent. This is further compounded by the lack of adequate training and structured capability building for teachers who are deputed as DIET Faculty and the high rates of attrition amongst the staff. The frequent changes of DIET Principals and the attrition does not enable DIETs to develop, sustain and pursue a

long term vision. The development of the DIET as an institution is itself hampered as it loses continuity in its activities. Since the responsibilities of the staff at DIETs is quite different from that of a school teacher and in order to facilitate longer tenures for DIET Faculty, a separate cadre of teachers must be formed. This cadre can be deployed in institutions like DIETs, College of Teacher Education, Institute of Advanced Studies in Education and the SCERT.

Another issue that deserves attention is that of the location of the DIET in the context of various actors of school education at the district level like the DPC and BRC and CRC network of SSA, the offices of the District Education Officer and the Block Education Officer, the departments of Tribal Welfare, Panchayat and office of the District Collector. The DIET is the only academic institution for school education at the district level and is expected to provide academic leadership to a minimum of 2,000 schools in each district. The DIETs in Chhattisgarh have a total of only 17 sanctioned academic posts. It is virtually impossible for the DIET to impact these schools without the support of the network of SSA (DPC, BRC, CRC) and the offices of the District Education Officer and Block Education Officer. However, at present it is seen that the DIETs and these other institutions do not have a sustained cooperative relationship. The institutions come together only in the context of the In-Service teacher training of the SSA. This results in the DIETs not being connected to the schools in the district in any serious manner. Also, the BRCs and CRCs do not have the necessary academic support that they need to discharge their responsibilities as resource persons. The DIET Principals have been of the view that often the BRCs and CRCs do not attend trainings that have been developed for them by the DIETs as they feel that they do not have any accountability towards the DIETs. It is important to look at empowering the DIET and restructuring the relationships between DIETs and other actors in school education at the district level to arrive at greater cooperative, focused action for improving quality of education.

There are many negative implications of this situation on the teacher education agenda of DIETs. The absence of faculty severely hampers the ability of the DIETs to do justice to the D. Ed programme. As stated earlier, adequate number of lectures do not happen. In the case of in-service teacher training, the agenda for training is set at the level of the SCERT. The DIETs do not have the administrative wherewithal to conduct a district wide need analysis nor is it able to access the data on schools collected by the SSA. Also, due to the lack of proper relationship with the DIETs, there is very limited onsite support that teachers receive. The lack of engagement of the DIET Faculty also affects the quality of trainings that happen at the cluster level.

The extension of the mandate of the DIET to cover High and Higher Secondary Schools in addition to elementary schools puts further burden on the DIETs. The current DIETs do not seem competent enough to undertake this new responsibility.

Therefore, it is critical that these issues are addressed at the earliest to ensure that the DIETs can begin to function as academic institutions providing leadership to the school system in a district.

6.13 Key recommendations for DIETs

- State and centre responsibilities related recommendations

- A clear vision of the DIET must be articulated at the state level and the role of the DIET must be detailed out with the involvement of the various stakeholders of school education department.

- The DIETs must be given sufficient prominence at the district level through careful positioning of the DIETs vis a vis the SSA and the District Education Office.

- As a long term plan, separate cadre of Teacher Educators must be developed for staffing the DIETs.

- The Hindi version of the NCFTE, 2009 must be made available to the DIETs and discussions initiated around the document at the district and state levels.

- Funding for the DIETs has to happen in a timely manner. Delays in funding hampers the utilisation of programme funds.

- The Annual Work Plan format must be made available to the DIET Faculty in Hindi in a timely manner and the proceedings of the Plan Approval must be made available to the DIET in a timely manner.

- Adequate funding must be made available for maintenance of infrastructure. The expansion of DIET Infrastructure with focus on better classrooms, larger libraries with reading rooms, facilities for boys and girls, and facilities for residential training must be made in a time bound manner.

- The land allocated to the DIET and their infrastructure should be protected from being taken over for other purposes.

- Recommendation related to functioning of DIETs

  - The Programme Advisory Committee with the DIET Principal as the Secretary must be strengthened to coordinate the activities of the different government departments in school education and schemes like SSA and RMSA.

  - Stronger linkages must be built with institutions of higher learning including CTE and IASE so that the DIETs can draw upon them for academic support.

  - Keeping in view, the diversity in Chhattisgarh in terms of languages and cultures, it is an imperative that tighter relations with different communities is established under the leadership of the DIET. The work of CMDE and the In-service Field Interaction and Coordination departments must engage with the SMCs or other credible representatives of different communities.

  - Attention must be paid to the building up of the libraries in the DIETs. The number of books have to increased and the books must be catalogued.

  - The DIETs must use the available autonomy to examine its organisation and restructure based on the needs of each district. Each district must have a blue

print of its own and a system for DIETs to rely on each other's competencies must be developed so that scarce resources can be better utilised.

- Recommendation related to Planning by DIETs

  ◦ Capacity building efforts for the DIET Principals in the area of Planning and General Management is a necessity given their responsibilities

  ◦ In the short run, immediate steps must be taken to fill the vacancies in the DIETs

  ◦ Greater awareness must be built into the DIETs about the Centrally Sponsored Scheme on Teacher Education so that they are able to avail of all the provisions of the Scheme, especially those pertaining to institutional strengthening like support for infrastructure, capacity building, provisions for library etc.

  ◦ The accounting process has to be strengthened in the DIETs. At least internal audits led by the Finance and Accounts Department at SCERT must be strengthened. The possibility of a web based accounting system can be explored so that the SCERT can keep track of the finances and accounts of DIETs regularly

7 BITEs, BRCs and CRCs – A brief review

Background

The State has planned to set up 6 BITEs at various locations as per MHRD guidelines. We, however, did meet some of the BRC and CRC from the districts we visited and also looked at some of the Centers at the block level where trainings are held. In the interaction with the DIET Principals and the faculty, they emphasized the need to have a direct relationship with the BCRs and CRCs and expressed the need for them to work with the DIET to evolve their program of action.

7.1 Profile

7.1.1 Infrastructure

The infrastructure at the block center includes one or two halls with toilets and bath facilities. The halls functions as dormitories at night. The center also has an administrative office, a store for materials, small number of books etc. It does not have adequate computer facilities and many places do not necessarily even have access to the internet.

7.1.2 People

The BRC and CRC seem to be enthusiastic and visit schools regularly. They have, however, not undergone any academic orientation and do not have the pedagogical understanding to support schools. Since the BRC are largely in touch with the DPC of the SSA structure, their work profile and focus is also not academic. They largely function as information gatherers and the observation schedules they fill up and the reports they generate does do not give any picture of what is going on in the schools and how they can be improved. The school visit report is full of quantitative tables. It includes attendance, general statements on outcomes achieved etc. It has no components of process documentation on how children are learning and the role of the teacher. They do not also record any appreciative comments or suggestions that they may have made. Our conversations with the school teachers gave the impression that there is no impact of the/ or on the on BRC or CRC through the school visit.

7.2 Review

The system as it functions does not offer clarity about who is responsible for the capacity building and academic coordination of the BRC and CRC. It is also not clear which institution will review their work and work towards making their role more effective. Their visit reports are not being reviewed and analysed to understand the schools and the needs of teachers in the context of training. BRC and CRC also lack awareness of even the NCF 2005 and although they have heard of RTE 2009, their understanding of the key principles enshrined under the Act and the implications of the important sections is limited. There is no process of planning and preparing for the meetings at the block and the cluster and the minutes are not reviewed to develop a clear action plan for future.

There is a need to bring together BRC and CRC under the academic guidance of the DIET - the DIET should evolve and initiate programs in combination with the CRS and BRC to develop strategies and action for improving quality of teaching-learning process and children's learning. It would also be useful if the facilities available at the BRC are better maintained and upgraded so that the teachers coming there for orientation have a comfortable stay.

8 Key recommendations of the JRM

Apart from the recommendations for each institution in their respective chapter, the other main recommendations of the JRM team can be categorized and articulated as follows:

Training

1. **Reduce number of trainings:** There is a feeling of over-training and the decrease in quality might be attributed to it. Therefore, all teachers need not undergo training every year. 25% teachers can be trained every year giving 4 year cycle before a teacher again undergoes training.

2. There are too many organisations; government, as well as non government. who organises different training for teachers. The resources these organisation have should be utilised but in a comprehensive and meaningful manner. SCERT as the nodal agency of the state should try to establish linkages between these organisations as well.

3. **More focussed trainings:** Training needs to be like courses that continue over time. This involves a continuity between the face to face interaction at training venue and the school follow up.

4. Training needs to make teachers feel motivated and empowered.

5. Teachers are confronted with many systemic and administrative problems which dominate conversations during trainings. Mechanism should be set up to address some of these issues on a priority basis during training so that the remaining time can be devoted to academic issues.

6. Training needs to be at a local level - Localised at the cluster or even sub-cluster level.

7. **More budget and effort needed for preparing educators.** Adequate resource persons are needed and the level of honorarium, travel and stay comfort for them needs to be increased. They need to be prepared more rigorously as well as respected more. There should be a review of the per day norms particularly in towns and cities.

8. All teachers of a school and maybe even a cluster should be trained in one subject together so that they have a shared experience and have a somewhat common way forward.

9. Efficient training system has to be created to capture the data of participants and resource persons to ensure that trainings are offered on a need basis regularly.

DIETs

1. Need maintenance support and a capability to maintain buildings and infrastructure.

2. There should be a mechanism for DIET to appoint consultants in the DIET to carry forward the key work of the DIET with teachers and schools.

3. DIETs should have the flexibility and autonomous to find local possible solutions.

4. The tenure of the people should not be brief. People coming in and out lead to loss of experience and capability. Promotions should not lead to transfer from DIET unless essential in specific cases.

5. There is a need to retain the 7 + 17 structure at the DIET instead of 5 + 12 due to expansion of work.

6. Capacity building of DIET needs to be focussed and planned.

7. There should be internal account of the DIET funds received including that released from treasury, SSA etc and matching with the expenditure and bank statement.

8. The position of the DIET Principal must be given the due importance at the time of selection of the DIET Principal and allocation of responsibilities and authority to the DIET Principal must be done appropriately

D.Ed. Programme/ ODL

1. The books and course material of the 12 subjects taught in the DIETs as part of the new course should be available in the market and also sold to public and teachers who are not its part.

2. Needs an external 'expert' to help faculty and students teachers engage with and enjoy the subject.

3. Short term courses for teachers on various topics of the subject and this certification may be credited in ACR

CAC

1. CACs need a mechanism for developing individual job chart as a transformational agenda looking to the possibilities in the cluster and the capability and interest of the CAC. Mechanical, non flexible, non-autonomous job charts with no space for personal and contextual choices would not work.

2. Need to review the monitoring stipend in view of the areas and schools to be visited.

3. Need to find ways to set up effective communication between teachers, CAC and BRP. Possible way is a mobile phone network.

System

1. Heads of institutions should be trained to:
    *   Lead a team and build trust.
    *   Understand finances and build financial plan.
    *   Plan the building and infrastructure anticipating future development and challenges.
    *   Recognise the need for expert consultation and the ability to procure it.

2. RMSA should allow for placement of capable resource persons in DIET, CTE, IASE for development of teacher support courses and implementing them rather than merely give piecemeal honorarium.

3. There are too many experiments and changes and many programmes are started simultaneously. A programme and a system when started should continue for some time.

4. There is need for the private B.Ed. colleges to be periodically reviewed by the SCERT or by some external agency identified for the purpose.

5. Capacity building of the B.Ed. private colleges is needed.

6. There is no University faculty of education in any Govt. University. These need faculty persons and other resources.

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

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

9. It is imperative that the scheme (CSS) be translated into Hindi and made available in English and Hindi, both, to the State Institutions. This is needed to overcome the lack in depth in understanding of the scheme and its implications at their level or any other level.

10. Structure of various institutes needs to be evolved as per the functions and activities envisioned and collaborative processes for programme development will improve the ownership.

11. EduSat should be better used for improvement of quality of teaching learning in a structured manner.

12. The state has to work on a mechanism to feed research findings into the system give it a better visibility in public domain.

Abbreviations

ALM	Activity Learning Method
AWP&B	Annual Work Plan and Budget
BRC	Block Resource Centre
BTI	Basic Training Institute
CCE	Comprehensive and Continuous Evaluation
CEN	Edusat Network
CTET	Common Teacher Eligibility Test
CRC	Cluster Resource Centre
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
DISE	District Information System for Education
DP	Development Partner
DoSEL	Department of School Education & Literacy
Ed.CIL	Educational Consultants India Limited
EGS	Education Guarantee Scheme
EDUSAT	Education Satellite
EMIS	Educational Management and Information System
EC	European Commission
EVS	Environmental Science
FM&P	Financial Management and Procurement
GER	Gross Enrolment Ratio
GoI	Government of India
GoC	Government of Chhattisgarh
IGNOU	Indira Gandhi National Open University
IT	Information Technology
JRM	Joint Review Mission
KGBV	Kasturba Gandhi Balika Vidyalaya
LEP	Learning Enhancement Programme
MCS	Model Cluster School
MHRD	Ministry of Human Resource Development
MI	Monitoring Institutions
NCERT	National Council of Educational Research & Training

NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NIAR	National Institute of Administrative Research
NPE	National Policy of Education
NUEPA	National University of Educational Planning & Administration
OBC	Other Backward Caste
OOSC	Out of School Children
PAB	Project Approval Board
PAC	Programme Advisory Committee
PMIS	Project Management Information System
PRI	Panchayati Raj Institutions
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
QMT	Quality Monitoring Tool
RBC	Residential Bridge Course
REMS	Research, Evaluation, Monitoring and Supervision
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RMG	Repair and Maintenance Grant
RTE	Right to Education
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SIEMAT	State Institute of Education Management and Training
SMC	School Management Committee
SFD	Special Focus Districts
SFG	Special Focus Groups
SMC	School Management Committee
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TCF	Technical Cooperation Fund
TLE	Teacher Learning Equipment
TLM	Teaching Learning Material

TOR	Terms of Reference
TSG	Technical Support Group
UC	Utilization Certificate
UEE	Universal Elementary Education
UPS	Upper Primary School