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स्कूल शिक्षा और साक्षरता विभाग
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NEW DELHI-110 115

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

Dated the 23rd September, 2013

Dear *Anand,*

I am enclosing herewith the report of the Joint Review Mission, led by Shri S. C. Panda, which visited Gujarat from 12th to 20th September, 2013. The team had discussed the report with you and your other team members. The main observations of the Review Mission are as under:

- a) Annual Work Plan of Teacher Education Institutions needs to focus on qualitative dimensions with a special thrust on educationally backward districts.
- b) The up-gradation of the state managed Teacher Education Institutions to centrally sponsored institutions with renewed emphasis on research and resource centres has not been fully perceived - conceptually and structurally. This in turn has led to an identity crisis with many TEI's like CTEs and IASEs which are unfairly labelled as "non- functional".
- c) There exist variations in pertaining to infrastructure and physical facilities in CTEs, since the Centrally Sponsored Scheme of Teacher Education Institutions were established in different phases under different funding patterns.
- d) Institutions like IASEs and CTEs engaged in Teacher Education in Gujarat have not evolved their identity in line with the recent policy changes. There is little clarity on envisioned role and responsibilities.
- e) Different curricula for B. Ed., M. Ed., and M. Phil. courses are prevalent in the State.
- f) The CTEs and IASEs have prepared plans for conducting in-service programs sporadically.
- g) There is no linkage, so far, between GCERT and RMSA in the State.
- h) There is absence of a common Teacher Educator cadre in the State.

They have also recommended a pathway for future development of the Teacher Education Institutions in the State.



मानव संसाधन विभाग
MHRD Day Meal Scheme

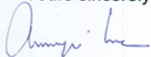
2. I would request you to prepare a comprehensive position with regard to the status of teacher education in your State, along with steps taken by the State Government in the last one year for making qualitative and quantitative improvements in the Teacher Education scenario. Further, the action, which 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 JRM's and has desired that Action Taken Report should be obtained from the concerned States and placed before the Review Committee setup by the Supreme Court, by the Central Government. 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 21st October, 2013.

4. 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)

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Joint Review Mission
on
Teacher Education
Gujarat

September 12 – 20, 2013

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1. Executive Summary

1.1 Background

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission (JRM) to assess the progress made by the State of Gujarat towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for strengthening them.

The JRM was in Gujarat from September 12 to September 20, 2013. As part of review process, the JRM visited and interacted with a cross section of institutions involved with teacher education: the GCERT, one IASE, three CTEs, eight DIETs and also held discussions with the Block Resource Persons, school teachers in the area of teacher education. Discussions were held with the collector of Porbandar in detail on the only CTE managed by Government. The team also interacted with representative of Children University, CTE and IASE, MS University Baroda, Principal of all DIETs, State Functionaries and Principal Secretary, Department of Elementary Education, Government of Gujarat.

1.2 Key Achievements of the State in Teacher Education

- 1. Basic infrastructure in place** All the institutions visited were well-maintained and adequate with the basic infrastructure. The surroundings were pleasant, buildings kept clean with well-ventilated rooms
- 2. Positive energy in all institutions:** Most of the people met, whether principals, faculty members or students, were enthusiastic about what they were doing. There appeared to be a sense of kinship, that translated into a positive atmosphere.
- 3. Faculty is open to contribute & learn:** Many faculty members appeared committed and were well aware of their development needs. They appeared eager to learn and were keen to explore opportunities for higher education and self-development.

4. **School, curriculum, teacher education curriculum, textbooks based on NCF/NCFTE:** The State is in the process of revising its teacher education curriculum and has renewed school curricula and school textbooks, post NCF 2005 and NCFTE 2010, based on inputs from teachers and other stakeholders.
5. **Exposure visits outside the state** (GCERT, IASE, DIET): Many faculty members across institutions have undertaken exposure visits outside the state. This can translate into rich sharing of experiences within institutions to feed into improving processes.

1.3 Key Issues identified during JRM Visit

1. Annual Work Plan of Teacher Education Institutions need to focus on qualitative dimensions with a special thrust on educationally backward districts.
2. The up-gradation of the state managed Teacher Education Institutions to centrally sponsored institutions with renewed emphasis on research and resource centres has not been fully perceived - conceptually and structurally. This in turn has led to an identity crisis with many TEI's like CTEs and IASEs which are unfairly labelled as "non- functional".
3. There exist variations in pertaining to infrastructure and physical facilities in CTEs, since the Centrally Sponsored Scheme of Teacher Education Institutions were established in different phases under different funding patterns.
4. Institutions like IASEs and CTEs engaged in Teacher Education in Gujarat have not evolved their identity in line with the recent policy changes. There is little clarity on envisioned role and responsibilities.
5. Different curricula for B. Ed., M. Ed., and M. Phil. courses are prevalent in the state.
6. The CTEs and IASEs have prepared plans for conducting in-service programs sporadically.

7. There is no linkage, so far, between GCERT and RMSA in the state.

8. There is absence of a common Teacher Educator cadre in the state.

2. Recommended Improvement Pathway

2.1 GCERT

- The ongoing process of restructuring GCERT in conformity with MHRD's guidelines (2012) may be completed within a time-frame so as to leverage government of India support to the state.
- In the event of such restructuring, GCERT and Government of Gujarat may evolve a common and viable cadre for teacher education in the state so as to ensure reasonable space for career progression of the personnel which would motivate them to strive for professional excellence and commitment.
- Government of Gujarat may expedite the process of developing the state policy on school education as well as state policy on Teacher Education so as to have unified and well-articulated vision for futuristic development of education in the state. This may be done through a series of consultative debates and discourses.
- GCERT should have Programme Advisory Committee for preparing annual work plan based on TEI's and its own plan.

2.2 IASEs

- Both the IASEs have so far not played their expected role in the field of teacher education as they are not yet fully operational structurally and functionally as IASE as out lined in the Centrally Sponsored Scheme. These two institutes are yet to function as IASE independent of the University Departments. There is an urgent need to develop them as independent IASE with the staffing pattern and nomenclature as prescribed in the guidelines of the Centrally Sponsored Scheme, 2012.

- At present both the IASEs are utilizing Central Government funds released in programme head from time to time through the GCERT for conduct of in-service training and research at their level. There is a need for linkage between the IASE and other Teacher Education institutions.
- The teacher education curriculum in both the IASEs has not been revised in the light of recommendations of NCF-2005 and NCFTE-2010.
- There is a need to revise the same at the earliest and put in place prior Planning of in-service training and research based on respectively need assessment nationally focused areas of teacher education.
- Steps may be initiated to establish some of the Government managed TEIs upgraded as IASE for better functionality.

2.3 CTEs

- CTEs need to be developed into vibrant institutions of teacher education as provided in the scheme of CSS of Teacher education as existing CTEs are seen additional to the existing colleges of education and appear to operate in a project mode kind of arrangement.
- The communication and coordination between GCERT and other teacher education institutions – IASEs, CTEs, DIETs and proposed BITEs and SSA, RMSA and other administrative bodies is quite inadequate. Some additional structures within and / or outside the existing structures / systems may be created to address the concerns and issues related to the implementation of the teacher education scheme vis – a - vis universalization of school education.
- The functioning of Indian Institute of Teacher Education (IITE) may incorporate, revamp and revise curriculum of teacher education at different levels and establish horizontal and vertical linkages. It should maintain data base on all TIEs in addition to enhance effectiveness in in-service training, research, professional development and innovations

2.4 DIETs

- The rich infrastructure and ICT enabled environment in DIETs can be fruitfully utilized for carrying out Teacher Education programmes at elementary stage.
- The DIET faculty with full of positive energy, commitment, enthusiasm, and expertise can be tapped for taking up innovative programmes with more vigour and intensity.
- The trend of low enrolment in Pre-Service Teacher Education (PSTE) across DIETs is a serious concern which may be looked at length and corrective steps may be taken up.
- Revision of pre-service curriculum of D. El. Ed. in light of NCF 2005, NCFTE 2010, and RTE 2009 may be undertaken on priority with a view of the paradigm shift in educational thinking.
- Collaborative institutional researches must be taken up by the DIET faculty in priority areas in the perspective plan and action researches must be taken up by teachers under the guidance of DIET faculty on felt problems for immediate feedback of research endeavors in the system and ultimately improving the quality of school education.
- Use of ICT facilities may be encouraged for bringing in pedagogical interventions besides time, resources and human endeavor management in the system. The effect of ICT use must be reflected ensuring perceptible changes in the pedagogical practices and quality enhancement.
- In service programmes organized must be need based and addressing the requirements of pedagogy in practice. The effectiveness of in-service programmes must be revisited in various teaching situations for strengthening their impacts.
- DIETs need to be strengthened and accepted with wider scope for conducting certificate/ diploma courses as well as short duration programmes in the area of early childhood care and education (ECCE) and education of children with special needs.
- There is a need to build up linkages between teacher education at different levels at school education for sharing wisdom across different levels.
- Opportunities for professional development of DIET faculty under the umbrella of IITE may be explored, created and provided to boost the moral as well as work culture among teacher educators.

2.5 In conclusion:

The Colleges of Teacher Education have not made any attempt to understand the role and responsibilities envisioned under the Centrally Sponsored Scheme for Teacher Education and structure and reorganize themselves. Instead, these institutions continue to identify as colleges of education and conduct a few ill conceived in-service and research activities in a year as add on activities. There is no effective coordination and collaboration between these institutions and other teacher education institutions, GCERT and relevant state authority.

One of the reasons appears to be that as many as seven out of eight CTEs are grant-in-aid; and GCERT as a main coordinating organization has no administrative control over the institutions. Neither of them has thorough understanding of the scope of the teacher education scheme, particularly the financial provisions.

It is recommended that the state may establish required number of CTEs in a phased manner, directly under government control / management. Upgrade some DIETs at regional level into CTE to address the challenges of preparation and professional development needs of secondary teachers while continuing to perform DIET functions.

Affiliate these CTEs to Indian Institute of Teacher Education (to be established or made functional). Similar action may be taken with respect to IASEs in the state.

State may consider merging Department of Elementary Education and Department of Education to create Department of School Education to address challenges in school education as a whole and for better coordination among various administrative structures.

State may create a position / cadre for Additional Secretary / Secretary for teacher education within the expanded Department of School Education to enhance coordination between Education Department and GCERT and between GCERT and TEIs particularly CTEs and IASEs which are presently under the control of Higher Education Department.

State may review the existing SSA and RMSA implementation structures. Establish structures, if need be; and workout effective coordination and collaboration between them.

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State could prepare a five year plan for teacher requirement in order to plan for teacher preparation and professional development requirements along with cost implications.

A State Resource Group on Teacher Education may be constituted with members drawn from different subject areas and disciplines. This group may review training design, content, pedagogy and dissemination strategy in order to enhance quality of training.

Studies, if any, on impact of training programme on teacher competence and classroom practices vis – a – vis quality of learning and develop rigorous research design to conduct impact studies.

The effect of RTE Act, 2009 with regard to teacher qualifications on admission in pre-service programmes, particularly D. El. Ed., suggests measures to improve admission along with suggestions for optimal utilization of resources in DIETs.

Teacher eligibility tests / procedures with regard to content and criteria and suggest measures to enhance quality in recruitment process.

3. Joint Review Mission

3.1 JRM Context

3.1.1 Objectives

For the State, the JRM provides an opportunity to reflect and learn by:

- Developing an understanding of progress made against agreed indicators and processes
- Highlight strengths and weaknesses - with a view to improve the impact of the teacher education system in the State
- Considering issues related to programme planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme in the State.

3.1.2 Areas of interest to the JRM

- AWP approvals and budget releases for 2012-13
- Progress on process and performance indicators for 2012-13
- FMRs for 2011-12, audited accounts 2010-11, GOI budget allocations for 2012-13
- Progress made on utilization of funds at institutional level
- Quality of training curriculum for pre-service and modules for in-service teacher education
- Processes and pedagogical practices in delivery of programs
- Quality of resource materials used by trainees and teacher educators
- Qualification and experience of teacher educators
- Contribution of institutions in content development, research and action research.
- Issues of governance, linkages across institutions, cadre management, filling vacant posts
- Efforts take to integrate ICT with teacher education
- Quality and adequacy of infrastructural and institutional facilities in institutions
- Knowledge and understanding of NCFTE 2009 and implications for teacher education

- Steps taken to re-align Teacher Education curriculum with NCFTE 2010
- Development of library and resource materials (print and ICT) to conform with NCFTE
- Professional development of institutions
- Linking Teacher Education Courses with vision and expectations of RTE
- Identifying and drawing partners in collaborative practice from higher education, NGOs, civil society
- Developing strategies in teacher preparation for inclusive teaching-learning, multi-linguality, assistive technologies
- Identifying centres of excellence

3.2 Team Formation

3.2.1 Team Members Profiles

#	Name	Organization
1	Prof. S. C. Panda (Team Leader)	Former Principal, RIE (NCERT), Bhubaneswar
2	Prof. K. Dorasami	Former Principal, RIE (NCERT), Mysore
3	Prof. S. L. Jena	Former Director, TE&SCERT, Odisha, Bhubaneswar
4	Prof. Savita Prava Patnaik	Former Dean of Instructions, RIE (NCERT) Bhubaneswar
5	Prof. G. C. Upadhyay	Retd. Professor, Faculty of DEE, NCERT, New Delhi
6	Dr. Minaketan Pathy	Former Principal, Dr. PMIASE, Sambalpur, Odisha
7	Dr. D. C. Rana	Associate Professor, Former Faculty member of SCERT, Odisha
8	Dr. A. D. Tiwary	Associate Professor, Survey Division, NCERT, New Delhi
9	Dr. G. C. Nanda	Principal, Rajdhani college, Bhubaneswar, Odisha

3.3 Methodology

3.3.1 Pre-visit planning & preparation

- Collection of documents relating to JRM on Teacher Education in the State of Gujarat from Ed.CIL.
- Planning visit schedule for collecting data on Teacher Education from the state of Gujarat.
- Planning meetings with Principal Secretary, Elementary Education, stake holders of Teacher Education from Universities, IASEs, CTEs, DIETs, NGOs & others.
- Planning field visit to IASE, CTE, DIET, Schools, BRC etc.
- Developing visit schedule for the whole period.
- Formation of two sub-teams for visiting Western TEI's & Southern TEI's regions.
- Reviewing documents available at the different organizations on Teacher Education.
- Selecting a sample of one IASE, 3 CTEs, 8 DIETs for collecting data.
- Preparing report on the observations of the team.
- Presentation of the report before Principal Secretary & other Stake holders.

Schedule of Activities

- Interactions with the stake holders of teacher education conducted during September, 12-14, 2013.
- Visits conducted to different teacher education institutions – IASE, CTE, DIET, BRC and Schools from September, 15 to September, 17.
- Consultation and Interaction with different stake holders and at the end report was presented for sharing with Principal Secretary and others. The detailed program of which are given in Annexure – I

The mission tries to find out the existing reality of Teacher Education status using observation, focus group discussion and document analysis. The documents are listed in Annexure-II.

3.3.2 Indicators

The mission carried out the review on the points listed in ToR under 3.1.2. The Points listed were combined using their logical relations and created the following indicators for gathering information.

1. Curriculum and Pedagogic Practices
 - a. Quality (Pre-service Curriculum and In-service Modules)
 - b. Linkage with NCF-2005, NCFTE-2010 and RTE Act 2009.
 - c. Quality of Resource Materials, library
 - d. ICT integration in Teacher Education
 - e. Developing strategies in teacher preparation for inclusive teaching learning, continuous and comprehensive evaluation and Assistive technologies.
2. Professional Development of Teacher Educators
 - a. Qualification of Teacher Educators
 - b. Experiences of Teacher Educators
 - c. Mechanism of the strategies for teacher education development
3. Institution's contributions in research and content development.
4. Infrastructure facilities and Instructional Resources.
 - a. ICT
 - b. Laboratory (Method Labs, ET Lab, Language Lab and Psychological Testing Lab, etc.)
 - c. Classroom and Conference Hall
 - d. Library and Other Resource Centres.
5. Issues of Governance, Linkages across/between institutions, Cadre Management and Filling up vacant posts.
6. Partnerships and collaborations (Convergence).
7. Work-plan, Fund utilization and Audit.

4. Teacher Education in Gujarat

4.1 State Teacher Education Profile

Sharing borders with Rajasthan in the north, Madhya Pradesh and Maharashtra in the East and Arabian Sea in West, the State has the population of 6,03,83,628 having the per capita income of Rs. 89668 against national per capita income of Rs. 61564. The literacy rate in Gujarat is 79.3 % (Male 87.2%, Female 65.5%). as per Census of India, 2011. The state consists of 26 Districts. However seven Districts have been formed recently. Total number of blocks is 224 and the number of corporation is four. The number of sanctioned and functional DIETs are 26. There are eight CTEs out of which one is managed by Government and others are aided institutions. There are two IASEs located in universities. One DIET (at Tapi) and three BITEs (Dahod, Narmada and Dang) are going to be functional soon. Majority of the Teacher Education Institutions are managed by Private Enterprises, some are aided by Government and a few are managed by Government. There are Sixteen State Universities having Department of Education, two special universities like Indian Institute of Teachers Education (IITE) and Children University also play some role in the field of Teacher Education. At present most of teacher education colleges find difficulties in running Pre-Service Teacher Education Program as there are large number of trained personnel who are unemployed. Only in specific pockets and special subject areas, a few candidates have joined in the D. El. Ed. programme. The recruitment rule doesn't permit any un-trained candidates to be employed as teachers. Most of the teacher education institutions conduct in-service teacher education program sponsored by SSA, Department of State Education and Centrally Sponsored Schemes. The RMSA recently initiated and teacher education programmes which have `no link with GCERT or CTE or IASE. Gujarat Secondary and Higher Secondary Board conducts in-service teacher education programme separately having no link with GCERT and others.

The enrolment at different stages gives a clear picture of putting the children back to school. The figures show that the enrolment at primary stage is 59,45,900, in upper primary 32,30,533 during the year 2013-14 and that of secondary and higher secondary is 21,61,266 and at higher secondary level 8,36,565 respectively (2011-12).

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The Sanctioned strength of teachers in primary and upper primary is 1,28,300 and 74,069 respectively, but the number of teachers appointed is 1,26,702 and 52,801 at primary and upper primary levels respectively. Majority of schools at secondary and higher secondary levels are either private or aided by government. A few schools are managed entirely by the government. The number of teachers at work at secondary level is 40,627 and at higher secondary level is 37,089. The status of PTR at schooling is 1:29.6 and 1:24.12 at upper primary and primary level respectively. All teachers appointed are as per the eligibility conditions stipulated by NCTE. The annual average vacancy due to retirement is 2 percent at school level. There is no shortage of trained graduate for appointment for each stage of school education.

There are twelve government and forty one aided D. El. Ed. college where Diploma in Elementary Education is being offered. In addition to it, 131 private D. El. Ed. colleges are also functional. The number of one year B.Ed. Colleges managed by government is four, aided colleges are limited to 36 and privately managed colleges are 286. All total there are 208 D. El. Ed. colleges having the intake capacity of 13,491. However the present strength is 3042 only in the year 2013-14. At B.Ed. level the enrolment in 2012-13 is 56,386. These figures prove that there are adequate number of trained graduates available as per the requirement in the state. There is decline in the enrolment of pupil-teachers both in D. El. Ed. and B.Ed. programmes.

There are 56 institutes where M.Ed. courses have been offered at present having the intake capacity of 1960 and 1804 students have been enrolled in the programme.

There are eight institutions where two year D. El. Ed. program on Special Education is offered having the intake capacity of 300. All the institutes are privately managed. No DIET has got specialised faculty to deal with D. El. Ed. special education. Likewise 2 year B.Ed. (Special Education) Programmes have been launched by IGNOU and Dr. Baba Saheb Ambedkar (State Open) University having total intake capacity of 560. A total of 9 study centres are available to take care of these programmes with private enterprise. No B.Ed. college or CTE act as study centre for these programmes.

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Besides all these programmes of teacher education the IITE, a state university has launched 4-year integrated B.Sc. B.Ed. and B.A. B.Ed. programmes to produce teachers in Science & Mathematics and Language and Social Sciences. The Children University, another State University has initiated research relating to pre-primary education.

5. GCERT – Governance and Institutional Arrangements

The GCERT has, over the years, transformed itself into an institution of prominence, promise and potential. This notwithstanding, GCERT has an extended and a renewed agenda before it to be pursued with messianic zeal and determination to ensure the ‘last mile’ connectivity: to turn policies and programs into tangible outcomes.

5.1 Observations

5.1.1 Governance:

- The GCERT functions, like other Directorates, under the Department of Primary Education, Government of Gujarat. It is, for its mandated roles and responsibilities, accountable to the Principal Secretary, Primary Education.
- The GCERT is headed by a Director, assisted by an Additional Director, a Secretary, a Project Officer, five Readers, fourteen Research Associates and two Research Fellows for all academic programs. Besides this, there is a set of supporting staff to manage the administrative work.
- The Director and the Additional Director are from the Gujarat Education Service Class-1(Administrative Branch) and posted by way of promotion. The other academic staff, excluding Research Associates and Research Fellows are from the Gujarat Education Service.
- Only the DIET cadre in respect of Principals, Sr. Lecturers and Lecturers has been created in which there is a space for career progression from the post of Lecturer to the post of Principal.
- The non-teaching support staff (Class III and IV) of GCERT are from common ministerial cadre service of the Education Department, Commissioner of Schools, State Government, who are transferable to other government institutions under the control of said commissioner.
- The GCERT has, under its academic and administrative control, DIETs(26), CTE(1), Government B.Ed. College(1).
- The selection criteria for Principal Sr. Lecturers and Lecturers in DIETs are in conformity with NCTE guidelines.
- The selection and posting of Director and Additional Director in GCERT is in conformity with existing state rule, 2012.

- The GCERT has been declared as the State Academic Authority by government notification under section 29 of RTE Act 2009.

5.1.2 Infrastructural Support System:

- The GCERT has adequate facilities in terms of administrative building, separate office rooms for the Director, Additional Director, Secretary, Project Officer, Readers and Accounts Officer. Besides, there are sufficient number of rooms for the support staff for different official work in addition, there is a Conference Hall, an Auditorium, hostel accommodation to facilitate the holding of different Seminars, Conferences and Meetings.
- Web portal of GCERT is being developed for research purpose.

5.1.3 Instructional Support system:

- There are adequate instructional materials like teachers' handbooks, supplementary materials, self-instructional materials which are used in different training programmes. Two smart classrooms are there to facilitate teacher training and other training activity.
- There is a library located in a large hall and it contains 9197 books, seven news papers and 56 periodicals. Besides, there are 654 research theses/dissertations (Ph.D., M. Phil, M.Ed.) and 1167 action research project reports conducted by DIET faculties. The library has facilities of e-reference and adequate reading space.
- State wide Achievement Surveys conducted by GCERT entitled as GAP since 1997.

5.1.4 Human Resource:

- The faculty / academic officers in all the academic posts have been put in place except the post of Director, Secretary and in one Reader post. There are three vacancies in post of Research Associate, 1 in Research Fellow, 1 in Senior Clerk, 7 in Junior Clerk, 1 in Gujarati Typist, 2 Drivers, 9 Peons and 1 packer posts. All together out of 72 sanctioned post 28 posts are laying vacant, including that of Director.

5.1.5 Curriculum Development:

- Pre-service curriculum: The pre-service D. El. Ed. curriculum has been prepared as per NCFTE (2009) and submitted to the State Government for approval.

- The curriculum for erstwhile PTC course was revised in 1965, 1971, 1988, and the present Diploma in Elementary Education course in 1998 and 2007.
- The elementary school curriculum was revised in the past in 1968, 1977, 1997 and 2005.
- The elementary school curriculum has been revised as per NCF(2005) in 2007 and is being followed in the state.

5.1.6 Material Development:

- The textbooks for all subjects and all classes(Class I to VIII) for the elementary school level have been prepared as per the revised elementary school curriculum and is being used in the state.
- The training modules on different a wide range of different themes have been developed and used in different in-service training programs conducted by GCERT and DIETs for the elementary school teachers, BRCCs, CRCCs and DIET teacher educators.

5.1.7 Capacity Building :

- GCERT had undertaken a number of in-service training programs for primary and upper primary school teachers, BRCCs, CRCCs, DIET teacher educators, Head Teachers, SCERT faculties, educational administrative officials.
- Capacity building/induction training of 181 newly recruited Sr. Lecturers and Lecturers of DIETs has been undertaken during 2012-13.
- 3-day orientation programme for the educational inspectors in five zones was conducted in 2012.

5.1.8 Research and Innovation:

- GCERT's academic staff have been undertaking several research studies on relevant areas. The research reports are available in its library and used by scholars and researchers.
- As many as 654 theses / dissertations (Ph. D., M. Phil. And M. Ed.) and 1167 action research reports (by DIET faculty) have been kept in the library as reference materials.
- Twenty research studies have been conducted by the GCERT faculty.
- The state of Gujarat is perhaps the singular state in the country to have Gujarat Educational Innovation Commission (GEIC), which gives financial assistance to undertake educational innovations.

- Ravi J. Matthai Centre for Innovation of IIMA provides technical support to GCERT faculty, DIET faculty and elementary school teachers for encouraging, fostering and sustaining educational innovations.
- By now, 6393 innovations in a broad range of academic areas have been submitted to IIMA for documentation.

5.1.9 Planning, Monitoring & Evaluation:

- The GCERT issues instruction/guidelines to the DIETs to prepare plans (mostly annual) for in-service programme based on the teachers' needs in their respective jurisdiction. Such plans are shared at the GCERT level and revised / modified as per contextual requirements and, finally approved by the GCERT for implementation.
- The GCERT is yet to have a separate branch to manage information system regarding school education and teacher education in the state.
- The GCERT yet to prepare a five-year perspective plan for teacher education in its final form. The initial preparation in this regard has been undertaken.

5.1.10 Linkages:

- GCERT has strong linkage with DIETs , BRCs and CRCs for quality enhancement.
- GCERT's linkage with CTEs and IASEs is feeble, if not non-existent.
- GCERT has a strong linkage with GEIC and IIMA in respect of conducting innovations.
- The GCERT in collaboration with DIETs and IIMA identifies the elementary school teachers who are interested in undertaking innovations, mostly in curricular areas at the elementary level in their respective workplace. The IIMA provides technical support to the identified teachers with regard to selection of area, process and reporting of the innovation results to IIMA.

5.1.11 Involvement in policy formulation:

- The state is yet to formulate a clear-cut policy on school education as well as teacher education to provide a roadmap for their development. However, the initial phase of formulation of policy on teacher education has been put in place. A consultative meeting with experts was organized in October 2012 to initiate a process of such policy formulation.

5.2 Significant Achievements:

- Unlike many other states, GCERT and Govt. of Gujarat have evolved a distinct cadre for DIET teacher educators.
- GCERT has been able to design the elementary school curriculum based on NCF (2005). As a sequel to this, the textbooks for all grades of elementary level have been designed and introduced.
- The elementary teacher education curriculum, prepared as per NCFTE, 2010, has been developed and its draft has been submitted to Government. for approval.
- The teaching by distinguished teachers has been accessible to thousands of students in the state through BISAG centre programme. The GCERT is planning and coordinating BISAG activities by providing logistics and expertise.
- The impact of programmes conceptualized, initiated and conducted by GCERT is fairly visible in the peripheral institutions such as DIETs, BRCs, and CRCs and elementary schools.
- The smart-classes in elementary schools using computers by students is one of the significant achievements of GCERT.

5.3 Key Issues:

- The existing Teacher Education cadre, comprising DIET's faculty, and GCERT's administrative and academic officials from GES I (Administrative Branch). It does not provide scope for career progression.
- Though entry to GCERT is limited to Gujarat Education Service cadre people, in the absence of a teacher education cadre, it still requires a system of stringent screening and sifting so as to ensure placement of people with proven competence, credibility and commitment. GCERT is to evolve itself to a centre of excellence, shunning mediocrity.
- With NCF(2005), RTE(2009), NCFTE(2009) and MHRD's 12th Five Year plan guidelines for restructuring and reorganization of teacher education (2012), mandating expanded and deepened roles and responsibility, GCERT has to have, in these contexts, role clarity and role definition to appropriately and effectively address the challenges. This lack of role clarity is, almost without exception, is common concern across all SCERTs in the Country.

- Teacher education has an extended range of institutions—from pre-primary to secondary. Despite the critical importance of Early Childhood Care and Education (ECCE) as cornerstone of education edifice, pre-school teacher education has remained beyond the focus of GCERT. This subsector still remains unregulated.
- Apart from DIETs, CTEs and IASEs are the important teacher education institutions. GCERT is, almost exclusively, preoccupied with DIETs. In the process, GCERT functions in isolation of CTEs and IASEs even for academic issues.
- This isolation and insularity, both conceptual and operational, cost the teacher education system heavily. A phenomenon of parallelism reigns supreme between the conventional structures and newly created structures such as RMSA. Lack of convergence and coordination is a persistent and pervasive concern such a situation is not exclusive to GCERT; it is also a case in other Indian states.
- GCERT's role has been enormously expanded after being designated as the State Level Education Authority under RTE (2009). Scarcely has GCERT moved away from its dominant expert-driven and fragmented project-prompted mode of curriculum and textbook renewal processes. Of late, teachers have been involved in curricular renewal.
- Existence of a large number of vacant academic posts, particularly in the DIETs, is an issue that calls for GCERT's intervention. This situation seriously offsets the multi-faceted function and programmes of DIET.

5.4 Major Recommendations:

- The ongoing process for restructuring GCERT in conformity with MHRD's guidelines (2012) may be completed within a stipulated time-frame so as to leverage government of India support to the state.
- In the event of such restructuring, the GCERT and Government of Gujarat may evolve a common and viable cadre for teacher education in the state so as to ensure reasonable space for career progression of the personnel which would motivate them to strive for professional excellence and commitment.

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- Government of Gujarat may expedite the process of developing the state policy on school education as well as state policy on Teacher Education so as to have unified and well-articulated vision for futuristic development of education in the state. This may be done through a series of consultative debates and discourses.
- The GCERT, which is predominantly pre-occupied with elementary education, may enlarge its academic and administrative control and regulation to include all stages of teacher education – pre-primary and secondary.
- Efforts may be made to strengthen further synergy between GCERT, SSA and RMSA so as to foster a culture of cooperation and convergence which would yield enormous dividends for the state.
- The renewal process of elementary teacher education curriculum which has already been initiated may be completed so as to implement the same with effect from the academic session, 2014 – 15.
- The states' plan to bring all secondary Teacher Education institutions under the fold of IITE (university) may be made operational in order to ensure the quality of secondary teacher education in the state.
- The GCERT may also take active initiative for designing a common curriculum for secondary teacher education in consonance with NCFTE (2009) guidelines, which could be implemented by IITE (university)
- GCERT should have Programme Advisory Committee for preparing annual work plan based on TEI's and its own plan.
- Given the advantages of having a 'task-oriented group' (SRG) for renewal of curriculum and textbooks, the GCERT has leveraged the process. However, the GCERT may rely on wider participation of a variety of stakeholders, when it undertakes such renewal on its own, in future.

6. IASE (INSTITUTE OF ADVANCED STUDIES IN EDUCATION)

Institute of Advanced Studies in Education (IASE) is the highest level of institute of teacher education in the Centrally Sponsored Scheme of Restructuring & Reorganization of Teacher Education Programme. As per the vision of the scheme in addition to educating teachers and teacher educators, IASEs have a mandate of developing into Centre of Excellence. They have the responsibility of ensuring a professional cadre of teacher educators with special skills. The IASEs are also mandated to prepare secondary and elementary teacher educators by addressing their needs in professional development and by providing academic guidance to CTEs and DIETs in educational research and material development. They are required to establish linkages between SCERT, CTEs and DIETs.

Status of IASE in Gujarat:

There are two IASEs in Gujarat State. They are IASE, Department of Education, Vadodara and Shikshan Mahavidhyalaya (IASE), Department of Education, Gujarat Vidhyapith, Ahmedabad. The Department of Education, M. S. University, Vadodara was established in 1935 which was upgraded to IASE in 2003. The Shikshan Mahavidhyalaya (IASE) is a constituent institution of Gujarat Vidhyapith which started functioning as a CTE with effect from 29th March, 1989 and it was upgraded to an IASE with effect from 18th August, 1993. Each of the IASEs has four CTEs under its coverage. Out of the 25 districts of the state 13 are in operational area of IASE, Vadodara and 12 districts are under IASE, Gandhi Vidhyapith, Ahmedabad. Both the IASEs are running B.Ed., M.Ed., M. Phil. and Ph.D. courses in their own capacity as University Departments. Both IASEs are availing of Central grants released through GCERT from time to time under programme head and utilizing the same towards in-service teacher training, research work and material development.

Issues:

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Interestingly, excepting availing of grants on programme head from GCERT, these IASEs have so far not got scope to play their expected role in the Centrally Sponsored Scheme of teacher education because they are yet to be operational structurally and functionally as IASEs as outlined in the Centrally Sponsored Scheme. These institutions are running teacher education courses as department of educations in respective Universities and not as independent IASEs. The nomenclature and staffing pattern of these institutions are not as per the MHRD guideline. In such a situation, Department of Education, M. S. University, Vadodara and Shikshan Mahavidhyalaya, Gandhi Vidhyapith, Ahmedabad are yet to establish themselves as IASEs both structurally and functionally as required in Centrally Sponsored Scheme. They are not in a position to utilize all the funds available under the different heads of Centrally Sponsored Scheme.

Visit to IASE, Gujarat Vidhyapith, Ahmedabad:

The IASE has a clear vision and objectives. The objectives are in adherence to Gandhian values like truth and non-violence, participation in productive activities with a sense of dignity of labour, acceptance of equality of religion, priority for the need of village dwellers in all curricular activities and use of mother tongue as medium of instruction. The salient features of the Vidhyapith is reflected in the work culture of staff and students through participation in craft and community work, assembling for community prayer, simple and self-reliant living and education for rural upliftment.

Courses Offered:

Course Name	Approved Capacity	Students enrolled (2013-14)
B.Ed. (Gujarati)	100	96
B.Ed. (Hindi)	100	58
M.Ed.	35	32
M.Phil. (Education)	10	10
Ph.D. (Education)	11	10

6.1 Curriculum and Pedagogical Practices:

The Curriculum in both the IASEs has not been updated as per NCF (2005) and NCFTE (2009). The Shikshan Mahavidhyalaya (IASE) curriculum was last revised in 2012-13 for B.Ed. and in 2010 for M.Ed. The Gujarat Vidhyapith was running the 2 year B.Ed. course from 1999 to 2006. However, it was closed down from 2007 due to decrease in the number of takers, due to two reasons, (a) there was no incentive in terms of priority in recruitment for the 2 year graduates over 1 year graduates. (b) There was no evaluation process in place which could distinguish between the 1 year model and 2 year model. At present the IASE is running 1 year B.Ed. & 1 year M.Ed. in addition to M.Phil. and Ph.D. in Education under the semester system.

6.2 Curriculum And Pedagogical Practices (In service)

Inservice training and research are important functions of the IASEs. Besides, IASEs are supposed to develop modules of teaching, revise curriculum and analyze needs of teacher education. Both the IASEs are organizing short term inservice programme for teachers, Shikshan Mahavidhyalaya (IASE), Gujarat Vidhyapith has done 10 programmes of 3 days during 2012-13. Philosophically Gujarat Vidhyapith is devoted to Gandhian system of Education. IASE, Ahmedabad conducts training on the broad theme of basic education to cater to the needs of around 600 basic education schools working all over the state. Majority of the programmes have been conducted on developing teacher and head teachers' competency and use of ICT. The training are mostly through traditional mode. No impact analysis has been made in respect of the training programmes.

6.3 Continuous Professional Development of Teacher Educators:

As per professional requirement of UGC, the IASEs faculties are attending orientation / refresher courses conducted by UGC Academic staff colleges. At present IASEs are not availing the funds for the continuous professional development of their faculties under Centrally Sponsored Scheme. However, GCERT is planning to include it in the 2014-15 Annual Work Plan and budget.

6.4 Infrastructural Facilities and instructional Resources:

Both the IASEs are constituent departments of reputed Universities. As such they have adequate infrastructure and instructional facilities with modern Lab facilities for computer and language learning.

6.5 Institutional Leadership and Management:

The vision of IASE, Ahmedabad is based on Gandhian philosophy to improve teacher education emphasizing philosophy of basic education, craft centred education with rural orientation. Therefore, the whole community of IASE work together in a team spirit. However, their leadership to the CTEs and DIETs under their jurisdiction towards professional development of teacher educators, material development and new initiatives on research and innovations in teacher education is not visible.

6.6 Research and Innovation:

One of the functions of IASEs is to encourage research and innovations in the area of school and teacher education. The IASEs are also supposed to develop research competency among its stakeholders. In IASE, Ahmedabad and Baroda researches are conducted at M.Ed., M.Phil. and Ph.D. level as per the requirement of Universities. Most of the studies do not focus on thrust areas of teacher education. In addition to above researches, the faculty members have taken up institutional / personal minor and major research projects under UGC, NCERT, GCERT, etc. During interaction it was revealed that planning and conduct of researches are done at institutional level and the research proposals of faculties are placed before PAC for approval. However, the JRM felt that a guideline issued from the funding agency can give a direction to research work to make it useful for teacher education.

There are some examples of innovations at IASE, Ahmedabad. One of them is Inclusion of a paper in B.Ed. curriculum on principles of community life (Samuhjivan na Shiddhanto) at B.Ed. level based on philosophy and principles of 'NaiTalim'. Second is the Home Room Scheme in which one teacher mentors for a smaller group of teacher trainees. Third is evaluation of teaching and nonteaching staff by pre service teacher trainees.

6.7 Leveraging ICT:

available in both the IASEs. Computer labs are well equipped. With respect to integration of ICT in teacher education (i.e. pre-service and in service-trainings), it is restricted to Power Point and video presentations. All the teachers use ICT for their training and instructions. However, real integration of pedagogy and technology is lacking. This may be given more attention.

6.8 Annual Work Plan and Fund Utilizations:

The fund utilization allotted by GCERT in respect of Shikshan Mahavidhyalaya (IASE), Gujarat Vidhyapith, Ahmedabad is shows that;

Year	Fund Received	Fund Utilized		Other Expenditure	Total Expenditure
	Training + Research	Training	Research		
2010-11	2,00,000	40,905	80,000	15,963	1,36,868
2011-12	5,73,132	2,70,736	9,972	7,767	2,88,475
2012-13	5,11,525	3,76,930	76,624	7,406	4,60,960
2013-14	1 st instalment of grant of 1,00,000/- has been released and 2 nd instalment is under process.				

The expenditure pattern is improving over the years in the area of training and research.

6.9 Inter Institutional Linkages:

The IASEs have linkages with GCERT, IIM, AMA, SEWA, CEE, PCE (People Council of Education). However, linkages need to be strengthen with CTEs and DIETs.

6.10 Process and Performance Indicators

The process component in the IASE, Ahmedabad is guided by the principles of basic education. Emphasis is given on hand, head and heart coordination in all aspects of curriculum transaction. As emphasis is on putting the theories and ideas into practice is akin to the approach of constructivism in curriculum transaction.

One of the performance indicators of the IASE is the B.Ed. and M.Ed. results which is cent percent for last two years. It is learnt that the products from this institute are presently leading many teacher education institutions.

6.11 Recommendations

IASEs are required to be the hub of academic interaction among SCERT, CTEs and DIETs in respect of teacher training, material development, research and extension. In this context, the IASE, Ahmedabad is doing ritual works of training and workshops for GCERT, CTEs and DIETs. The IASE is yet to establish its role of leadership for the CTEs and DIETs. Some recommendations are given below for further improvement.

- Revision of the teacher education curriculum for B.Ed., M.Ed. and M.Phil. (Education) in the light of recommendations of NCF 2005, NCFTE, 2010 and RTE 2009.
- Restructuring IASEs as per the MHRD guideline, 2012 for Centrally Sponsored Scheme of Teacher Education.
- Prior planning of in service training and research based on need assessment and linkage to nationally focused areas of teacher education.
- Conducting a meta-analysis of the research studies conducted so far.
- Arranging consultative meetings / conferences among GCERT, CTEs, DIETs to share positive practices in terms of training, research, material production, use of ICT and extension activities.
- Coordinating research work among the CTEs, DIETs and other TEIs and bring out research abstracts for dissemination.
- Designing training module and conduct of training programme for supervisory personnel working at elementary and secondary level of education. Organization of training programmes for agencies responsible for monitoring and supervision.

- Undertaking policy research on school education and teacher education in collaboration with universities and national level NGOs for giving feedback on policy planning and implementation.

7. CTE

7.1 Observations

There are eight Colleges of Teacher Education in the state, namely - A.G. Teachers' College, Ahmedabad, M.B. Patel College of Education, Anand, G.H. sanghavi Mahavidyalaya, Bhavnagar, Rangshikshan Mahavidyalaya, Bilimora, B.D. Shah College of Teacher Education, Modasa, L.N.K. College of Teacher Education, Patan, R.G.T. College, Porbandar, V. T. Chokshi College of Teacher Education, Surat. Out of these R.G.T. College of Teacher Education, Porbandar is a Government institution and rest are grant - in - aid institutions. The JRM team visited three CTEs namely - M.B. Patel College of Education, Anand, R.G.T. College, Porbandar and V.T. Chokshi College of Education, Surat. Other CTEs made their presentations before the JRM team. These colleges are affiliated to different universities in the state and follow the curriculum of the respective university. Therefore uniformity in B.Ed. curriculum across CTEs is not seen. It was also observed during the visit that the college management and university administration have not realised the need to accord the status of CTE, rather it is considered as an add-on to the existing college. In V.T. Chokshi college of Education, Surat the teacher education scheme is considered as a project of a centre of teacher education. It was noted that the abbreviation CTE is written in bracket after the existing name of the college of education at Anand. The role and functions of the CTE as visualized under the Scheme has not been fully internalised. The constitution of the CTE and the staff required as per the scheme has not been achieved in any of the CTEs. This is mainly due to lack of awareness about the CSSTE in its totality and the role of the state in this context. Observations related to specific areas are as follows.

7.1.1 Curriculum and Pedagogical Practices (Pre-Service)

All the CTEs are offering one year B.Ed. programme with an intake of 100 while CTE Anand has an intake of 200. The CTEs at Porbandar, Anand, Surat and Bilimora also offer M.Ed. and Ph.D. programmes. The CTE Patan is functioning as a study centre of Baba Ambedkar Open University for B.Ed. and Indira Gandhi National Open University for B.Ed. and MA in Education. The JRM team has a chance to go through the syllabus of B.Ed. curriculum and also observed methodology classes of teaching science, mathematics and social sciences. The Team observed that though the curriculum has been revised in 2011-12 to make it credit based choice system under semester scheme, it is not updated or revised in the light of NCFTE 2009, so far. The CTEs propose to revise the curriculum of B.Ed. programme again in 2013-14. The courses of study and their structure as well as the scheme of evaluation do not reflect the NCFTE perspectives. Some of the methodology courses like economics, accountancy, agronomy, horticulture, animal husbandry, dairy science etc offered are not related to the school subjects. Courses like computer application in education, school management, environmental education, population education, guidance and counselling are offered as electives under 'foundation courses'. The pedagogical practices followed do not match with the pedagogical practices recommended in NCF 2005 and NCFTE 2009. The positive aspect reflected was that all trainees are required to achieve 80% attendance and the same is enforced strictly.

7.1.2 Curriculum and Pedagogical Practices (In-Service)

The CTEs have been organising training programmes for a duration of 2-3 days for secondary teachers in a year. Though it is reported that the in-service programmes are planned based on field experiences and approved by the PAC, the programmes appear to be sporadic and do not focus on the current perspectives on learning, assessment and integration of content, pedagogy and technology. Programmes do not focus on the immediate challenges faced by secondary teachers. Use of innovative methodologies and practices is seen rarely. Use of ICT is limited to power point presentations.

The funds sanctioned and released to CTEs are not fully utilised by the institutions. This is due to delayed release of funds. This year the funds have not yet been made available. The in-service programmes are mounted after the receipt of funds and there is no time to deliberate on the programmes and make them more effective. Though the annual work plan approved by PAC is sent by the CTE to the concerned authorities for approval, the formal approval for them is either delayed or not communicated to the CTEs at all with the result that once the programmes are submitted to the PAC and passed by it, it is considered to be automatically approved and CTEs do not wait for formal approval of the PAC. The follow up programmes are not taken up to study the effect of training.

7.1.3 Continuous Professional Development of Teacher Educators

Organization of lecture series and workshops, participation and presentation of papers in seminar, conferences at national and international level are the activities considered for continuous professional development of faculty. In-house discussions on recent advances in education for making teachers aware of current thinking in education are also organized in some CTEs. Undertaking both minor and Major Research Projects are also regular features in all the college. Only one programme was organised for the faculty of CTE by IASE in 2012 -13 which was funded by the state. No fund was claimed from the centre under the scheme for the professional development of the faculty of CTE. The state has not proposed any programme in the annual work plan for 2013-14. However the state proposes to organise one or two programmes utilising state funds.

7.1.4 Infrastructural Facilities and Instructional Resources

The Colleges in general have adequate space and infrastructure facilities as per the norms. All CTEs are equipped with psychology lab, computer lab and science lab. The CTE at Surat has well established Theatre in Education and Drama in education centre. The hostel facilities are adequate for all male and female pre service and in-service teachers. There is well equipped library having more than 30,000 books in M.B. Patel College of Education, Anand. Others have also similar well equipped libraries.

7.1.5 Human Resources

There are in all 72 faculty members in positions in all the CTEs against the total required strength of 136 faculty positions. There are 8 positions vacant in each of the CTE at VT Surat and Porbandar. Similarly 5 and 4 positions are vacant in CTE Patan and Bhavnagar respectively. These positions are not as per the guidelines of CSSTE. As per the MHRD guidelines the CTEs are expected to have academic staff strength of 17 members consisting of 1 Principal, 3 Readers and 13 Lecturers. In addition there should be 7-8 technical staff, besides a librarian. The CTEs have shortage of academic as well as technical and supportive staff. The number of vacancies would go up as per the guidelines of MHRD.

There are large number of vacancies with regard to non-academic staff too. In CTE Patan and Billimora there is not a single technical and support staff in position. In CTE Modossa there are 7 vacancies of non-academic staff out of 10 to be in position, while in the CTE Bhavnagar there are 4 vacancies out of 5. The functioning of CTEs with such large vacancies of both academic and non-academic staff is affecting the functioning of the CTE. No CTE has appointed required staff after the upgradation of colleges of education into CTEs. In seven CTEs out of eight, except in Modasa CTE, the post of librarian is vacant. Though it was sanctioned before (or after) the up gradation. As a result the library resources are not fully realised

7.1.6 Research and innovation

CTEs have taken up research activities under three categories - action research, major and minor research. Some of these studies are under taken by individual faculty for their career advancement and not as institutional activity. These studies have little implications either for teacher education programmes or for improving the quality of school education.

A scrutiny of themes and topics reveals that themes and topics related to in service programmes for teachers are also mentioned under research. Thus the CTE faculty do not distinguish between training and research activities. Some of the topics are not relevant for major research.

There is no evidence to suggest that findings of the research have been used in planning and implementation of pre-service and in-service teacher education programmes. Findings of the studies along with their implications need to be disseminated and utilised with greater vigour.

There is also a need to have a research committee. TEIs and GCERT to review and approve research proposals as well as monitor the progress.

7.1.7 Leveraging ICT

The ICT cell is available in each CTE. These are used more for administrative purpose and occasionally for power point presentation both in pre-service and in-service training programmes. Most of the CTEs have computer lab and have D2H connection for BISAG programme, digital podium, LCD, internet, CDs, websites etc. Some CTEs also bring out e-magazines. It is recommended that teachers be provided training on 'teaching with technology' to develop their competence to integrate technology with content and pedagogy.

7.1.8 Annual Work Plan and Fund Utilization

Annual work plan of each CTE is developed and approved by PAC of the institute and put to GCERT. The approved programmes by the GCERT for each CTE are discussed and shared at CTE level again, Commissioner of Higher Education, Gujarat had made provisions for appointment of a research associate and one administrative staff on contractual basis till the appointment of regular staff in each CTE. Staff appointment process as per CSSTE, as informed, is under the consideration of authorities.

CTEs at Bhavnagar, Porbandar and Modasa have not been able to utilise the grants fully for in-service training and research activities during 2012-13.

7.1.9 Inter-institution linkages

The MHRD guidelines expect these institutions to develop horizontal and vertical linkages with district, state and national level agencies such as DIETs, IASEs, Universities, SCERT, RIE, NUEPA and NCERT etc. The CTEs have weak linkages with the regional and national level organisations such as RIE, NCERT, NUEPA which is limited to participating in the programmes of these institutions.

7.1.10 Cadre and Personnel Management

Seven CTEs are managed by private trusts but appointment is done by Higher Education Department. There are no transfers in grant – in – aid institutions but in government CTE staff are transferable to equivalent cadres in other TEIs. Admission is done centrally by the concerned university. The academic administrative audit is being done by the Gujarat Knowledge Consortium constituted recently. Database of CTE is not maintained by GCERT.

7.2 Issues

- CTEs have not developed and changed much to acquire the status of the Colleges of Teacher Education as envisioned in the scheme from existing set up of colleges of education
- Curriculum is outdated and there is no visible change in pedagogy and transactional strategies. The revision has not taken place in the light of NCFTE. The transactional strategies are also not changed much to accommodate the vision of NCFTE
- There is variation across CTEs affiliated to different universities and need some arrangement to oversee the uniformity in terms of standards and norms.
- Professional development of faculty is not attempted to the extent needed to enable them to act as agent to bring desired changes
- Research and innovation activities also need to focus on the paradigm shifts in the school curriculum and teacher education curriculum framework, as presently the activities seen more or less repetitive.
- Vacancies have not been fulfilled in CTEs which impacts on the realisation of full potential of CTEs.
- Release of funds has been some times delayed impacting programmes and utilisation of funds fully.
- Development of material – modules and packages, for in-service education has not been the focus of CTEs
- Inter institutional linkages among IASE,CTE,DIETs, SCERT, NUEPA,NCERT have not been established to the level so as to have a common vision of teacher education

7.3 Recommendations

- CTEs need to be developed into vibrant institutions of teacher education as provided in the scheme of CSS of Teacher education as existing CTEs are seen as additionality to the existing colleges of education and appear to be operated in a project mode kind of arrangement.
- Staff to be appointed as per the provision in the scheme and necessary bottlenecks need to be removed at state level
- Curriculum of teacher education has to be revised immediately in the light of NCFTE and all faculty may be exposed to the finer elements envisaged in the paradigm shift from the old scheme of things
- Professional development courses of teacher educators must incorporate the new elements and provision of teacher education revamping
- The process of designing and finalising in-service training programme should be based on field experiences and challenges so as to address the needs of the teachers
- Availability of funds be made on time to enable CTEs organise programmes more purposefully and focused manner rather than hurried and partial spending of funds.
- GCERT appears to be the only state level institution entrusted with almost the entire work related to centrally sponsored scheme of teacher education. The communication and coordination between GCERT and other teacher education institutions – IASE, CTE, DIETs, proposed BITEs and between these institutions and SSA, RMSA and other administrative bodies is quite inadequate. Some additional structures within and / or outside the existing structures / systems may be created to address the concerns and problems related to the implementation of the teacher education scheme vis – a - vis universalization of school education.
- Faculty and leadership in general appear to be not fully aware of provisions of NCFTE. Therefore, there is a need to plan for professional development of staff and bring changes envisaged therein
- There is need to maintain Data base on CTE and necessary mechanism is required to be evolved.

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- The functioning of IITE may incorporate the functions of revamping and revising curriculum of teacher education at different level and establish horizontal and vertical linkages, and maintaining data base on CTEs in addition to enhance effectiveness in in-service training, research, professional development and innovations
- CTE Porbandar may be managed and strengthened.

8. District Institutes of Education & Training (DIETs)

8.1 Observations:

8.1.1 Curriculum and Pedagogical Practices (Pre-Service):

- The DIETs are following curriculum prescribed for PTC, developed during 2008-09. The draft curriculum prepared by GCERT, based on NCF (2005) and NCFTE (2010) recommendations, has been submitted to State Government for approval.
- Some learning materials have been developed by DIETs at institutional level in Gujarati language for the use of teacher trainees. DIET, Ahmedabad (Rural) shared the material entitled 'Freedom Movement in the District'.
- While visiting the DIETs Junagadh and Ahmedabad (Rural) – the 1st Year and 2nd Year classes were observed. All the seats in PSTE were not filled up. The number of student - teachers with science background was very less. The active participation of trainees was observed in the teaching learning process.
- The practices followed were, more or less, teacher - centric and evaluation was being done following semester system. The prayer class is one of the remarkable features in all DIETs.

8.1.2 Curriculum and pedagogical practices (In-Service)

- The training - need analysis is being done based on the performance of children through Gujarat Achievement Survey (GAP) and Gunotsav. The content of modules is fine-tuned based on the teacher feedback and piloting. In the 18 day school leadership programme for Head Teachers, six training modules on the areas like office keeping, soft skills, computer based learning, total learning package, pedagogy and structure of education have been incorporated.

- DVDs and CDs have also been prepared to supplement the training programme. Leadership training programme for teachers, CRC, BRC Coordinators and Head teachers was also conducted at DIET - Rajkot. The participatory approach was followed to impart training and the performance of resource person was found satisfactory.

8.1.3 Continuous Professional Development of Teacher Educators and other officials

- There were evidences of professional development program for teacher educators organized by GCERT, RIE & NCERT, NEUPA, IIM, HBCSE & H. M. Patel Institute of English language, Gujarat Vidhyapith, TISS, SPIPA and different international organizations.

8.1.4 Infrastructural facilities and institutional resources

The DIETs are fully equipped in terms of infrastructural facilities. The instructional resources are available in plenty. The hostels for girls were visited at DIET Junagadh. There were separate conference hall, fully equipped library and laboratories in each of the DIETs visited. The decoratives found on the DIETs walls speak very high of the aesthetic sense of the trainees. The DIETs were found to be neat and clean, eco-friendly (green environment) and equipped with local specific materials.

8.1.5 Institutional leadership and management

- A change was observed in institutional leadership management which may be attributed to the change in recruitment policy and orientation given to the newly recruited Head Teachers for 18 days under the school management programme.

8.1.6 Research and innovations

- A good number of research work has been undertaken by the faculty of DIETs. However, in some DIETs, it was repetitive and the findings are not leading to productive feedback for the system. Some research activities need to be linked with programmes taken up by DIETs.
- A variety of innovations in DIETs such as rain water harvesting, bio-gas, solar energy utilization, monitoring of classrooms by the Principal through CCTV was undertaken by the DIETs and kitchen garden was maintained by trainees of DIETs. Provision and use of sewing machines by the trainees in collaboration with voluntary organization, work experience programme for development of entrepreneurship (DIET - Junagadh) and online support extended by DIETs to the teacher practitioners. Organization of Gunotsav (pursuit of quality education), Ramatotsav (games & sports), Balmela, Vivekananda Vanchan Parva (programme for developing reading proficiency) were other innovative activities conducted by DIETs with inputs from GCERT.

8.1.7 Leveraging ICT

- The DIETs are equipped with all ICT gadgets necessary for transacting PSTE curriculum / IFIC activities. DIETs had sufficient audio CDs for learning recitation of rhymes, DVD & CD for supplementing in-service training, computer class, language labs, smart boards, LCD projectors, visualizer machines, digital and video & web camera, scanning machines, multimedia projector, LAN facility, OHP, Digital English Lab along with updated website, blog, fax phone, internet facility and emails etc. Some DIETs had CCTV, e-web magazine, e-library and all the work of the institute in a paper less manner using ICT facilities. The DIETs have the facility of teleconferencing, two-way audio and one way video for interactive programmes. Teachers / Teacher educators get opportunities to observe the best teacher's demonstration lesson on different subject areas. The role of Bhaskaracharya Institute of Space Application and Geoinformatics (BISAG) is laudable in these areas. Children from schools of remote areas get the benefit of exposure visit / excursion to state HQ during the programme live telecast and get the opportunity to meet experts/teachers at the state level. The Mission had the opportunity of observing one such programme on English in the BISAG studio.
- This program which is a total package is worth appreciated and has been a regular feature of all DIETs and schools.
- All DIETs have their own updated websites, blogs, emails for sharing ideas and experiences.

8.1.8 Annual work plan and fund utilization

- A sum of Rs. 12,64,66,000 was released by the Central Government to State of Gujarat for 26 DIETs, out of which Rs. 11,21,21,000 has been utilized by the 31st July 2013 showing the total percentage of expenditure as 88.66 %.

Budget Head	Funds released by		Funds utilized by 31st July 2013	% of funds utilized by July 2013
	Central Govt.	State Govt.*		
Salary	1118.41	00	1005.75	89.93 %
Programmes	146.25	00	115.46	78.95 %
Total	1264.66	00	1121.21	88.66 %

* Budget provision has been made by the state to the tune of Rs. 3,39,00,000 towards state share.

8.1.9 Institutional Linkages

- Each DIET is linked with GCERT at the top and BRC at the bottom. Faculty members of DIETs have been kept as liaison officers for blocks. DIET is also connected with DPEO office for conducting and monitoring different training programmes under SSA. The link of DIET with higher education was not observed. The DIETs also work in close coordination with SSA, Prasar Bharati, Forest department, NGOs, UNICEF, DEO (District Educational Officer), DPEO (District Primary Educational Officer), Community Science Centers (CSC), Sardar Patal Institute of Public Administration (SPIPA), Indian Institute of Management – Ahmedabad (IIMA), Gujarat Institute of Educational Technology (GIET), Gujarat Educational Innovation Commission (GEIC), Gujarat State Textbook Board (GSTB), State Examination Board (SEB) for discharging their diversified roles effectively in respect of different branches.

8.1.10 Cadre and Personnel Management

- As far as the appointment of Principal in DIET is concerned, it is done by Gujarat Public Service Commission (GPSC). Senior lecturers as well as Lecturers are appointed on the basis of their school experience and career marking by GCERT as per the subject-wise requirement of different branches. In case of Principals and Senior Lecturers, 50 % position are earmarked for promotion and 50 % are filled up through direct recruitment following DIET guidelines 1998.

8.1.11 Partnerships and Collaborations:

- The DIETs function in partnership with Educational Initiatives (EI), Homi Bhabha Center for Science Education (HBCSE), Tata Institute of Fundamental Research (TIFR), Centre for Environmental Education (CEE), Environmental Sanitation Institute, H. M. Patel Institute of English language and languages, Community Science Centers (CSC) working under Department of Science and Technology & UNICEF - Gujarat and the like. DIETs are also responsible for capacity building of BRCCs, CRCCs and BRPs.

8.1.12 Process and Performance Indicators

- In spite of vacancies of teacher posts, there is steep fall in enrolment of trainees for PSTE Branch from 1077 in 2011 – 12 to 855 during 2012 – 13. There is no correspondence between passout rate of PSTE trainees and success rate in TET. There is an increase in the result of passout students in DIETs from 93.31 % in 2011 – 12 to 96.37 % in 2012 – 13.
- Out of 26 sanctioned posts of DIET Principals, 20 have been filled up and 06 DIETs are without Principals. Out of 182 posts of Senior Lecturers, only 129 posts have been filled up by the GCERT, and out of 390 posts of the Lecturers, 240 posts only have been filled up while there is budget provision to meet the additional salary cost of all posts sanctioned for DIETs.

- Teacher – student ratio in DIETs stands as 1:10 as against 1 : 13 in D. El. ED (including Government, Government-aided, and self-financed institutions). Government needs to take steps for regulating the proliferation of D. El. Ed. colleges in non-Government sector.
- It was observed at BRC, CRC and school points that the grassroot level planning is being done in top-down manner.

8.1.13 Direct Field Intervention and School Improvement

- There are lab areas under each DIET. Faculty members of DIET adopt schools and give inputs for upgrading schools from lower to higher grade. The faculty of DIETs organize visits to BRCs, CRCs, and schools to have first hand experience and to extend onsite support for school improvement.

8.2 Recommendations

- When the country is facing acute shortage of institutional capacity of teacher preparation in relation to the demand, the state of Gujarat needs to utilize its existing institutional capacity for producing quality teachers to ensure quality learning.
- Teacher education in the state has to be linked closely with higher education. The government of Gujarat, contemplating to have 2-year B. Ed. Programme through DIETs may not serve the purpose unless and until DIETs are linked with Higher Education system in the state, particularly with University, IASEs and CTEs. The idea of separate university for Teacher Education is also another possible solution to put all teacher training institutions under one umbrella i.e. Indian Institute of Teacher Education (IITE).

- Current pre-service Teacher Education programme offered in DIETs needs to be redesigned keeping in view the recommendations of NCF- (2005), NCFTE (2009), and RCFCE – 2009. The work of curriculum revision is in process and the state will have a new updated pre-service curriculum from the academic session 2014 – 15. Thus, within very short span, they have to develop textbooks and prepare their teacher educators to handle the new curriculum.
- The idea of creating opportunities for teacher practitioners to teach in the Teacher Education institutions as visiting faculty may be explored as the mission came across many promising teacher practitioners in course of their visit. Few selected teacher educators may also be considered as visiting faculty for ‘A’ grade schools, to make school a model learning place, a centre of excellence.
- There is a need to introduce courses in language proficiency, particularly with regard to English language for the prospective teachers. It is learnt that students answer the questions in the content-cum-pedagogy paper (in D. El. Ed. examinations) in English, in Gujarati medium which needs to be done away with.
- Communicative English needs to be introduced as a life skill for the trainees of DIETs in collaboration with H. M. Patel Institute as they are found less articulate in expressing whatever they have learnt and achieved.
- When the need and significance for decentralized system of professional preparation of teacher education has been envisaged in the Centrally Sponsored Scheme, DIETs have to be given some autonomy to plan their district specific target oriented programmes. Even BRCs and CRCs have also to be given academic independence to identify local issues and problems, and address those with academic inputs from DIETs and GCERT.

- Although DIETs in Gujarat are well equipped in terms of ICT gadgets and infrastructure to take up quality issues in teacher preparation, mandated under the RTE act, faculty development programme has to be rigorously taken up and institutionalized to make learning happen from the point of view of quality. Once such faculty members are put in place, DIETs would have additional strength to work for training of secondary and senior secondary school teachers under RMSA as envisaged in the revised scheme of Teacher Education.
- There is a need to have a perspective plan for each DIET and all disaggregated indicators must be the basis for perspective planning with well articulated and achievable vision. DIETs in Gujarat need to be visualized as a way to infuse the system with the essential inputs on enrolment, retention and achievement through research activities.
- Although a state wide activity - based learning programme called 'PRAGNA' is being implemented. Students of class VI and VII need further remedial programmes to raise their learning levels in numerical competence and language proficiency (English)

8.3 Branch - wise Recommendations:

8.3.1 Pre –Service Teacher Education

- There is a drastic fall in the enrolment of prospective teachers in PSTE. The fall in enrolment needs to be probed.
- It is recommended that students with Science background at the higher secondary level be encouraged for admission in PSTE
- The state needs to focus on professional preparation of teachers for the upper primary level by introducing one year B. Ed. (Upper Primary level) programme in DIETs with B.A. / B. Sc. as entry qualification.

- The state has to contemplate on changing admission criteria as well as recruitment criteria to attract good students for PSTE branch. PSTE curriculum must be changed immediately in line with NCF – 2005, NCFTE – 2009 and RTE rules – 2010. Again, the new curriculum has to be in tune with the requirements of teacher eligibility test where the performance of prospective candidates has been abysmally low. Further, the new curriculum has to have inbuilt flexibility like, for example, introducing multilingual education for Bhil Tribe which may be taken up by DIET, Santarampur.
- When DIETs are well equipped with infrastructure and facilities, D. El. Ed. – Special Education may be opened in DIETs to address equity issues and to have inclusive set up in the DIETs.

8.3.2 In-service Teacher Education (ISTE)

- A training programme for newly recruited Head Teachers has been completed across the state. It is recommended that such 18 - day duration of Head Teachers' training at a go may be suitably modified as per requirement.
- Training module need to be tried out on the clients for whom it has been developed.
- DIETs, while documenting the training programmes, have to report the feedback of the teachers after training so that training package can be fine-tuned further. In - service programmes in residential mode needs to be tried out in view of the available facilities in DIETs.
- A robust research plan which was found missing must be in place so as to assess the training concurrently as well as the impact of the training programme on classroom process.
- In order to assess the impact of training programmes, the Mission visited a few schools as follows to observe the change in classroom process.
 - Vidhyadham Boru Primary School, Gandhinagar
 - Virpur Upper Priminary School,

- It was observed that activity-based learning has been initiated in schools which needs to be institutionalized across the state.
- Children are found learning in small groups. Portfolio evaluation has been happening in each class. Teaching learning materials are also found in classrooms.
- It has been revealed in course of focused group discussion with special teachers that care is also being taken for children with special needs and they are also visiting parents at home.
- At the grassroot level, it was observed that some BRCCs and CRCCs have not developed thorough understanding of the implications of NCF-2005 and RTE rules 2010. It is recommended that capacity building of BRCCs, CRCCs, BRPs, BRGs, and CRGs be taken up afresh so as to make them internalize the guiding principles of NCF and CCE. Visible indicators be framed in line with the implication of NCF 2005, CCE and RTE 2009 and monitoring be done accordingly to ensure quality learning.
- The training modules for in-service training must go in a package with well-defined scope and sequence which was not observed.

8.3.3 Professional Development of Teacher Educators

- Faculty development programmes for teacher educators needs to be planned and institutionalized particularly in the area of research. The teacher educators need to be oriented on carrying out Action Research projects which can be taken up in their respective lab area for ensuring quality learning and addressing local specific issues. The funds received for faculty development programme have been considerably utilized by the state during 2012 – 13 and the funds under the same head needs to be sanctioned and released by Government of India. The Heads of the DIETs may be exposed to a training programme by IIM as done in case of Principals of secondary schools under RMSA under faculty development programme.

8.3.4 Infrastructural Facilities and Instructional Resources

The huge infrastructural facilities and instructional resources which are sometimes not utilized or underutilized be used for the purpose of training programmes under RMSA. At present, the link between DIET programmes and RMSA was found missing. The facilities and resources created must be maintained for which contingency grant is required. Government of India may release funds which at present has not been received by the state in spite of their proposal.

8.3.5 Institutional Leadership and Management

- There is a need to have functional SMC at the elementary level for each school and SMDC for each high school for the purpose of ensuring school development plan and a perspective plan. A training programme on educational planning and management may be organized for the teacher educators of DIETs by NUEPA to ensure decentralized and disaggregated planning at the grassroots level.
- Some teacher educators reported their involvement in district planning for SSA while some of them were not involved. The planning and management branch has to look beyond DIETs for justifying its existence.

8.3.6 Research and Innovation

- More and more collaborative action research projects be taken up by DIETs to improve the classroom process in respect of their lab area. Researches must be conducted to ascertain the effectiveness of the programmes. In view of the new curriculum to be introduced in DIETs, the textbooks need to be evaluated before it is used in scale. There is also a research need to take up issues relating to enrolment, retention, transition and achievement. To carry out research work, the capacity building of DIET faculty members is also required so that research findings generated can be utilized for educational interventions and corrective exercises. There must be research to find out the utilization of distance education programme implemented with collaboration of BISAG.

8.3.7 Leveraging ICT

- DIETs have to ensure that the ICT gadgets are used by the trainees as well as by the children in respective lab area for improving their learning. It must facilitate the downward flow of information from top to bottom and upward flow of information from bottom to top.

8.3.8 Annual Work Plan and Fund Utilization

- The state government has to ensure the release of its share of funds for utilization by the GCERT and DIETs so that proper utilization of funds can be planned by the end of the financial year. The Central Government may be pleased to sanction funds under contingency head for expenditure to be incurred for the purpose of mobility, telephone, power, maintenance of infrastructure and the like. Since the preparedness of the state is there, the next instalment of central grant may be released for the state for completing programmes and activities within the stipulated period.

8.3.9 Institutional linkages

- DIETs have to be linked with higher education like universities, IASEs, and CTEs, otherwise, the quality of research conducted at present cannot be improved. DIETs have to be linked up with different activities under SSA other than training teachers of the state particularly for the implementation of RTE.

8.3.10 Cadre and Personnel Management

- The DIET cadre be redesigned in line with the revised guidelines formulated by GoI so as to facilitate career progression in the common teacher education cadre in the state.

8.3.11 Partnerships and Collaboration

- The partnership and collaboration already built up by DIETs with NGOs, voluntary organizations and institutions is appreciable and need to be sustained.

8.3.12 Process and Performance Indicators

- All the posts of the DIETs have to be filled up so that DIETs can be vibrant institutions and discharge their role and responsibility.
- The DIETs are expected to come up with their perspective plan for which disaggregated data in terms of NER, dropout rate, transition rate have to be made available.
- The D. El. Ed. curriculum is yet to be revised in the light of NCF (2005) and NCFTE (2009), which is at present in the process of revision in the state and the task must be completed on time.

8.3.13 School Improvement

- The steps and initiatives taken by the DIETs for school improvement are encouraging which need to be documented properly and shared with other states.

8.4 Key Achievements

- DIETs are equipped with land, building and infrastructure and capacity of carrying out 'N' number of programmes and innovations.
- The personnel the Mission came across were full of positive energy, charged up to do something, to excel. There was no sign and symptom of burn-out.
- Teacher educators across the DIETs, including Research Associates of GCERT, are techno-savvy.
- ICT facilities available in teacher education institutions make things simple for the trainees.
- People selected through a process of selection are in place from top to bottom from SRG at state level to BRG working with varying subject background at block level and CRG at the cluster level.
- The linkage of DIETs with different agencies gives it synergy to work forward in a mission mode.

- Induction of young blood in DIETs and schools in the system has been another hallmark across levels.
- Organization of a variety of programmes, involving all stakeholders, is another strength of the system.
- Community prayer in all training institutions provides a very good platform for inculcation of values.
- There is innovation proneness in DIETs which is evident from the innovative cell maintained in each DIET.
- Lecturers of DIET adopt poor performing schools, identified through Gunotsav and take measures for their upgradation.

8.5 Key issues identified during JRM

- Isolation of teacher education from higher education has been the main concern.
- Policy level changes need to be initiated for effective cadre management to ensure quality education.
- A perspective plan for teacher education has to be prepared for the state level based on which planning has to be done for each DIET, BRC, CRC, and school keeping in view a common vision.
- Pre-service admission criteria need to be changed and recruitment rules need to be amended accordingly to induct promising students to teaching profession.
- Pre-service curriculum in line with NCF (2005) and NCFTE (2009) has to be changed on priority basis.
- In-service training programmes have to be focused and sequence-based training module has to be developed assuming the fact that teacher development happens from understanding to reflective level over a period of time.
- Indicators have to be developed in tune with NCF (2005), RCFTE (2009) for trainees, trainers, BRCCs, CRCCs, teachers and monitored through professionals who would also extend on-site support at different points.
- Research is to be linked with different activities of the DIETs to ascertain the effectiveness of the programme.

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- Collaborative action research projects need to be undertaken to identify problems in the lab area and to address the problems by DIET faculty.
- Learning level of children at school points has to be raised through CCE for which required capacity building programme has to be taken up.
- The idea of having Indian institute of Teacher Education (separate university for teacher education) has to be worked out.
- Separate pre-service programme has to be planned and initiated for upper primary level.
- Institutions down the line have to be decentralized and bottom up approach of planning has to begin.
- Data have to be made available to DIETs to initiate target specific programmes to address equity issues.

9. In Conclusion

- The Colleges Teacher Education have not made any attempt to understand the role and responsibilities envisaged under the Centrally Sponsored Scheme for Teacher Education and structure and reorganize themselves. Instead, these institutions continue to identify as colleges of education and conduct a few ill-conceived in-service and research activities in a year as add on activities. There is no effective coordination and collaboration between these institutions and other teacher education institutions, GCERT and relevant state authority.
- One of the reasons appears to be that as many as seven out of eight CTEs are grant-in-aided, and GCERT as a main coordinating organization has no administrative control over the institutions. Neither of them has thorough understanding of the scope of the teacher education scheme, particularly the financial provisions.
- It is recommended that the state may establish required number of CTEs in a phased manner, directly under government control / management. Upgradation of some DIETs at regional level into CTE may be made to address the challenges of preparation and professional development needs of secondary teachers, while continuing to perform DIET functions.
- Affiliation of these CTEs to Indian Institute of Teacher Education (to be established or made functional) can be planned. Similar action may be taken with respect to IASEs in the state.
- State may consider merging department of elementary education and department of education to create department of school education to address challenges in school education as a whole and for better coordination among various administrative structures.
- State may create a position of an Additional Secretary / Secretary for Teacher Education within the expanded Department of School Education to enhance coordination between Education Department and GCERT and between GCERT and TEIs, particularly CTEs and IASEs which are presently under the control of Higher Education Department.
- State may review the existing SSA and RMSA implementation structures, establish structures, if need be; and workout effective coordination and collaboration between them.

- State could prepare a five-year plan for teacher requirement in order to plan for teacher preparation and professional development requirements along with cost implications.
- A State Resource Group on Teacher Education may be constituted with members drawn from different subject areas and disciplines. This group may review states' training design, content, pedagogy and dissemination strategy in order to enhance quality of training.
- Studies, if any, on impact of training programme on teacher competence and classroom practices vis – a – vis quality of students learning and develop rigorous research design to conduct impact studies.
- The effect of RTE Act with regard to teacher qualifications on admission in pre-service programmes, particularly D. El. Ed., suggests measures to improve admission along with suggestions for optimal utilization of resources in DIETs.
- Teacher eligibility tests / procedures with regard to content and criteria and suggest measures to enhance quality of recruitment process.

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Annexure – I

Programme Schedule

Date	Time	Activity
12/09/2013	9.30 am	Welcome to JRM Team
	9.40 am	Self Introduction
	9.50 am	Address by Mrs. Sangeeta Singh, Principal Secretary, Elementary Education, Gujarat
	10.00 am to 1.30 pm	Presentation by GCERT
	1.30 pm to 2.30 pm	Lunch
	2.30 pm to 4.30 pm	Visit to Boru Primary School.
	4.30 pm to 7.00 pm	Presentation by DIET, Gandhinagar
13/09/2013	9.30 am to 12.30 pm	Presentation by DIETs
	12.30 pm to 1.30 pm	Focus Group Discussion with DIETs
	1.30 pm to 2.30 pm	Lunch
	2.30 pm to 3.30 pm	Exhibition of TLM, Reports, etc. by 26 DIETs
	3.30 pm to 4.30 pm	Presentation by IASEs
	3.30 pm to 5.00 pm	INFLIBNET Centre and BISAG - Bhaskaracharya Institute of Space Application and Geo-informatics Studio (Visit of two members to observe delivery of lesson on letter writing through satellite facility to school)
	4.30 pm to 6.30 pm	Presentation by CTE Bilimora, Surat, Ahmedabad, Patan,
14/09/2013	9.00 am to 1.30 pm	Visit to IASE, Gujarat Vidhyapith (Team – A)
	9.00 am to 1.30 pm	Visit to DIET, Ahmedabad Rural (Team – B)
15/09/2013	9.30 am to 11.00 am	Visit to Ranavav BRC, Porbandar Visit to BRC Saputara
	11.00 am to 1.00 pm 01.00 am to 4.00 pm	Visit to Virpur Primary School, Porbandar Visit to DIET Waghai (Dang)
16/09/2013	9.00 am to 1.00 pm	Visit to RGT CTE, Porbandar (Team-A) Visit to DIET Navsari
	9.00 am to 1.00 pm	Visit to DIET, Porbandar (Team-B)
	01.0 pm to 2.00 pm	Interaction with Mr. Gandhi, Collector Porbandar (Team A)
	02.00 pm to 6:00 pm	Visit to CTE Surat and DIET Surat (Team B)
17/09/2013	10.00 am to 1.00 pm	Visit to DIET, Junagadh Visit to CTE - Anand
	2.00 pm to 5.00 pm	Visit to DIET, Rajkot and M.G. School, Rajkot
18/09/2013	12.00 pm to 2.00 pm	Interaction with Mr. Gandhi, Collector Porbandar and his Team
	2.00 pm onwards	Report Writing
19/09/2013		Report Writing

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	11.00 am to 1.00 pm	Interaction with Mr. M. B. Patel, Joint Director, Accounts, RMSA
	2.00 pm to 5:00 pm 05:00 pm to 09:00 pm	Report Writing Sharing report with GCERT
20/09/2013	10.00 am to 1.00 pm	Report Presentation and discussion with Principal Secretary, Primary Education.
	2.00 pm to 3.30 pm 03:30 pm to 04:30 pm 04:30 pm to 05:30 pm	Finalization and submission of Report Sharing recommendations with Chief Secretary Discussion with Vice-Chancellor, ITE

Annexure – II

Documents referred

- Guidelines for Implementation (June, 2012).
- The Terms of Reference (JRM of Teacher Education).
- Annual work plan and budget as regards GCERT, IASEs, CTEs and DIETs for the year 2013 – 14.
- Appraisal note of Annual Work-plan and Budget for Government of Gujarat under Teacher Education Scheme for the Year 2013-14.
- Minutes of TEAB Meeting and Sanction orders.
- Release of Fund under Centrally Sponsored Scheme during 2012-13.
- Release of 1st Instalment for recurring central assistance for the year 2013-14.
- Research work of Faculty members, program reports and materials produced by DIET, CTE and IASE.
- Audited Accounts

Glossary

▪ ***Gunotsav***

Gunotsav is Large scale School Assessment programme conducted by the Department of Primary Education every year since Year 2009-10. The programme is organized in two phases; self assessment by the teachers and external assessment by officers. During self assessment, teachers use to assess their children's learning outcomes, co-curricular activities and use of resources including community mobilization. After self evaluation, the officers go to randomly selected 25-30% of total schools and assess the children's learning outcomes. The GCERT develops the sets of questions and provide to the officers. The question set booklet consists of Standard wise Reading- writing paragraphs and set of 5 questions of mathematics.

After three years of Gunotsav, it has been institutionalized by the education department since year 2013-14. The new design of Gunotsav now is quite different than the earlier. The child wise data on their academic achievement is made available through OMR based question papers for students of standard 6 to 8 and OMR based Evaluation Sheets for standard 3 to 5 (Reading, writing, arithmetic).

The child tracking, therefore, has been made possible in terms of children's academic progress year wise.

▪ ***Gujarat Achievement at Primary (GAP)***

Main objectives of the GAP programme are to assess learning levels of children, to identify hard spots of learning and to make necessary changes in curricular material and training.

The GCERT started to conduct Gujarat Achievement at Primary (G.A.P.) since 1998. It has been conducting in a series form after every alternate year. In this series GAP-1 to 5 has been completed up till now and GAP-6 is in process. From GAP-4 it is conducted in both the semester because Gujarat has adopted a semester system in primary education.

▪ ***Ramatotsav (Sports festival):***

GCERT firmly believes in all-round development of students including scholastic and co-scholastic areas of development. Since the scholastic subjects are the ones where parents and community at large give more importance. GCERT focuses on physical development of students too. The sports festival is therefore organized from Cluster to state level for students and teachers of elementary schools. The sports and games are very useful not only in physical development of students but also for other skills like sportsman spirit, confidence, concentration etc.

The same kind of sports festivals are organized for D. El. Ed. trainees and DIET faculties also.

▪ ***PRAGNA - An Activity Based Learning (ABL) Approach***

Pragna is an ABL programme for standard 1 to 4. This programme is aimed at giving students to participate a lot in classroom processes. The ABL methodology is a six-group methodology where children progress according to their pace through following six groups:

Teacher Support group, partial teacher support group, peer support group, partial peer support group, self learning group and evaluation group. This PRAGNA - ABL programme was started as pilot in 258 schools in year 2011-12 and during current year it has been implemented in 7500 schools.

▪ ***School Leadership Programme / Training (18- Day training for Head Teachers)***

The state has created a new cadre of Head teacher after RTE 2009. The newly recruited Head Teachers are trained on School Leadership related issues. Therefore GCERT in collaboration with SPIPA (Sardar Patel Institute of Public Administration) developed six modules viz. Office Keeping, Soft Skills, Computer Aided Learning, Total Learning Package, Pedagogy, and Structure of Education System. Around 5000 newly recruited Head Teachers were trained by GCERT and DIETs last year. This is an intensive training for 18-days.

▪ ***Balmela Children workshop and Life Skill workshop:***

The state has been organizing Children's workshop at school level to enhance activity based joyful learning. The children of primary schools are the main target group for the Children workshop in which child friendly activities like drawing, painting, singing, action song , creative activities etc. are organized. Since last year i.e. year 2012-13 the Life Skill workshop also has been started in which children of upper primary schools are doing life skill related activities like bicycle repair, stitching button, ironing the cloths etc.

▪ ***Shala Pravesotsav (School Enrolment Drive)***

The newly enrolled students of standard one are warmly welcomed by the school on the day of Praveshotsav. The higher level officers from state and district level visit the school and give warm welcome to students. This programme is mainly aimed at ensuring 100% enrolment of eligible children.

▪ ***Swami Vivekananda Vanchan Parv (Reading Festival)***

To enhance reading skill among the students of elementary schools, the programme was organized. During this one and half month programme last year, the teachers were guided through BISAG as well as through on-site support. The UNICEF has done evaluation of the implementation of the programme.

▪ ***Eco- Club***

It is a group of students, teachers and community people at school level who works for environment awareness and perform activities for healthy environment in schools. The Eco-club is mainly aimed at creation of Healthy Soil, Kitchen garden, Medicinal plants and water conservation.

▪ ***Dattak shala Project (School Adoption Programme) & Lab Area***

The schools identified as poor performing schools in Gunotsav results, are adopted by DIET lecturers.

▪ ***Doorvarti Education Program (Distance Mode Education programme)***

The students of standard 6 to 8 are taught by the state level expert teacher through BISAG (**Bhaskaracharya Institute for Space Application and Geoinformatics**) through satellite communication. The demonstration lesson from state level subject experts are broadcasted four day in a week and students of around twenty thousand elementary schools view this program.

▪ ***EDN -12 Plan***

EDN-12 Plan is a Gujarat state-sponsored scheme. The main objective of this scheme is to improve the quality of school education. The process of research gets boosted through this scheme. The production of audio-video aids and educational materials are under this scheme. Educational literature, magazines are also being published. The libraries of GCERT and DIETs are thus strengthened through the scheme.

The cluster, block, district, zone and state level Science-Maths exhibition, Ramatotsav, Balmela (Activity Mela) and Eco Club activities are organized under the EDN -12 plan. Pre-service and in-service teachers are trained and the capacity building for Principals, Sr. lecturers, lecturers, librarians & technicians of all DIETs are also being done through the funds provide by the state under this scheme.

▪ ***STEPS (Strengthening of Tobacco Control Efforts through Innovative Partnership and Strategies)***

Three Institutions namely Health Department of Government of Gujarat, Public Health foundation of Government of India and Indian Institution of Public Health, Gandhinagar are giving training to DIET faculty and secondary teachers of five districts (Surat-Tapi, Anand, Rajkot, Kheda, and Banaskatha) through GCERT. The purpose of STEPS is to make partnership and strategies innovative. These KRPs have given training to 70 primary teachers and 70 secondary teachers.

▪ ***Health Education and Life-skill Program (HELP)***

Under this program, four-day training was organized in four districts as Panchmahal, Dahod, Vadodara and Anand for secondary school physical education teachers. Thirty KRPs and 100 DRPs were trained under HELP. With the help of 100 DRPs, physical education teachers were trained under health education and life-skill program. Emphasis was given to conduct co-curricular activities at school level under HELP also.

▪ ***District Innovation Cell***

With the joint efforts of GCERT-Gandhinagar, Indian Institute of Management (IIM) - Ahmedabad and Gujarat Educational Innovation Commission (GEIC) - Gandhinagar 'District Innovation Cell' has been established at each DIET for the encouragement of innovations carried out by the Government school teachers.

The Principal of each DIET is designated as the main coordinator of this Cell. All the websites of DIETs have link with the Blog of Innovation Cell created by IIM. The innovative practices done by teachers have been uploaded on the blog and write ups were also submitted by teachers to IIM through DIETs.

▪ ***Science and Maths exhibitions***

Every year, the NCERT, New Delhi has been organizing National Science and Mathematics Fair/Exhibition since 1971. It is known as Jawaharlal Nehru Science-Mathematics Exhibition for children from 1988 onwards. To have fair participation at national level, the state organizes science and mathematics exhibition from cluster to state levels. To enhance scientific temperament among students and community at large, the state organizes science and mathematics exhibition as an event for couple of days in mission mode.

▪ ***Information and Library Network Centre (INFLIBNET)***

Information and Library Network (INFLIBNET) Centre is an Autonomous Inter-University Centre (IUC) of University Grants Commission (UGC) involved in creating infrastructure for sharing of library and information resources and services among Academic and Research Institutions. INFLIBNET works collaboratively with Indian university libraries to shape the future of the academic libraries in the evolving information environment.

▪ ***DELL (Digital English Learning Lab)***

Digital English Learning Lab having set of 25 computers with server connected with state level server of Society for Creation of Opportunity through Proficiency in English (SCOPE).

▪ ***IITE (Indian Institute of Teacher Education)***

The Indian Institute of Teacher Education (IITE) is a state university passed under state University Act in March 2010. The IITE offers a four-year integrated course on teacher education and has MOU with GCERT.

▪ ***Children University***

This University is having a basic Philosophy "Every child matters" and the child matters not only from the time it is born but right from the stage when it is in the mother's womb. The Mission of the children's university is to undertake vast areas of research regarding the child and the future, so as to plough the results of research into the making of an effective three fold program in the state of Gujarat and elsewhere. Integral development of the child that unites scientific realism and aesthetic creativity under the uplifting power of the synthesis of science and spirituality. Synthesis of the East and the West, of the ancient and the modern, by means of intense studies of the lessons of history directed towards the task of building a new world of knowledge, freedom and prosperity that are denied to none.

Abbreviations

ABL	-	Activity Based Learning
AMA	-	Ahmedabad Management Association
BISAG	-	Bhaskaracharya Institute of Space Application and Geo-informatics
BRC	-	Block Resource Centre
BRG	-	Block Resource Group
BRP	-	Block Resource Person
CCE	-	Continuous and Comprehensive Education
CEE	-	Centre for Environmental Education
CRC	-	Cluster Resource Centre
CRG	-	Cluster Resource Group
CSC	-	Community Science Centre
CTE	-	College of Teacher Education
D. El. Ed.	-	Diploma in Elementary Education
DELL	-	Digital English Learning Lab
DEO	-	District Education Officer
DIET	-	District Institute of Education and Training
DPEO	-	District Primary Education Officer
EC	-	Executive committee
EDI	-	Educational Development Index
GAP	-	Gujarat Achievement at Primary

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GCERT	-	Gujarat Council of Educational Research and Training
GEIC	-	Gujarat Educational Innovation Commission
GER	-	Gross Enrolment Ratio
GES	-	Gujarat Education Services
GIET	-	Gujarat Institute of Educational Technology
GPSC	-	Gujarat Public Service Commission
GSTB	-	Gujarat State Textbook Board
HBCSE	-	Homi Bhabha Centre for Science Education
HELP	-	Health Education and Life skill Programme
IASE	-	Institute of Advance Studies in Education
ICT	-	Information and Communication Technology
IIM	-	Indian Institute of Management
IITE	-	Indian Institute of Teacher Education
INFLIBNET	-	Information and Library Network
ISTE	-	In-Service Teacher Education
JRM	-	Joint Review Mission
KRP	-	Key Resource Person
NCERT	-	National Council of Educational Research and Training
NCF	-	National Curriculum Framework
NCFTE	-	National Curriculum Framework for Teacher Education
NER	-	Net Enrolment Ration

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NGO	-	Non-Government Organization
NUEPA	-	National University of Educational Planning and Administration
PAC	-	Programme Advisory Committee
PSTE	-	Pre-Service Teacher Education
RIE	-	Regional Institute of Education
RMSA	-	Rashtiya Madhyamik Shiksha Abhiyan
RTE	-	Right to Education
SEB	-	State Examination Board
SMC	-	School Management Committee
SMDC	-	School Management Development Committee
SPIPA	-	Sardar Patel Institute of Public Administration
SRG	-	State Resource Group
SSA	-	Sarva Shiksha Abhiyan
STEPS	-	Strengthening of Tobacco Control Efforts through Innovative Partnership and Strategies
TET	-	Teacher Eligibility Test
TISS	-	Tata Institute of Social Studies
UGC	-	University Grant Commission

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General Information

DIETs	Blocks	Clusters	Schools	Literacy Rate	PSTE enrolment		No. of In-service Programs	No. of Programs under EDN - 12	Researches action researches	Library		
					12-13 FY/SY	13-14 FY/SY				Books	magazines	News paper
Ahmedabad (R)	8	117	682	86.65	43/41	28/23	33	6 + 1	19	7246	33	3
Gandhinagar	4	95	937	84.20	26/46	00/23	26	00	4	6435	45	5
Junagadh	14	184	1325	75.80	41/47	36/41	20	8 + 5	14 (12-13)	2962	15	5
Navsari	5	103	863	84.78	No admission		59	11	12 (12-13)	2579	9	4
Porbandar	3	48	329	68.32	No admission		12	3 + 1	10 (12-13)	1368	8	7
Rajkot	14 + 1 (URC)	185 + 22	1430	82.20	32/42	15/30	40	9 + 1	17	11065	40	5
Surat	9	137	1031	86.65	- / 27	- / -	74	23 + 3	7	3857	25	2
Vaghai	01	42	418	75.16	08/24	05/08	17	6	12	3900	9	4

Faculty Position

DIETs	Total staff			Academic Staff			Librarian		
	Sanctioned	Filled	Vacant	Sanctioned	Filled	Vacant	Sanctioned	Filled	Vacant
Ahmedabad (R)	39	31	8	23	18	5	0	0	0
Gandhinagar	38	28	10	22	18	4	1	1	0
Junagadh	40	19	21	24	14	10	1	1	0
Navsari	38	25	13	22	14	8	1	0	1
Porbandar	38	14	24	22	9	13	1	0	1
Rajkot	40	31	9	24	21	3	1	1	0
Surat	40	27	13	24	19	5	1	0	1
Vaghai	38	18	20	22	12	10	1	0	1

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Expenditure

Sr. No	DIET Name	Released Grant (000)	Expenditure (000)	% of Expenditure	Total programs conducted
1	Ahmedabad Rural	8600	6076	70.65	33
2	Gandhinagar	8700	6381	73.34	26
3	Junagadh	7300	3929	53.82	20
4	Navsari	6050	3892	64.33	59
5	Porbandar	4300	2140	49.77	12
6	Rajkot	9500	6057	63.76	40
7	Surat	8000	4312	53.90	74
8	Waghai	5400	3493	64.69	17
	Total - All DIETs (26)	126466	112121	80	730