

Andhra Pradesh

Joint Review Mission

on

Teacher Education

February 2014

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Abbreviations

| | |
|--------|---|
| AP | Andhra Pradesh |
| APREIS | Andhra Pradesh Residential Educational Institutes Society |
| ARSM | Andhra Rajiv Shiksha Mission |
| AWP&B | Annual Work Plan and Budget |
| BTI | Basic Training Institute |
| CCE | Comprehensive and Continuous Evaluation |
| CTET | Common Teacher Eligibility Test |
| DIET | District Institute of Education and Training |
| DISE | District Information System for Education |
| DRU | District Resource Unit |
| Ed.CIL | Educational Consultants India Limited |
| EDUSAT | Education Satellite |
| GER | Gross Enrolment Ratio |
| GoI | Government of India |
| IT | Information Technology |
| INTE | In-service Teacher Education |
| JRM | Joint Review Mission |
| KGBV | Kasturba Gandhi Balika Vidyalaya |
| MHRD | Ministry of Human Resource Development |
| MRC | Mandal Resource Centre |
| NCERT | National Council of Educational Research & Training |
| NCF | National Curriculum Framework |
| NCFTE | National Curriculum Framework for Teacher Education |
| NCTE | National Council for Teacher Education |
| NER | Net Enrolment Ratio |
| NGO | Non-Governmental Organization |

| | |
|-------|--|
| NPE | National Policy of Education |
| NUEPA | National University of Educational Planning & Administration |
| OOSC | Out of School Children |
| PAC | Programme Advisory Committee |
| PRI | Panchayati Raj Institutions |
| PSTE | Pre-service teacher education |
| PTR | Pupil Teacher Ratio |
| RMSA | Rashtriya Madhyamik Shiksha Abhiyan |
| RTE | Right to Education |
| SCERT | State Council for Educational Research and Training |
| SMC | School Management Committee |
| SPO | State Project Office |
| SSA | Sarva Shiksha Abhiyan |
| TEIs | Teacher Education Institutes |
| TLM | Teaching Learning Material |
| TOR | Terms of Reference |
| UEE | Universal Elementary Education |
| UPS | Upper Primary School |

Executive Summary

Andhra Pradesh (AP) first came into existence on 1st October, 1953 when the 11 Telugu speaking districts were separated from the Madras state. In 1956, the Telangana region which was in the erstwhile Hyderabad Nizam state was merged with Andhra Pradesh. When the JRM team visited in February 2014, AP had 23 districts and could be broadly divided into 3 regions: The coastal region (which includes the districts of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari, West Godavari, Krishna, Guntur, Prakasham and Sri Potti Sreeramalu Nellore), Rayalseema region (which includes Chittoor, Rajasekhara Reddy, Anantpur, Kurnool) and the Telangana region (Mahaboobnagar, Rangareddy, Hyderabad, Medak, Nizamabad, Adilabad, Karimnagar, Warangal, Khammam and Nalgonda). AP borders several states - Chhattisgarh, Orissa, Maharashtra, Karnataka and Tamil Nadu. Therefore, both the teacher education and the school education system of the state needs to and is actively trying to deal with issues relating to multilinguism. All this is set to change as the State has again been bifurcated into Seemandhra and Telangana. The States would soon be in the process of setting up the new SCERT and bifurcating the existing responsibilities. The follow up of JRM would be carried forward by these separate states.

The schools and the teacher training institutes in AP present an interesting scenario. The overall impression of the TE institutions visited showed a system that is potentially strong and full of ideas. These institutions seem to have lost a part of their vitality and strength due to neglect and the lack of a built-in process where people leaving (or retiring) the institutions are systematically replaced.

In contrast the schools, though functioning with a degree of regularity and punctuality, lack the elements to keep children from moving to the private schools. The schools that the JRM team visited opened on time and irrespective of the time of visit - early morning or late afternoon – the teachers were present and teaching was taking place. However, non withstanding the efforts of the SCERT and SSA in terms of

curriculum, syllabus and textbook revision and in terms of in-service capacity building, the schools remain bereft of their benefits. The declining number of students in the government schools is thus a concern. The number of children in some schools was very low. The morale of the teachers of these government schools was also not very high and they did not see an easy path towards making children and parents feel positive about the school. The feelings also of the teachers about their own government schools and the system were negative. There was a hype about private schools in the air; a worry about the increasing trend of preferring private schools emerging in AP. The system seems to have not addressed this trend of preference for private schools. Within the Government system, there were individual schools and some special category of schools (such as those run by the APREIS) that appeared to function better and with greater energy. Whatever may be the reason for such schools, it is yet important to underline that government schools can be successful. There perhaps needs to be vociferous advocacy regarding the government school system and its outreach, and ability to provide reasonable learning opportunities to children.

The textbooks for the elementary classes appear to have been developed keeping in mind the key principles of the NCF 2005. The State has also developed not only a State Curricular Framework document but also 17 position papers delineating their perspective on education. These however, do not seem to have reached teachers in the manner they should. There is a need to not only get the English and Telugu versions of these documents disseminated to the schools and teachers but also ensure that teachers are engaged in a discussion on these documents continually. These need to be related to the classroom experiences and analyzed accordingly.

The SCERT is the body responsible for providing quality inputs into teacher development as well as the governance/administration of the institutions for both pre-service as well as in-service. But the SCERT has very few people in place and there is an urgent need for deployment of faculty there. In spite of being under-staffed the SCERT has undertaken tasks of revision of the textbooks. The State has been involved in a

discourse of improving school education right from the early 90s. The AP Primary Education programme succeeded by the DPEP and now SSA and RMSA have been treated as a serious endeavour by the State. The participation of SCERT in many of these, however, needs to be strengthened and needs to have a key role in some of these areas. Now, the SCERT plans to take up the revision of the D.Ed. programme to make it in sync with the NCFTE.

Similar to the SCERT, the government TEIs of AP are all suffering from a severe shortage of faculty - the number of faculty in the DIET, CTE, and IASE is appallingly low. Historically these institutions were very strong in AP but for the last 10 years or more no appointments have been made. The number of filled positions have gradually declined. However, it appears that this can be at least partially corrected by a small but sustained effort within the education department. Pending court cases that inhibit promotion into the CTEs and IASEs has resulted in a far more paralysing outcome - the entire appointment process has been stalled. There is a possibility of direct recruitment but these positions have also not been filled. It is urgent that some interim procedures for filling the vacant posts be worked out and put in place. Framing of some ad-hoc rules can help resolve some of these appointment issues.

The State has been regularly appointing teachers in the last few years and that has led to a demand for the D.Ed. course. It was an interesting contrast that while in the school education the private schools seems to be gaining student numbers in comparison to their government counterparts, this was not so in teachers training institutions. Notwithstanding the lack of faculty and faculty visioning and preparation or the poor infrastructure in the government TEIs, D.Ed. students still prefer to study there. The private TEIs did seem to have adequate faculty on paper but it also seems that they were actually not a regular part of the college and not fully present. At many places, even though the infrastructure appeared to be in place, it was not functional in ways that are conducive to building an academic environment. When looked closely, the functioning of these colleges did appear to have many loopholes, but the evidence to the same is

anecdotal. The universities and the SCERT has initiated steps to support the private colleges and had also recommended improvements in them.

In the last year, SCERT has set up a Planning Cell which has undertaken the exercise of building an understanding of the scheme (CSS) in the TEIs and helping them make appropriate annual work plans. However, it is important that this process be continued and strengthened. Workshops need to be held with the Heads of the DIETs, CTEs and IASEs as well as faculty of SCERT to understand the Restructured and Reorganized CSS June, 2012 and its implications for their work. There was a lot of enthusiasm among the DIET faculty and they want to try out new ideas. However, lack of sufficient team members and an inadequate grasp of what needs to be and can be done has resulted in few effective programmes emerging from the teacher training institutions themselves; DIETs seem to have become mere implementers of ideas of others.

It was recognized that SCERT should be the hub of the pre-service and in-service programmes. In discussions with the Secretary and the State Project Director for the SSA it was also agreed that the SSA supported training should be coordinated by the DIETs. The principals of DIETs could be the academic head of all such processes. This must also happen for the RMSA trainings. The SCERT should be the institution suggesting the kind of trainings that are needed, draw up what needs to be done in each of these trainings and prepare the resource persons who will conduct trainings at the district, mandal and/or cluster levels. SCERT also needs to operate as the nodal organisation for the centrally sponsored scheme for teacher education.

A big concern is the lack of systems for CSS fund disbursement to the TEIs and mechanisms to enable them to utilise this money. The SCERT does not itself have power to use its own budget and the Director is not authorized to draw money. All the TEIs funds are therefore routed through the office of Commissioner Education and consequently through the District Education Officers. These departments/offices are not aware of the Scheme and do not sufficiently recognize the importance of teacher education. Teacher education is a small part of their entire area of responsibility. And as everywhere else most of the time and attention of these offices and the top officials there

goes into service related matters. Administration and decision making need a lot of attention. The manner in which the sanctions are allocated and processes by which expenditure has to be accounted for makes the task of the TEIs even more difficult. Many of the processes that have been initiated in the State have not been sufficiently institutionalized. The SCERT needs to be strengthened with a clearer mandate towards achieving this.

The State also needs to look at the mechanisms for expenditure and mechanisms to ensure timely utilization of infrastructural funds. All TEIs are very poorly maintained and need urgent attention. It does appear that the infrastructure was appropriate and adequate at one time but lack of maintenance and utilization of the funds allocated to increase infrastructure has resulted in a situation where the State needs immediate investment into infrastructure in all the teacher education institutions of the Government. The DIETs are in a fairly ramshackle condition. In some places the rooms are likely to also become dangerous as the plaster is peeling off. It may be useful to allocate a large amount to the State for infrastructure this time and particularly for maintenance of the current institutions including for water proofing, boundary wall, white wash and coloring and repair of furniture. This is important to ensure that the current structures do not decline further. The State should set up procedures that gives a larger autonomy to the Principal and Head of the Institution to get requisite infrastructure in place.

There is also an issue about norms for capacity building and training. While many institutions do not appear to have given adequate thought to developing a plan for capacity building, the few that have started thinking, have been restricted by the nature of the per diem norms. For example, for induction trainings the scheme mentions a cost of Rs. 200/- per person per day. This amount is extremely low and unrealistic. Any programme for the faculty at the DIET or SCERT level would require much larger resources. For residential workshops, even lodging and boarding cost cannot be managed in the amount. *It is recommended that during appraisal this figure of 200/- per day should be modified across all states; it would help the state(s) actually take up*

capacity building for the leaders of teacher education. The revision needs to account for honorarium and travel for the resource people, materials as well as other contingency costs.

Lastly, the manner in which the government institutions were selected under CSS for up-gradation to CTEs and IASEs is also problematic. Several of the Universities Departments which control B.Ed. colleges, including the government colleges, are either CTEs or even lower in the hierarchy. For example, in Hyderabad, Osmania University is a CTE while one of the colleges which is affiliated to OU and follows its programmes is an IASE (technically an IASE is higher in hierarchy than the CTE). Similarly, Kakatiya University in Warangal is handling/affiliating many colleges but is not even a CTE. The State needs to address these issues to accord appropriate status to good and strong institutions irrespective of the fact whether they are Government institutions or otherwise.

The issues, therefore, that are being flagged are:

1. Recognizing the SCERT as key institution for teacher education and giving to it the responsibility to academically coordinate teacher development.
2. Ensuring smoother fund utilization and disbursement. This may require even greater delegation of responsibility to the SCERT Director and as well as to the DIETs under her/him.
3. Need sanction and system for infrastructure development and procedures in place so that funds allocated can be utilized early.
4. Strengthen the planning cell of the SCERT and increase number of workshops to share, review and plan the work of the TEIs.
5. Set up mechanisms for networking and mutual learning with effective planning between TEIs
6. Regarding appointments:
 1. Fill the direct recruitment vacancies in the DIETs, IASEs, CTEs and the SCERT in all categories immediately.

2. Fill positions that are not included in the Supreme Court judgment through promotions.
3. Make an effort to get the issue of Supreme Court Cases resolved so that promotions to the CTEs and IASEs can also be made.

It is imperative that follow-ups to the JRM include initiation of a dialogue by the MHRD with the state on the nature of the scheme and the possible process that can be set up to ensure effective and timely utilization along with the compliances needed.

Chapter 1

Background

1. Introduction

1.1 *About the state:* Andhra Pradesh, during the JRM visit and before bifurcation, had 23 districts. As per AP State Re-organization the State will be reorganized into two States viz. AP and Telangana. The district division is as follows:

1. Andhra Pradesh – Srikakulam, Vizianagaram, Vishakhapatnam, East Godavari, West Godavari, Krishna, Guntur, Prakasam, Nellore, Kurnool, Kadapa, Anantapur and Chittoor. These cover the coastal districts and 4 districts of Rayalaseema.
2. Telangana has - Mahabubnagar, Ranga Reddy, Hyderabad, Medak, Nizamabad, Adilabad, Karimnagar, Warangal, Khammam and Nalgonda districts.

1.2 *Mission Objectives:* In keeping with the broader vision that informed the review process initiated by the Ministry of Human Resource Development (MHRD) of the Government of India, the main objective of the approach adopted by the JRM for Andhra Pradesh was to comprehend the many and intersecting dimensions involved in the provisioning and implementation of teacher education in the State. (The Terms of Reference were provided to the AP - JRM by the MHRD.) Therefore the effort of the JRM team for AP was not so much to *evaluate* teacher education as to understand :

- i. The challenges involved in teacher education,
- ii. The manner in which these challenges were already being dealt with and Further explore the possibilities for strengthening teacher education in the State by supporting and extending the efforts already being made by the individuals and institutions involved in the process.

With its objective defined in this manner the JRM team sought to interact with all those key groups of people who are involved in the day to day planning for, and implementation of, teacher education. This approach therefore involved preparations for meeting with the students and staff of a range of institutions: right from the Faculty of the apex planning body, i.e. the State Council of Educational Research and Training down to the location where the effects of teacher education are directly manifested, i.e. schools. The various institutions visited by the team therefore included the State Council of Educational Research and Training (SCERT), Institute of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTE) - Government & Private, District Institute of Education and Training (DIETs), Mandal Resource Centre / Cluster Resource Centre and school complexes.

The JRM team also met with key Government officials responsible for teacher education in the State. We are grateful to Director and Faculty SCERT for their cooperation during the visit. We are also thankful to the entire faculty of IASEs, CTEs, DIETs and other institutions visited by us.

1.3 *The team and method:* The team comprised of the following members:

Dr. H.K. Dewan, Vidya Bhawan Society, Udaipur (Team Leader)
Dr. Seshu Kumari, APREIS, Andhra Pradesh
Dr. Disha Nawani, Tata Institute of Social Sciences, Mumbai
Dr. Rekha Pappu, Tata Institute of Social Sciences, Hyderabad
Mr. Jeyaraj Inbaraj, SCERT, Tamil Nadu
Mr. Utpal Chakrabarty, SCERT, Chhattisgarh
Mr. Uma Shankar Periodi, Azim Premji Foundation
Dr. Gandeo Mani Tripathi, Principal, Maitreya College of Education and Management, Hajipur, Vaishali (Bihar)
Ms. Preeti Misra, Vidya Bhawan Society, Udaipur
Ms. Taramani Naorem, TSG-EdCIL

The first step of the review process involved desk study of documents including the AWP&B of different institutions. The team members familiarized themselves with the basic statistics and details of teacher education in AP through a scheduled interaction with the SCERT Director and Faculty. Principals of IASE, CTE and DIET from Hyderabad too were present at the meeting. The initial meeting provided an overview of the scene of teacher education in Andhra Pradesh and highlighted the work done by SCERT in particular.

The team then divided into 4 subteams and visited different parts of the state. Each team was accompanied by a state representative, to facilitate the visits.

2. A brief overview on Education in the State

AP has the lowest literacy rates among the Southern States and is among the least literate states in the country. The literacy rate is 75.56 % among males, 59.74 % for females with an overall rate of 67.66%. The responsibility for teacher education in the

State of Andhra Pradesh is shouldered mainly by four kinds of institutions of the State government: (i) State Council of Educational Research and Training (SCERT); (ii) Institutes of Advanced Studies in Education (IASE); (iii) Colleges of Teacher Education (CTE) and (iv) District Institutes of Education and Training (DIET). Each institutional type has a structure and mandate that is clearly defined in accordance with the directives of the MHRD. In principle the effective coordination and functioning of all the existing categories of institutions holds the potential for ensuring a high quality of teacher education in the State.

The SCERT in Andhra Pradesh was established in 1967. The institution of SCERT is envisaged as being the academic wing of the Department of School Education as also the nodal agency for teacher education in the State. The IASEs, the CTEs and the DIETs together with the Extension Service Departments and District Science Centers are regarded as the constituent units of the SCERT. The SCERT functions through 13 departments and is primarily responsible for all aspects of pre-service and in-service training of teachers. Documentation and dissemination/ advocacy is an integral part of SCERT's work.

At present two IASEs are sanctioned for Andhra Pradesh, i.e. IASE, Hyderabad and IASE, Nellore. While only these two IASEs are recognized by the MHRD for the purposes of CSS, on the ground some CTEs are referred to as IASEs since they functioned as such before being shifted to CTE pattern or being dropped in the 10th plan. The Dept of education of Andhra University in 1998-99 was identified as IASE. In the initial stages of establishment it received funds as IASE. But, in 2006, it was shifted back to CTE pattern. Similarly, the department of education of Kakatiya University (KU) was earlier considered an IASE but no longer receives funds – either as an IASE or CTE.

The current IASEs offer B.Ed. as well as M.Ed. courses. Their responsibilities include the monitoring of teacher education institutes at the pre-primary, elementary and secondary levels as well as working with school complexes, MRCs and DIETs. The

IASEs are also expected to network with established and reputed teacher education institutes across the country.

Andhra Pradesh has eight CTEs. Five of these are state government institutes, two are affiliated to universities in the state and one is under aided management. The CTEs offer the B.Ed. programme as well as the pre-service education in Language through Pundit Courses. In addition to the government CTEs there are 591 private B.Ed. colleges in the State. The structure proposed in the policy document issued by the MHRD, Government of India, for the establishment of CTE is not being implemented in Andhra Pradesh. The CTEs follow the pattern of working through departments.

There are 23 existing DIETs in Andhra Pradesh. All the DIETs offer D.Ed. in Telugu Medium, while some offer the programme in Urdu medium as well. In addition to the pre-service training programme offered by the DIETs, the state has 614 private colleges offering the programme. The number of private colleges in the State increased from 2004 onwards.

The status of teacher education institutions in the State in relation to the different courses offered by them and their student intake is provided in Annexure 1.

3. Some Significant Features

Apart from the regular pre-service programmes such as the Diploma in Education (D.Ed.), the Bachelors in Education (B.Ed.), and Masters in Education (M.Ed.), AP also has *Pundit* Training Courses in Telugu, Hindi and Urdu. These courses aim at preparing language teachers and can be taken up by even those who do not have an undergraduate degree in language. The present system does not offer any scope for the growth of these Pundits in their career as they cannot pursue a post-graduate degree in education. (The *pundit* degree is not considered equivalent to B.Ed.)

For the in-service training of teachers, the institutes associated with teacher education have focused in recent years on action research, continuous and comprehensive evaluation, adult and population education, right to education and review

of textbooks. In addition to the pre-service and in-service trainings, the teacher education institutes (TEIs) in Andhra Pradesh are also involved in a range of activities such as monitoring of schools and Kasturba Gandhi Balika Vidyalayas (KGBV), carrying out surveys for national educational institutes, bringing out magazines etc.

The last few years in relation to teacher education in the State have been marked by some significant initiatives, especially in relation to curricular reforms and material development. Following upon the introduction of National Curriculum Framework in 2005, the Right to Education Act in 2009 and the National Curriculum Framework for Teacher Education in 2009, at the State level, the SCERT took up curricular reforms during 2010-11 and developed the State Curriculum Framework as well as 18 position papers covering the conventional school subjects as also areas having cultural and political relevance.

As part of the curricular reforms, syllabus from class I to X was revised and was followed up with revision of textbooks as well. Teacher handbooks on the new textbooks were developed. Efforts are now underway to revise the pre-service teacher education curriculum at the elementary level. Initiatives to develop an understanding of quality were taken up as were efforts to build leadership capacities of school headmasters.

While these initiatives are indicative of what is *possible* in terms of strengthening teacher education in the State, the actuality is that the situation of teacher education in the State is in a dismal condition. The State is severely constrained by an acute shortage of Faculty in the various teacher education institutions and by plethora of problems associated with fund flows for the various activities planned by the institutes.

Chapter 2

State Council of Educational Research and Training (SCERT)

1 Introduction

The SCERT, AP was established in 1967 by bringing together three institutions – the State Institute of Education, the State Bureau of Education and Vocational Guidance, and the State Science Education Unit – under one umbrella. The SCERT is the nodal agency and academic wing of the department of school education and is instrumental in formulating and implementing policies and programmes. After RTE 2009, the SCERT has been declared as the academic authority for ensuring quality education and its repertoire extended to include taking up curricular and evaluation reforms.

2 Infrastructure

The SCERT is located in the heart of Hyderabad, opposite the Lal Bahadur Shastri Stadium. The present SCERT building was constructed in 1977. It is a multistory building but does not have an elevator and hence is not barrier-free. Those with special abilities to walk or climb therefore have no access to a large part of the SCERT. There are some facilities available yet not enough to serve functional purposes. For example, there are not enough conference rooms or training halls. The toilets require a lot of improvement including mechanisms for running water without wastage and for regular cleaning, repair and maintenance.

All important departments are housed in different halls and the faculty members share work-space there. The sitting arrangement for the faculty is similar to an administrative office - there are no spaces for sitting and reading and lack of meeting rooms for discussions among the faculty. Given the fact that many different departments need to collaborate during the work of the SCERT, there is a need to build spaces where discussions and planning can be possible among different departments, critical for work that is to be taken up jointly.

There is only one conference/training hall. It has an audio-system but the system needs to be extended and improved. The seating arrangement in this hall is not suitable for conducting workshops that require group work and discussions. Even for meetings with bigger number of participants the shape of the hall makes discussion difficult. Because of this shortage, the small library has to be harnessed for discussions and workshops. The SCERT does need to provide spaces for workshops, discussions, meetings and for individual reading of the faculty members; this might require additional construction and should be undertaken.

Library: The library is housed in a very small space. There are no separate private reading rooms which are needed if a few people want to work with a set of chosen books or read. There are over 12,000 volumes but the possibility of browsing through them is not easy. A close look at the books shows that they have been carefully chosen and are of good quality for the time they were purchased but the collection needs to be added to. But new books have not been purchased in recent years. The post of the librarian is vacant and the library shows signs of this. It has some textbooks from different states and publishers but no organized collection of textbooks developed over time in AP, leave alone in the NCERT or in other States. Since the SCERT is actively engaged with textbook revision, the lack of material from other states is particularly felt.

About 15 journals/ magazines/ publications have been subscribed to. Some out of these also need to be collated and kept for subsequent reference. Work has been started to digitalise the documents but does not seem to follow a clear plan, especially with regard to who is spearheading this process and what is the time-line. The arrangement of the books in the shelves is also in a bit of disarray due to lack of staff. The use of the library also did not appear to be substantial.

Laboratory. A separate space has been allocated as the science laboratory. It has sufficient chemicals and apparatus but it is not utilized properly and is partly being used as a store for books. This neglect highlights the lack of convergence between the different departments of the SCERT. Very often, trainings in Science and Math are

conducted by the curriculum department with minimal involvement of the department of science and Math or they are conducted by the SSA or the ARSM (Andhra Rajiv Shiksha Mission).

Hostel: Currently the SCERT does not have a hostel. However, it manages to organize residential trainings and workshops by using training facilities of nearby institutions such as the Osmania University, NIMSME, and Agricultural University etc. Land for building a hostel is being looked at, proposals are being considered and the SCERT plans to construct a hostel.

3. Faculty Positions and Status

A well-defined recruitment policy is in place as per the AP Educational Service Rules. All SCERT faculty is required to have a postgraduate in a school subject as well as in education. Yet, the SCERT, AP is facing a severe shortage of personnel. As can be seen in the table given below, more than 50 per cent of the academic posts are vacant.

| Posts | Number of posts | | | % Vacancy |
|--------------|-----------------|--------|--------|-----------|
| | Sanctioned | Filled | Vacant | |
| Director | 1 | 1 | 0 | 0 |
| Academic | 58 | 26 | 32 | 55.2 |
| Non-Academic | 62 | 21 | 41 | 66.1 |
| Total | 121 | 48 | 73 | 60.3 |

Of the 14 sanctioned posts for professors, 6 are vacant and 23 of the 34 posts for lecturers are vacant. The result is that many of the departments are under-staffed. The

subject of vacancies and the inability of the State to make appointments was discussed at some length with the SCERT as well as in meetings with officials. While there was agreement over the need there were also expression of helplessness as to why it could not be done in the light of the court cases and attendant issues. The Secretary and the Director however, promised to make some immediate ad-hoc on-contract appointments and also pursue the resolution of the issue.

4 Departments, programmes and activities

SCERT, AP has 14 departments. They are the department of:

- Teacher Education (Pre-service and in-service) and Extension and policy perspective
- Educational technology
- Arts, Physical & Health Education and Vocational Education
- Language Education
- Vocational Education
- Population, Education & Urban Studies
- Planning, Management and Policy
- Social Studies and Humanities
- Curriculum, textbook and pupil assessment
- Computer Education
- Math and Science Education
- Children with Special Needs
- Programme monitoring, evaluation
- Library, Documentation and Dissemination

Each department is headed by a Professor assisted by lecturers. However, there is a need for more interactions between these departments. For example, lecturers from the respective subject department should be involved in the textbook development process undertaken by the curriculum department. There also is a need to combine some similar departments together to make clusters of departments (or cells) to have better co-ordination.

The IASEs, CTEs, DIETs/TTIs, extension service departments and district science

centers are all considered to be the constituent units of SCERT, AP. SCERT is responsible for capacity building of the faculty and heads of these institutes. Educational Managers and Supervisory staff at elementary and secondary level are also supposed to be trained at the SCERT. Discussions with the Faculty at SCERT indicated an understanding of perspective behind NCF and the NCFTE.

4.1 Department of Teacher Education: The SCERT had inspected private teachers colleges some years back as well and given a report on **inappropriate** functioning in some college(s). The Govt. of Andhra Pradesh recently issued an order for the SCERT to take up the monitoring of private institutions offering the D.Ed. programme. The January 23, 2014 GO requires that a committee comprising of the District Collector and government officials associated with the Education Department must be responsible for the monitoring of private D.Ed. colleges through a monthly visit to each such college in their district. This has been undertaken by the dept. of teacher education.

An academic monitoring format had been prepared by the SCERT for this purpose. The colleges were to be graded on a 4-point scale from A to D with A grade representing the very good colleges and D grade representing colleges that were not up to the mark and whose closure was to be recommended. When SCERT itself is understaffed and staggering under the weight of its own work, with less than the required staff, the sheer idea of visiting 600 private TTIs to monitor and control them, is likely to take away from other important activities.

Monitoring private D Ed colleges: The JRM team sought to understand from the Faculty if the attempted exercise in monitoring the private D.Ed. colleges was to be a viable one given that there were more than 600 private colleges in the state and also that the members of the high-powered team may not in practice give the monitoring effort enough time and attention. The futility of the exercise would be further underscored if the government did not act upon the committee report. The JRM team therefore suggested to the Dept. of Teacher Education that they first come up with a plan for

monitoring that could be effectively operationalized on the ground.

The JRM team also suggested to the Faculty that they think through how the SCERT would follow up in case of such colleges that did not perform well enough. If the areas in which the colleges lagged behind could be identified then the SCERT Faculty could systematically help the colleges build their capacities in such areas. A local pool of resource persons drawn from the CTEs and University Departments of Education could be developed to support such capacity building efforts.

Pundit training courses: A set of different kind of programme are run for language teachers in AP, viz. Pundit Training programmes for preparing teachers for teaching of Hindi, Telugu and Urdu. This degree/diploma is not considered equivalent to B Ed. The Faculty pointed out that these courses were the only channels for individuals who did not have a 3-year language degree to initially enter the teacher education programmes and subsequently become language teachers. The possibility of making a case for the equivalence of the Pundit training courses with the B.Ed. courses was discussed and it was broadly agreed that such an effort would indeed be relevant since the present system did not offer any scope for the growth of these Pundits in their career. The possibility thereof for enabling the Pundits to acquire additional qualifications including eventually the possibility of being admitted to postgraduate courses after due process needs to be explored and deliberated upon.

4.2 Department of Planning, Management, Finance and Policy: The department is trying to integrate the state educational planning with the AWP of the DIETs, CTEs, and IASEs and also with the training plans of SSA and RMSA. The department needs to be strengthened as it is now in close collaboration with the DIETs and other TEIs, and their development is dependent on the planning cell. It needs to organize periodic interactions among the institutions not only to share ideas but to develop a cohesive plan to transform teacher education and schools in AP.

5. Other Activities of the SCERT

SCERT has been designated the academic authority for the State and has been given the responsibility of developing the curriculum framework, the syllabus and the text books. It has also begun the development of the D Ed curriculum and materials. It has been asked by the SSA and RMSA to develop modules for some trainings, however, no trainings have been planned for rolling this out systematically. Plan for an envisioning process, perspective building, orientation to curriculum framework, the conceptual and pedagogic principles in it, the new syllabus, and the text books and help the teachers develop a sense of the design of the text books and the shift they advocate need to be put in place. The revision of D.Ed. is underway, the two year program draft curriculum and syllabus has been formulated and the process of material development has been started.

The SCERT also has done some scattered workshops with the DIETs by way of their capacity building and has begun the process of sharing and review of the work undertaken. This however, in a nascent state and needs to be nurtured, strengthened and continued.

In terms of the time line, the Curriculum reform process was begun in 2010-11 and the State Curriculum Framework and 18 position papers on academic and systemic areas were prepared after thorough discussions and web based consultations. Subsequently the syllabus from class 1-10 has been revised based on the APSCF and the textbooks are being revised in a phased manner.

Training programmes for teachers that have been conducted have been around the following topics – orientation on various aspects of RTE and its implementation, CCE. In a few cases introduction to the text books has also been a part of training but not in a systematic and comprehensive manner for all classes. These trainings were conceptualized by the SCERT and implemented in collaboration with the SSA and RMSA who fund the in service component.

The faculty reported that the SCERT - - institutionally as well as at the level of

individuals - with its depleted team also is saddled with the responsibility of conducting tests and selections by the government. This distracts them from academic work at the SCERT. One case mentioned was the requisition by the Controller of Examination to set exams papers. They were often asked to take up other administrative and monitoring work including data collation etc. for the State.

6. Planned Initiatives

The SCERT has been thinking of the formation of 10 member subject forums in each TEI. These will act as resource groups for trainings, follow-up and school-based support. The mechanism for the choosing of these persons, their role, their terms of reference, their capacity building plan etc. is yet to be worked out. The SCERT has also set up a committee for the restructuring of itself but that committee has not been able to meet regularly.

The SCERT is aware of the need for training for teachers working in private schools. This is now particularly important due to the need for perspective building on the curriculum frame work and position papers. These schools like the Govt. schools need to understand the principles of the new curriculum framework, the dimensions and rationale for this and the new syllabus besides getting to appreciate and translating the spirit of the new text books in their teaching-learning.

7. Recommendations

7.1 *Infrastructure refurbishment and creation:* The work that the SCERT has to undertake requires better facilities and infrastructure.

- The impending division of the State would require another SCERT to be set up. Both these need to have infrastructure facilities not only for work but also for training including for lodging and boarding for the workshops and seminars.
- The SCERT being State Level academic institute, should possess better infrastructure in terms of effective library, conference halls, hostel facilities,

laboratories etc. The SCERT also needs a guest house in view of the need to involve a variety of resource persons to strengthen the academic programs.

- The SCERT should carry out a need-analysis for furniture, lab equipment, computers etc and plan for purchase of same.

7.2 Capacity building of all faculty: The faculty needs to be better oriented towards the role of the SCERT and the current understanding of educational ideas.

- While they have some idea of the recent shifts in discourse on education, a long term organised program needs to be conceptualised and initiated for them. The program needs to be around conceptual areas in education, in their subject areas, about children, about the community where they are and particularly about diversity, equity and inclusion.
- There is a need to develop a better understanding of the school, children and also the community whose children are in govt. school.
- The person that is nearest to the children and through whom all the ideas would reach them is the teacher. There is a need for the SCERT to understand teachers and develop a sensitivity to not just their role but to their professional development as well. Only by understanding and **engaging** with the community and the teachers would they be able to engage with the challenges of **universalization** and the implications of that for their work.
- Their use of ICT needs to increase both in terms of awareness of other sources of knowledge and the variety of materials and ideas available. The faculty does have access to computers but they are not adequate. There is a need to provide more possibilities including laptops to enable greater use.
- Capacities to carry out meaningful and relevant research: One of the areas of the work of the SCERT is to understand the State and look for policy and program inputs for the Govt. The SCERT thus needs to be able to take up good quality

investigations and use the information to identify the way forward for the state in all its initiatives. This also requires building an understanding of educational research and its elements.

7.3 *Filling of vacant positions:* There is an urgent need to fill the posts in the SCERT. The SCERT also needs to develop a technical team to do illustrations, desk top work to prepare documents, technical assistant to aid in data tabulation and analysis.

7.4 *SCERT to be a hub of training activities:*

- **Providing Head of the Department (HOD) status to SCERT:** All the departments under School Education have HOD status except SCERT. Presently SCERT is functioning as one of the units of O/o Commissioner & Director of School Education. In order for the SCERT to fulfill its institutional expectations, it must have autonomy, responsibility and authority. It must be able to plan for its work, plan with the DIET's and other teacher education institutions. It must have the freedom and the responsibility to take up planning, estimation and release of budget to constituent units, submission of proposals to Government directly for getting orders for various activities, monitoring of the implementation of the activities with field functionaries, etc. As the Director, SCERT, does not have the status of a HOD, it has been very difficult to finalize budget estimates, release of funds, approval of plans by Govt. as all the files have to be unnecessarily and unproductively routed through the C&DSE.
- Given the fact that it is the academic authority and has the responsibility to develop curriculum frameworks, syllabi and text books this role will facilitate the process of sharing the understanding with the teachers. With the academic responsibility to academically coordinate teacher development, the SCERT can set up a system of constant inputs to improve schools and classroom processes.
- The SCERT needs to also organise orientation programs for the DIET principals

and the faculty besides those from the CTE as well.

- The SCERT should carry out a need-analysis for the B.Ed. And D.Ed. Programs.
- The SCERT also needs to bring the examination calendar for the D.Ed. Programme back on track to prevent loss of year for D.Ed. Students.

7.5 Role of the SCERT vis-a-vis schemes and missions:

The SCERT needs to be the nodal organisation for the centrally sponsored scheme for teacher education. This may require even greater delegation of responsibility to the SCERT Director and under her/him to the DIETs as well.

- As a part of this co-ordination the SCERT should facilitate the Annual Work Plan development, implementation as well as monitoring and review for all the TEIs.
- The planning cell needs to be strengthened for it to be able to hold periodic meetings with the TEIs, visit them and arrange exchange visits to share work. These would help identify the challenges and constraints for the work and look for effective solutions for these. The common pool of knowledge would help facilitate this.
- In addition there is an immediate need is for workshops with the Heads of the DIETs, CTEs and IASEs as well as faculty of SCERT to understand the scheme and its implications for their work.
- **Lack of sufficient funds to SCERT:** Presently there is a provision of only Rs. 36.50 lakhs under CSS of Teacher Education. With regard to state provision, except for Mana TV programme, sufficient budget has not been allocated to take up other activities. Due to allocation of minimal funds to SCERT, the institution is unable to undertake research, impact studies, implementation of innovative practices, organizing training programmes to teachers and teacher educators. Hence there is a need to allocate sufficient funds to SCERT to make it a state level institute of excellence in training and research as envisaged in the revised

guidelines of Centrally Sponsored Scheme of Teacher Education.

- MHRD funds and State's share of funds need to be released in time to Director, SCERT, to use the funds to the optimum level for the purposes for which they were proposed. Director SCERT needs to have functional autonomy to use the sanctioned funds for conducting Research and organizing INSET programmes and also retain the autonomy to redistribute the funds to IASE, CTEs and DIETs for carrying out various need- based district –specific training and researches.
- SCERT needs to have an independent budget along with the budgets of DIET, Colleges of teacher education, IASEs etc. Obviously before this the SCERT needs to also have the drawing and disbursing power for itself. It should not have all its payments routed through the Commissioner.

1. Introduction: DIETs in Andhra

As part of the scheme of Re-structuring and Re-organization of Teacher Education outlined in the National Policy of Education 1986, the Government Teacher Training Institutions in the state were upgraded into DIETs in three phases. Currently, there are 23 DIETs in the state covering all the districts.

1.1 *Expected Functions*

The centrally sponsored scheme of District Institutes of Education and Training (DIETs) was launched by Government of India in 1988 to provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education.

The programmes of teacher education in DIETs were to focus on child or learner centered approach. The DIETs were expected to bring in a fundamental change in the manner of curriculum transaction in schools. This was in situations where the system had high pupil-teacher ratio, multi-grade teaching, in-adequate physical facilities, and so on. While these were to be addressed through other policy measures DIET had the responsibility to bring out changes in the way teachers looked at their role and their understanding of learning and children. The teacher/instructor needed to be someone who not just transmits ready-made knowledge to the learners, but functions as a designer and facilitator of learning experiences, a manager of instruction and learning resources, and an active contributor to the all-round development of the learner. And this role for overall quality maintenance and development is for all schools and all classrooms of the District.

The main area of work for DIETs to achieve this specifically include:

- Pre-service teacher education (PSTE) and In-service teacher education (ISTE) for teachers. (The JRM team tried to assess whether the institutions understand their

role and have the necessary capability to undertake an effort in these).

- Providing academic and Resource support, extension/guidance to the Departments of Elementary and Adult Education systems in the Districts. This also includes participation in the development of curriculum and textbooks at workshops, which are aimed at preparing modules and other teacher-related literature/Teaching Learning Material (TLM) at state level. (To what extent this happens and how much is at the initiative of the DIET itself)
- Conducting research studies/surveys etc., to address specific problems of the Districts concerned in relation to universalizing Elementary Education (Nature of areas covered, kinds of questions explored, quality of research)

1.2 Structure of Government DIETs

The structure originally suggested for DIETs by MHRD in 1987 comprises of seven academic branches:

1. PSTE- faculty members in the Foundation areas as well as in various school subjects.
2. Work experience
3. District Resource Unit (DRU) for adult and alternative forms of education.
4. ISTE Programme, field interaction, innovation and coordination department.
5. Curriculum, material development and evaluation
6. Educational Technology
7. Planning and Management Branches.

These departments are suggested divisions and the States have the freedom to have a different set of divisions if they so desire keeping in view the broad areas of work. The DIETs were expected to be planning for the district and choose directions they consider appropriate for the needs of the District. The DIET need thus to develop autonomous plans besides using the coordinated efforts as well.

In terms of person-power, the departments in the DIET are supposed to have 1 senior Lecturer and 1 Lecturer each, except PSTE, which is supposed to have 1 Senior Lecturer and 7-8 Lecturers per group of 50 students as per the NCTE norm too. In addition to the above academic branches, there is an administrative section to provide requisite support to the functioning of DIETs. The total number of non-teaching posts sanctioned to DIETs is 23. These are supposed to assist the Faculty in providing quality all round inputs to the school teachers both pre- and in-service. They are to assist them in research and other technical and support aspects including laboratories. The number of persons working in different DIETs shown in table have to be examined in this light.

6.4 Current Staff and Plan - 2013-14

| S. No. | Name of DRC/DIET | No of posts sanctioned | | | | Post Filled | | | | Vacant posts | | | | % of Vacant posts | | | | | | | | | | | |
|--------|---------------------------|------------------------|------|------|------|-------------|------|------|------|--------------|------|------|------|-------------------|------|------|------|-----|-------|--------|--------|--------|-------|--------|-------|
| | | Academic | | Non | | Academic | | Non | | Academic | | Non | | Academic | | Non | | | | | | | | | |
| | | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | B.U. | A.U. | | | | | | | | |
| 1 | Srikakulam | 6 | 25 | 11 | 23 | 17 | 48 | 5 | 7 | 7 | 18 | 12 | 25 | 1 | 18 | 4 | 5 | 5 | 23 | 16.67 | 72.00 | 36.36 | 21.74 | 29.41 | 47.92 |
| 2 | Govt. DIET, Vizianagaram. | 6 | 25 | 6 | 23 | 12 | 48 | 4 | 5 | 6 | 12 | 10 | 17 | 2 | 20 | 0 | 11 | 2 | 31 | 33.33 | 80.00 | 0.00 | 47.83 | 16.67 | 64.58 |
| 3 | Visakhapatnam | 6 | 25 | 4 | 28 | 12 | 53 | 6 | 10 | 4 | 17 | 10 | 27 | 0 | 15 | 0 | 11 | 0 | 26 | 0.00 | 60.00 | 0.00 | 39.29 | 0.00 | 49.06 |
| 4 | East Godavari | 6 | 25 | 6 | 23 | 12 | 48 | 0 | 8 | 0 | 14 | 0 | 22 | 6 | 17 | 6 | 9 | 12 | 26 | 100.00 | 68.00 | 100.00 | 39.13 | 100.00 | 54.17 |
| 5 | West Godavari | 6 | 25 | 4 | 23 | 10 | 48 | 4 | 4 | 4 | 8 | 8 | 12 | 2 | 21 | 0 | 15 | 2 | 36 | 33.33 | 84.00 | 0.00 | 65.22 | 20.00 | 75.00 |
| 6 | Krishna | 6 | 24 | 4 | 24 | 10 | 48 | 4 | 6 | 4 | 9 | 8 | 15 | 2 | 18 | 0 | 15 | 2 | 33 | 33.33 | 75.00 | 0.00 | 62.50 | 20.00 | 68.75 |
| 7 | Guntur | 8 | 34 | 7 | 19 | 15 | 53 | 1 | 5 | 4 | 16 | 5 | 21 | 7 | 29 | 3 | 10 | 32 | 87.50 | 85.29 | 42.86 | 15.79 | 66.67 | 60.38 | |
| 8 | Prakasam | 6 | 19 | 5 | 21 | 11 | 40 | 0 | 2 | 5 | 19 | 5 | 21 | 6 | 17 | 0 | 2 | 6 | 19 | 100.00 | 89.47 | 0.00 | 9.52 | 54.55 | 47.50 |
| 9 | Nellore | 8 | 30 | 4 | 23 | 12 | 53 | 5 | 3 | 4 | 17 | 9 | 20 | 3 | 27 | 0 | 6 | 3 | 33 | 37.50 | 90.00 | 0.00 | 26.09 | 25.00 | 62.26 |
| 10 | Chittoor | 6 | 21 | 4 | 18 | 10 | 39 | 1 | 5 | 3 | 6 | 4 | 11 | 5 | 16 | 1 | 12 | 6 | 28 | 83.33 | 76.19 | 25.00 | 66.67 | 60.00 | 71.79 |
| 11 | Kadapa | 6 | 30 | 5 | 22 | 11 | 52 | 6 | 8 | 5 | 15 | 11 | 23 | 0 | 22 | 0 | 7 | 0 | 29 | 0.00 | 73.33 | 0.00 | 31.82 | 0.00 | 55.77 |
| 12 | Anantapur | 6 | 25 | 4 | 23 | 10 | 48 | 3 | 6 | 3 | 7 | 6 | 13 | 3 | 19 | 1 | 16 | 4 | 35 | 50.00 | 76.00 | 25.00 | 69.57 | 40.00 | 72.92 |
| 13 | Kurnool | 6 | 30 | 5 | 17 | 11 | 47 | 6 | 16 | 5 | 10 | 11 | 26 | 0 | 14 | 0 | 7 | 0 | 21 | 0.00 | 46.67 | 0.00 | 41.18 | 0.00 | 44.68 |
| 14 | Mahabubnagar | 6 | 23 | 4 | 17 | 10 | 40 | 4 | 5 | 4 | 9 | 8 | 14 | 2 | 18 | 0 | 8 | 2 | 26 | 33.33 | 78.26 | 0.00 | 47.06 | 20.00 | 65.00 |
| 15 | Ranga Reddy | 6 | 23 | 6 | 18 | 12 | 41 | 6 | 12 | 0 | 7 | 6 | 19 | 0 | 11 | 6 | 11 | 6 | 22 | 0.00 | 47.83 | 100.00 | 61.11 | 50.00 | 53.66 |
| 16 | Medak | 6 | 23 | 4 | 17 | 10 | 40 | 1 | 4 | 3 | 7 | 4 | 11 | 5 | 19 | 1 | 10 | 6 | 29 | 83.33 | 82.61 | 25.00 | 58.82 | 60.00 | 72.50 |
| 17 | Hyderabad | 6 | 33 | 2 | 27 | 8 | 60 | 1 | 6 | 0 | 15 | 1 | 21 | 5 | 27 | 2 | 12 | 7 | 39 | 83.33 | 81.82 | 100.00 | 44.44 | 87.50 | 65.00 |
| 18 | Nizamabad | 6 | 24 | 4 | 24 | 10 | 48 | 0 | 7 | 0 | 13 | 0 | 20 | 6 | 17 | 4 | 11 | 10 | 28 | 100.00 | 70.83 | 100.00 | 45.83 | 100.00 | 58.33 |
| 19 | Adilabad | 6 | 24 | 4 | 21 | 10 | 45 | 0 | 0 | 0 | 15 | 0 | 15 | 6 | 24 | 4 | 6 | 10 | 30 | 100.00 | 100.00 | 100.00 | 28.57 | 100.00 | 66.67 |
| 20 | Karimnagar | 6 | 24 | 0 | 25 | 6 | 49 | 0 | 9 | 0 | 21 | 0 | 30 | 6 | 15 | 0 | 4 | 6 | 19 | 100.00 | 62.50 | 0.00 | 16.00 | 100.00 | 38.78 |
| 21 | Warangal | 6 | 23 | 0 | 22 | 6 | 45 | 0 | 16 | 0 | 22 | 0 | 38 | 6 | 7 | 0 | 0 | 6 | 7 | 100.00 | 30.43 | 0.00 | 0.00 | 100.00 | 15.56 |
| 22 | Khammam | 6 | 24 | 5 | 27 | 11 | 51 | 5 | 13 | 5 | 17 | 10 | 30 | 1 | 11 | 0 | 10 | 1 | 21 | 16.67 | 45.83 | 0.00 | 37.04 | 9.09 | 41.18 |
| 23 | Nalgonda | 6 | 24 | 3 | 24 | 9 | 48 | 1 | 8 | 3 | 17 | 4 | 25 | 5 | 16 | 0 | 7 | 5 | 23 | 83.33 | 66.67 | 0.00 | 29.17 | 55.56 | 47.92 |
| | Total | 142 | 583 | 101 | 509 | 245 | 1092 | 63 | 165 | 69 | 311 | 132 | 476 | 79 | 418 | 32 | 198 | 111 | 616 | 55.63 | 71.70 | 31.68 | 38.9 | 45.31 | 56.41 |

B.U. - Before Up-gradation

A.U. - After Up-gradation (including posts before up-gradation)

2. Method of Study

The JRM team was split into four sub-teams and each team visited different DIETs. The following DIETs were visited: Mahboobnagar and Tandrapadu in Kurnool district, Pallipadu and Mynampadu in Nellore, Bheemunipatnam and Rajamundhry in Vishakhapatnam district and DIET Hyderabad and Hanumakonda in Warangal.

The individual teams then systematically interacted with DIET Principals and Faculty members. They also visited Libraries, Laboratories, classrooms, toilets etc and had informal interactions with student teachers- both day scholars and hostellers, wherever possible.

Eleven DIETs also made presentations in SCERT before the JRM team. These were DIETs from Medak, Nalgonda, West Godavari, Krishna, Nizamabad, Adilabad, Vizianagram, Cuddapah, Guntur, Srikakulam and Ananthpur.

3. Observations, Impressions and Suggestions

3.1. Programmes Offered

All the 23 DIETs in the State offer PSTE Programmes in Telugu medium (intake of 100 students), 13 in Urdu medium (intake of 50 students) and one in Tamil medium (intake of 50students). While there are 23 government DIETs, there are 650 private D.Ed. Colleges functioning in the State since 2004. These were accorded recognition by State Resource Centre, National Council of Teacher Education (NCTE) to run D.Ed. courses with an intake of 50 per institution.

However, what is interesting is that DIETs in the state have a tremendous presence and continue to be teacher education spaces which students want to join. In places like Mehboobnagar and Kurnool, for instance, where the DIETs were established several years back, the private institutions do not figure in the priority of students. Despite infrastructural constraints and shortage of faculty in the government DIETS, students with better ranks in the entrance test still prefer admission in government DIETs rather than private colleges including those private colleges with better facilities.

In the PSTE space, DIETs offer a two year D.Ed. Programme in Telugu, Urdu and Hindi medium and a one year B.Ed. programme. DIETs also offer one year *Pundit* training courses in Telugu, Urdu and Hindi for preparing teachers in language education. Besides these, the state is also planning orientation programmes for newly recruited teachers, untrained teachers and Vidya Volunteers. As part of the ISTE programmes, DIETs offer professional support to elementary school teachers, supervisors and field support staff through several training programmes and workshops.

3.2. Collaboration with Mandal Resource Centers (MRCs), Cluster Resource Centers (CRCs) and Rajya Vidya Mission (RVM).

AP DIETs conduct capacity building of personnel of MRCs/CRCs. In some districts the DIETs have adopted MRCs and CRCs and review their functional aspects on a regular basis. They also assist MRCs and CRCs in their planning activities i.e. development of data base, analysis, development of plans etc. DIETs have also undertaken academic monitoring of schools in their district.

DIET faculty works as Resource Personnel for RVM and the DIETs also receive funds for conducting training workshops from RVM, which is a positive reflection of linkages and cooperation between the two departments

3.3. Initiatives and Pro-Active Measures

The DIET programmes are conducted as per the instruction of the various education departments. In 2013-14, some of the following programmes were conducted:Continuous and

- Comprehensive Evaluation (CCE) orientation to the Primary School (PS) and Upper Primary School (UPS) teachers of both Telugu and Urdu mediums
- Adult Education Programme (AEP) orientation for the nodal teachers and Headmasters.
- Orientation Programmes for Urdu medium PS and UPS on difficult concepts.
- Orientation on the use of MANA TV Programme

- Orientation training for Hms
- Providing training on new books to teachers
- Training on action research and Life Skills
- Orientation to private D.Ed. College Principals and Lecturers

Apart from this, nearly all DIETs participate in the National Green Corps (NGC) programme; academic monitoring of schools; participate in ASER surveys; have adopted KGBVs in their district; participate in National Achievement Survey; and provide computer training for private institutions. In Guntur, DIETs organized blood donation and cyclone relief camps. DIET Adilabad had even devised a Biometric system of attendance for students and teachers. The DIETs have forged linkages with NGOs working in that area- for example, Save the Children and Sadhna in Medak and bring out magazines, most of which have contributions from student teachers and are supplied to schools- *Paschim Pawan* (E. Godavari), *Krishna Tarangulu* (Krishna), *Chinnari Lokam* (Adilabad), *Ananatha Sahithi*, *Pillalamari* etc.

A few other DIETs showed initiatives and did things, which were not part of their mandate. For instance, the Principal, DIET, Srikakulam managed to persuade the District Collector to provide 2 crore rupees from a different scheme for construction of Hostels for the DIET. The English Language Training Centre (ELTC) in Bheemunipatnam was found to be very vibrant. One of the lecturers of this DIET was involved in developing the position paper on English language teaching for the State curricular Framework (SCF). DIET Bheemunipatnam is the nodal Agency for training of the faculty members of private Teacher Training Institutes (TTIs). Most DIETs were found to be involved in a variety of proactive activities reflecting their enthusiasm and vibrancy despite facing several practical constraints.

3.4. Curriculum and material development

DIETs also consistently participate in the development, translation and training of teachers in new textbooks and other such materials. A few faculty members from DIETs

have been involved in the preparation of new textbooks and the State Curricular Framework.

Several text books and training manuals have been translated into local dialects and other minority languages such as Kannada and tribal languages. DIET, Vizianagram has prepared materials for educating several tribes in multilingual schools in its district. DIET, Adilabad, despite having no regular staff has successfully translated all the new Textbooks from I to IX from Telugu to Marathi. DIET Bheemunipatnam has developed text books in tribal languages in Konda, Kuvi, and Adivasi for classes 1 and 2.

New textbooks have been reviewed with the inclusion of voices of local teachers and suggestions sent to SCERT.

TLM melas have been organized in a few districts and private institutions involved as well.

3.5. Professional Development of Teacher Educators

There are occasional efforts to build capability of the DIET faculty. The SCERT holds workshops for various purposes and some of the Faculty members are part of these processes. Occasionally a small part of the teaching staff is sent for exposure Programmes and seminars to other states as well. A few of them have also joined for M Phil and PhD Programmes.

The Programmes attended by DIET faculty members indicate sporadic participation in seminars without clear organised focus areas. There seems no memory or attempt to take forward the discussion in the seminars. Some of the Faculty members are involved in curriculum and materials development for teachers as well as students. They are also involved in conceptualising and conducting trainings. These include their engagement with external resource persons and sometime being taken through a process of reading and thinking. These are however, occasional and even though organised due to the nature of the task itself are accessible to only a few. There is no effort to locate or identify, conceptualise, develop and implement an organised capacity building efforts for the Faculty in the DIET's.

4. Challenges/ Concerns

4.1 Inadequate Staff: All DIETs had inadequate staff strength and this happens to be the most serious challenge confronting all DIETs. Though the State has made alternative arrangements to tide over the crisis by deputing qualified primary and secondary school teachers to them, even these are not sufficient besides being inexperienced and not prepared for the role. They are not even taken through any induction program. Moreover, there is no induction training for such members and the nature of these appointments is often adhoc.

The lack of staff in DIETs is sometimes handled by making temporary adhoc appointments on monthly emoluments as low as Rs. 6,000/- per month. Given the fact that some of these DIETs have very few regular faculty members, their functioning with low paid temporary staff cannot be expected to lead to quality in any manner.

It was also pointed that many of the faculty members of DIETs were simultaneously Dy. DEOs as well. It would be difficult to expect them to be in fully attentive to their role as faculty of DIETs, even though they would take their allotted classes. The shortage of staff created several other problems- enhanced the existing workload of teachers, impacted student results and negatively impacted the quality of trainings imparted by the DIET staff. Even though deputed appointments helped ease out the problem a bit, it cannot be a long term solution.

It is ironical that while Andhra Pradesh is the only state that recruits school teachers every year, it has not been appointing Teacher Educators. Teacher Educators are appointed in two ways- 30% direct appointments (have not been appointed since 1993) and 70 % promotions. Because of the pending court case on the ratio between Government and Panchayati Raj (PR) teachers for promotion as DIET faculty TEs positions are not getting filled up. With the bringing of all PR and Govt. teachers under the umbrella of Govt. teachers there is a long standing Court case on the service conditions for recruitment due to which there has been no new recruitments or even promotions in the DIETs since 1998.

4.2 Curricular and Pedagogic concerns: Most DIET faculty with a few exceptions showed a lack of orientation to the SCF of AP and its position papers and even the NCFTE, 2009. They do not seem to have gone through any orientation or training programmes on these. Most faculty members were not aware of the key points in these documents and their relevance to teacher education.

The general ambience of laboratories seemed dull and they did not come across as vibrant spaces where experiments were conducted regularly by teachers and students. There were spaces for labs which is important and may have been used at some point of time but not now. It seemed the student-teachers were just shown experiments in the science laboratories and the equipment there looked old and unused. Many experiments were perhaps written in the note books without students ever having conducted them on their own.

There do seem to be some student activities and these are good ideas but they do not reflect a deep understanding of the purpose and nature of these activities and the ways in which they could be made more meaningful. This was evident in the ineffective even though pretty TLMs that one came across which were clearly for display purpose and were unlike to serve any meaningful curricular and pedagogic purpose.

4.3 Infrastructural Constraints: Infrastructure in DIETs is another area of concern and some concrete steps need to be taken immediately if one were to revamp the existing teacher education in the state. Most DIETs had severe infrastructural constraints. Even if there were sufficient rooms in some DIETs, they were in a bad condition. Most buildings were poorly maintained, especially the Hostels. In many places, the windows of the buildings were broken, floors and pot holes, ceilings were peeling off, plaster could fall from ceiling in many places, rooms were cobweb ridden and toilets were poorly maintained without running water.

The DIET do not seem to have any funds for maintenance and repairs. The

hostels are also in a pathetic condition. They need more infrastructure in the hostel, and they need to repair the existing hostels and build halls for classrooms as well multipurpose halls. Many of the existing ones require extensible repair and refurbishment. They do not have adequate furniture even for the classrooms and laboratories. Given the attraction for the course to students who come from far-off places, all DIETs need to have well-functioning hostels with sensitive wardens.

Some DIETs do not even have a complete compound wall. The recent planning exercise by the SCERT has been designed with the idea of highlighting these needs and taking immediate action. This effort needs to be carried forward and mechanisms for finding and releasing funds and rules of utilization that may make transparent, efficient and good quality infrastructure development without wastage of time are needed.

In case of drinking water, a few DIETs like the Guntur DIET had bore wells and so had adequate drinking water availability. Such possibilities for water and for other requirements need to be explored for all DIET's.

The DIET property and space is often encroached in different ways. This needs to be reviewed. There must be a concurrence of the DIET and the SCERT in cases where land and/or part or all of a building of the DIET is given out to someone for some task, however important that task may be. For example, in Nizamabad one part of the Hostel was being used by RVM. Given the fact there would be pressure on these institutions and they must host many trainings there is a need for clear directions that restrict orders and situations that lead to DIET or school land or building taken away.

No repairs of building have been carried out after 1998 in any DIET. The JRM team was informed that the fund release for construction in 2006 in some DIETs was partly spent and the rest was surrendered in 2009 as the Andhra Pradesh Public Works Department (APPWD) could not execute the work. The Principals had great difficulty in getting PWD contractors interested in doing work for amounts that are just 50,000 to 2 lakhs. The Govt. needs to find ways of simplifying procedures so that the maintenance and repair may go on.

Some urgent and concrete measures need to be taken to address this problem which DIETs are grappling with. Besides posing health hazards, and impacting pedagogic transactions of the curriculum, poor and inadequate infrastructure is likely to have a serious impact on students and teachers' morale.

4.4. Libraries/ICT: Most Libraries came across as dull places and even if they had a huge collection of books, they were old and unused. Most pertained to textbooks and course materials and one could hardly see any Journals being prescribed by these libraries. It was also unlikely that these Libraries were being used as Reading Rooms - some had inadequate furniture and a few others had disproportionate furniture with the table being too high in comparison with the chair. In a few places the Libraries were also used to stock junk furniture and old and torn materials, such as charts and globes etc. In a few DIETs there was no full time Librarian and teachers rotated to perform the task of a Librarian. The DIETs also hardly had any books for the teacher educators. In a few Libraries the SCF and position papers were also not present.

Computer facilities were available in several DIETs. However, in most places they were outdated or under repair. In one of the DIETs, out of the 12 computers available only 8 were in working condition and some of these computers were purchased in 2005 and need to be upgraded. Though there is a compulsory paper on ICT in the curriculum the available facilities are not adequate to cater to the large number of students.

4.5. Programme Advisory Committees (PACs): In most of the DIETS, PACs were not constituted and even if they were constituted in some, they have remained largely non-functional so far.

4.6. Inadequate Funds and fund allocation: Sanction for programme activities follows a complicate route. The Commissioner's office sends a sanction which marked to the DEO and DIET. The bills have to be submitted to the DEO and then Treasury. This leads

to unnecessary delays and a long drawn process as the person to release the sanction is not oriented to the importance and purpose. The amounts also being small do not actually need the attention in the concerned fund release offices.

For example, the DIET Hyderabad had planned to utilize some funds for purchase of badly-needed furniture for classes. They were denied funds for the purpose as there is a state ban on purchase. Due to lack of awareness, they could not argue with the accounts department that this ban is applicable only on state funds and not on those received from the centre. The sanctioned amount could not be utilized and had to be returned.

It was pointed out by the SCERT Director that the Programmes have to be conducted first and later reimbursed. This makes the execution of Programmes difficult. By the time the bills are submitted the financial year is over. Related to this issue is the problem that the procedure involves generating online token by submitting bills online. If any sub-head is missing, then the bills cannot be submitted and the whole process gets delayed. Infrastructure amounts are also not transferred directly to the colleges which lead to delays. Subsequently when the funds are received, due to escalated costs the entire work does not get completed. It was also pointed out that the fund provision for electricity and telephone use is insufficient. There is a need for funds for equipment maintenance as well

4.6 Filling of Positions in the DIETs: The teaching posts of Lecturers in DIETs are filled in the ratio of 30:70 – direct recruitment and promotions. The feeder category to the post of Lecturer in DIETs in the promotion channel are School Assistants working in Government Secondary Schools (under School Education department) in the state. In 1998, Government of Andhra Pradesh had provincialised the services of teachers working in the Panchayat Raj schools and they are brought under single umbrella.

This paved way for the inter transferability of teachers between government and PRIs including opening of promotion channels to the posts of Lecturers in DIETs at par

with government teachers. Litigation pending in the courts has affected the promotions and as a result vacancies have remained unfilled.

4.7. Concerns of DIET Faculty: The DIET faculty expressed several concerns like work overload, poor orientation in implementing CCE, inadequate opportunities for professional growth etc. Due to inadequate staff, no effective academic supervision of classroom teaching and support to teachers was possible. Due to limited financial resources DIETs are also apparently focusing more on PSTE as compared to ISTE. The faculty pointed out that there were no provisions for seminars and talks by eminent educationists for them.

The DIET faculty also pointed out that the privatization of elementary teacher education in the state had also led to proliferation of substandard private institutes, which was a cause of concern.

4.8. Concerns of Students: The student teachers who were spoken to expressed their concerns as well regarding the Institutes that they were studying in. Most of the student teachers came across as dynamic, critical and reflective. Their commitment to meaningfully engage with the course was fairly evident and so was their discontent at not being able to do so, due to several problems that their Institutes were grappling with. Some of them were:

- 1. Lack of revised books in Urdu** - There is unavailability of textbooks for Urdu Medium students, which is a huge challenge. The Urdu Academy does not publish these books. Hence, students use books published by private authors or books published by Aligarh Muslim University. Teachers mostly read Telugu books and translate from them. However, it must be pointed out that one of the DIET faculty has made an ingenious effort of coming out with a Glossary of important terminologies in Urdu which is in the process of being published.

2. **Irregular examination schedule** - Due to the irregularity in conducting exams on time, students lose a year and are unable to both apply for jobs and take admission in higher educational institutions. The admission process for 2013-14 had started in November and is still going on due to which the State has not officially notified dates for the examinations for this year which has caused a lot of anxiety among the students.
3. The new NCTE norms of D.El.Ed. qualification for persons intending to be teachers at primary level created a huge demand for D.Ed. in the states. This has resulted in a demand for D.Ed. People with B.Ed. are also now applying for D.Ed. in the hope of a job. Interestingly, the minimum age limit for applying for D.Ed. is 18 but there is no upper age limit.

4.9. Unreflective Engagement: Though the DIETs conduct various programmes as suggested by SCERT, SSA or NCERT like, providing guidance to Kasturba Gandhi Balika Vidyalaya (KGBV), orientation to private colleges, support to model schools, support to Mandals etc. there does not seem to be much reflection on them. There does not seem to be a common understanding with regard to the objective and manner in which a certain programme is to be done. The processes are largely monitoring and telling oriented rather than attempting to understand the situation on ground and give relevant inputs to strengthen them. This seems to be the status of almost all programmes conducted by DIETS. A few Teachers were averse to trainings provided by DIETS because of poor quality of resource persons. The experience of the State in developing and implementing alternative programmes seems to have been forgotten.

DIETs did not seem to have a programme of their own in any area. They perhaps did not have adequate faculty members but also lacked a perspective on the role of DIET and pragmatic possibilities of DIET improving schools in the district.

5. Recommendations for DIETs

- As a first step, the State should take all necessary steps to fill all the vacancies in DIETs to ensure their effective functioning.
- PACs must be professionalized and it must be ensured that they function properly and in consonance with the objectives set for them.
- Infrastructure:
 1. The infrastructure of DIETs needs to be supported and provisions made to fill in the gaps either in terms of inadequacy or repairs.
 2. Hostels for boys and girls, toilets for both boys and girls with running water facility needs to be made.
 3. Buildings of several DIETs require water proofing in their roofs. All the buildings need extensive repairs and immediate attention to extend their lives. They may soon become irretrievable and dangerous.
 4. There also needs to be facility for electric supply through a generator, computer and internet connectivity.
 5. There should be provision for new constructions like class-rooms, hostels, extension of the library, facilities in the DIET and equipment.
 6. A mechanism should be developed in each DIET to take up regular repairs or maintenance work. They need to have the power to approved contractors through a committee or some other process meant for the purpose. This is to ensure that infra-structure does not get degenerate and unusable. The refurbishments jobs also need to be allowed so that delay doesn't result in cost escalations.
 7. Libraries must have latest and a wide range of books, encyclopedias, journals etc. both for the student teachers and teacher educators. They need to serve as Reading Rooms and not storehouses of outdated books and old furniture etc.
- In spite of the many hurdles, DIETS are functioning well but only as primary teacher training institutes and not as DIETs.

1. The DIETs need to focus on planning for capacity building for primary education for the entire district and carry out visioning exercises that would help them plan for the long-term. Support could be taken by organizations and Universities working in the area of teacher education.
 2. DIETs need to prioritize the training Programmes they have envisioned for their districts concerned as they have limited resources which need to be utilized judiciously.
- Continuous Professional development opportunities for Teacher Educators need to be systematically provided on a sustained basis.
 1. DIETs need to evolve mechanisms for their Teacher Educators to get deep insights into NCFTE 2009 and SCF of AP and all the SCF position papers.
 2. The DIETs should involve themselves in research activities not as mere data collectors but as co-authors.
 - This is the first time that the DIETs have prepared their AWP and their understanding of the CSS. However, their understanding of – what they are entitled to and what is expected of them etc. - is limited.
 1. An orientation Programme should be organized for heads of DIETs to help them in preparing their Annual Work Plans (AWP) and improve their understanding of CSS. This could be jointly organized by MHRD and the state SCERT.
 2. Enough care must be taken by SCERT to ensure smooth and prompt flow of funds to DIETs from the state's finance department.
 3. The DIETs must be provided adequate financial resources to conduct ISTE and other such programmes, like bringing out publications etc. on a more sustained basis.
 - The ICTs must be meaningfully integrated in teacher education. Computers need to be updated and computer and other Laboratories need to be made functional.

1. Introduction

In AP, students who at least have an undergraduate degree are eligible for B.Ed. And *Pandit* programmes. These are offered by IASEs, CTEs and private B.Ed. Colleges. Some of them also offer M.Ed. programs and conduct research in education.

One of the major interventions initiated by the Government of India to strengthen Teacher Education along with professional development of Teachers Educators was the up-gradation of Secondary Teacher Education Institutions (B.Ed. colleges) into Colleges of Teacher Educations (CTEs) and Institutes of Advanced Studies in Education (IASEs). Accordingly, sufficient funds were provided for their establishment and the IASEs and CTEs were set up in the VIII Plan period and have been functioning since. Their role is to transform the secondary and senior secondary schools and their classrooms according to the principles of the NPE 1986, NCF 2005 and make learning engaging and meaningful. Their role is not only to work in pre-service education but also set up processes for in-service development of teachers. They are expected to have linkages with the departments of education in universities and with other colleges. They are expected to work closely with the RMSA too.

Apart from the IASEs and CTEs there are 591 private B.Ed. colleges with a total intake of 65278. B.Ed. candidates every year.

1.1 IASEs: IASEs are comprehensive resource institutes in the areas of Pre-service and In-service Education in their region. They conduct programmes for the preparation of Secondary school teachers and also for conducting of research studies. At present, there are 2 IASEs sanctioned for Andhra Pradesh (A.P.), viz. IASE, Hyderabad and IASE, Nellore and both of them are under the Government sector. The Government Training Institute established in Nellore in 1905 later evolved into IASE in 1955. Similarly, IASE Hyderabad had its origin in 1959 as Comprehensive College of

Education which got upgraded to IASE in 1995.

Table 1: Details of Courses offered and intake capacity in IASEs (numbers in brackets indicate enrolment)

| Sl. No. | Name of IASE | Courses Offered | | | | |
|---------|-----------------|-----------------|---------|-------------|---------|------------|
| | | B.Ed. | T.P.T | H.P.T | U.P.T | M.Ed. |
| 1. | IASE, Hyderabad | 160 (160) | 50 (45) | 100 (91) | 50 (18) | 35 (35) |
| 2. | IASE, Nellore | 160 (155) | - | 100 (47) | - | 35 (35) |

While IASEs are supposed to pioneer educational research in the districts under them, they do not even offer Ph.D. Programs in AP.

1.2 *College of Teacher Education (CTE)*: At present in Andhra Pradesh there are 8 CTEs (5 CTEs under Government sector, 2 under Universities and 1 under Aided management) under Centrally Sponsored Schemes (CSS). The CTEs under Government sector are located at Rajamundry, Kurnool, Warangal, Nagarjunasagar and Mahabubnagar. These CTEs offer B.Ed.s and also provide Pre-service Education in Language Pundit Courses.

Table 2: Govt. CTEs- Courses offered and intake capacity

| Sl. No. | Name of CTE | Intake Capacity | | | | |
|---------|---------------|-----------------|-------|-----|-----|-----|
| | | B.Ed. | M.Ed. | TPT | HPT | UPT |
| 1. | CTE, Warangal | 160 | --- | 50 | 100 | --- |

| | | | | | | |
|----|---------------------|-----|-----|-----|-----|-----|
| 2. | CTE, Nagarjunasagar | 112 | --- | --- | --- | --- |
| 3. | CTE, Mahabubnagar | 112 | --- | --- | --- | --- |
| 4. | CTE, Kurnool | 160 | --- | --- | --- | --- |
| 5. | CTE, Rajahmundry | 150 | 20 | 50 | --- | --- |

2. Structure

2.1 Staffing Structure in the IASEs: The policy document issued by the Ministry of Human Resources Development (MHRD), Government of India for the establishment of IASEs had suggested a structure for departmentst and staff but this is not being implemented in the state. However the earlier pattern of departments of Comprehensive Colleges of Education / Colleges of Education are being followed now i.e. namely Department of Education Foundations, Languages, Mathematics, Physical science, Biological Science, Social Studies, Physical Education with one lecturer (two in case of Foundation, Sciences) in addition to departments of Pundit Courses with 2-3 Lecturers. Apart from these, there is one Librarian, work experience teacher and administrative staff.

Table 3: Details of sanctioned post in the Two Govt. IASEs

| S. No. | Name of the Post | Hyderabad | Nellore |
|--------|--------------------------|-----------|-----------|
| 1. | Principal | 1 | 1 |
| 2. | Professor (Reader Cadre) | 2 | 2 |
| 3. | Lecturers | 21 | 18 |
| | Total | 24 | 21 |

Others

| | | | |
|----|-------------------|----------|----------|
| 1. | Librarian | 1 | 1 |
| 2. | Physical Director | 1 | 1 |
| 3. | School Assistant | 1 | 1 |
| | Total | 3 | 3 |

In IASE Nellore, of the 21 sanctioned academic Posts, 4 lecturers and 1 Science Consultant are in position while the remaining 18 posts including Principal and Professor are vacant. 75% of faculty positions are vacant in both the IASEs against the sanctioned vacancies.

On the day of visit of the JRM team, it was found that IASE Nellore was literally being run by personnel deputed from School Education (One Secondary Grade teacher and 6 others including a Physical education teacher. One Senior Personnel (Principal of DIET, Pallipadu) also had the Fully Additional Charge (FAC) and performed the dual responsibility of the IASE as well as teaching Hindi in the DIET in the second half.

The principal's posts in both the IASEs has been upgraded to that of joint director cadre. IASE Hyderabad has 59 sanctioned posts – the academic posts include one principal (vacant) two professors (one retired and second vacant) and 26 lecturers (1 retired and 15 vacant). The non-academic posts are also vacant; however, the ministerial staff (such as typist, record assistant) are almost all filled.

2.2 Recruitment Policies: As per the AP Educational Service Rules, a well-defined recruitment policy for academic as well as administrative staff is in place. The actual ratio of recruitment between direct appointment and promotions is 50: 50 in the case of Lecturers but due to non-recruitment through the direct mode in the last 15 years for various reasons, the posts are being filled up by promotions for which the feeder categories are the School Head Masters, Mandal Education Officers and Senior

Lecturers of DIETs with the requisite qualification of post-graduation in a School Foundation Subject with a post-graduation in Education (M.Ed. /MA Education). In the case of the post of Principals, since the post is of the cadre of Joint Director of School Education, it is usually filled through promotion from the cadre of Deputy Director of School Education/DEOs/Principals of CTEs with the requisite qualification of PG in School and Foundation Subject and Education.

With the bringing of all Panchayati Raj and Govt. teachers under the umbrella of Govt. teachers there is a long standing Court case on the service conditions for recruitment due to which there has been no new recruitments or even promotions in the CTEs and IASEs since 1998.

In CTE, Kurnool the pattern for faculty according to post(s) in the Department is 1 Professor, 2 Associate professors and 4 Assistant Professors, none of which are filled so far. But since the introduction of the course in 2008-09, one coordinator and two Education Consultants are working on a temporary basis. Recently the University has advertised for the recruitment of 1 Professor, 2 Associate Professors and 4 Assistant Professors, but appointments are yet to be made.

2.3 Infrastructure: Both IASEs are government IASEs and suffer from similar problems regarding infrastructure.

IASE, Hyderabad has an old building as well as a new building on a sprawling campus of 4.25 acres. The old building has a lot of maintenance issues but there was no adequate financial provisioning to take care of these. The institute needs additional classrooms, a seminar hall and also needs to upgrade the existing laboratories.

Library facilities are available in the IASEs but the books and journals available were mostly out dated. In IASE Nellore there was no librarian in place and there was limited space for seating students inside the library. The libraries are not computerized and the students definitely need exposure to the technological know-how and access to

the latest publications and journals.

The Labs in IASE in Nellore seemed ill equipped with most of the instruments and specimens kept inside shelves showing no sign of regular use. IASE, Hyderabad has different labs such as computer lab, physical and biological sciences lab and even a language room.

CTE Infrastructure: The buildings of the CTEs visited were in different conditions. Those of Andhra University, Andhra Mahila Sabha, Osmania University, CTE Mahaboobnagar and Kurnool were mostly in good condition except for some minor repair and maintenance work. However, CTE Warangal building, which is under the government was in a bad shape. They have been allotted funds for constructing a hostel but the project was stopped half-way due to insufficient funds. The roof in one of the buildings is in danger of collapsing.

Toilets though available were either not sufficient or not functional with no water facility. In Mahaboobnagar the boys probably used the open spaces while the girls either controlled themselves, or used the unhygienic toilets in desperation or absented themselves during their monthly cycles. There is also a need for a Girls common room.

The Library in CTE Kurnool was relatively better as compared to other libraries - one could see copies of a few Academic Journals as well. A register was maintained which showed that students were regularly accessing books. Among all the Institutes the JRM team visited, the library of some the CTEs seemed to be the only ones that were spacious, organized and subscribed to both national and international journals on education.

CTE, Andhra Mahila Sabha (AMS): This CTE used two buildings for its activities. The building that had the Principal's office looked pleasant and well maintained from the exterior with spacious and well furnished rooms. This building also houses a staff room, a couple of classrooms, science laboratory and a library. The toilets in the building seemed clean with running water facility. The AMS Complex has a hostel for girls but the college has submitted a new proposal for building another hostel as well

to accommodate the increased number of students.

Another double storied new building close by was used mainly for classroom teaching of the different programmes. This building was constructed from the funds released under CSS for infrastructure development. A lab school for children between the age of 5 and 8 years as well as a High School with I to X classes was used by the college for the practice teaching of its student teachers. These schools too were close to the CTE buildings.

3. Details of Courses in IASEs/CTEs:

The TEIs offer B.Ed. (one year programme) for preparing teachers for secondary level at colleges under government, universities and private managements. The one year course consists of foundation subjects and pedagogy on school subjects. One year *Pundit* training courses are also being organized in various languages i.e. Telugu, Hindi and Urdu for preparation of teachers to deal with language education at upper primary and high school level. The external theory examinations are being conducted by the Director of Government Examinations along with certification. However, the *Pundit* training course is not treated at par with the B.Ed. Course and these teachers cannot enter M.Ed. programmes. The syllabus of the B.Ed. Course is prepared by the affiliating university, which might or might not invite the affiliated colleges for discussion. For example, when Osmania university revised the syllabus, it invited Kakatiya University to be a part of the process.

M.Ed.: A course in Masters in Education is being offered in all the university departments of education in the state in addition to IASEs under both the Government and a few Private Aided and Un-Aided colleges. It is a one year programme for the preparation of teacher educators at elementary and secondary level.

The CTEs in the State conduct Pre-Service Education Courses at the Secondary level i.e., B.Ed., for a duration of one year with an intake capacity of 100 per batch in addition to conducting language *Pundit* Courses in Telugu, Urdu and Hindi. Apart from

this, the CTEs are also actively involved in the professional development of teachers at the secondary level through the conduct of orientation programmes for the newly recruited staff and recurrent training programmes to the existing teachers.

90% of focus of CTEs is on imparting pre-service education for the preparation of secondary level teachers. Further, very few programmes for the capacity building of HMs, Supervisors and Managers are being taken up due to lack of resources. There are no linkages with RMSA and the CTE/IASEs are clearly not associated with RMSA in either content development or training of secondary teachers in the state. However, in view of not having the patterns of departments / staff as envisaged in the policy guidelines for establishment of CTEs and inadequate financial resources, the staff development programmes at secondary level are inadequate in terms of both quantity and quality.

CTE Kurnool was initially affiliated to Sri Krishna Devaraya University, Anantapur district and is affiliated to the Rayalaseema University (new university set up in the district) since 2011-12. The University does not offer B.Ed. programme. However M.Ed. course was introduced on self-finance mode in Rayalaseema University in 2008-09. M.Ed. course was started with 35 seats of which 30 are to be filled with meritorious candidates and 5 seats are paid seats. In 2012-13 the intake was increased to 45 seats of which 40 are to be filled with meritorious candidates and 5 are paid seats.

Curriculum and Transaction Strategies: The teams witnessed outmoded pedagogic techniques not in sync with new technologies being currently used in modern classrooms. The team had a lot of informal conversations with students and was impressed with them. The students were bright, sharp and very articulate and concerned about the problems that they were facing.

As observed in the case of CTE Andhra University, the alignment seems to be out of place in the matter of change of the syllabus and the training. Reportedly, they still continue to train their student teachers in the Blooms taxonomy, whereas the training

given by SCERT and the lesson format for B.Ed. and D.Ed. developed by them has changed. This has created confusion amongst the student teachers and the regular teachers in the schools and poses a lot of problems for the student teacher when they go for practice teaching. There has been no communication between the SCERT and the University Unit of CTE on the change of syllabus and the subsequent training.

But, there were also instances of the faculty taking active interest and they were observed sharing the different activities they were doing with the students as in the case of CTE Andhra University. They involved the students in social and other activities to give them those experiences and learning. The placement of the students in this CTE is 100%. Different institutions come to the campus to recruit students.

4. Faculty Development and Training of Teachers

Under faculty development, the faculty members are sent to National Council of Education Research and Training (NCERT), State Council of Education Research and Training (SCERT), RIE Mysore on different capacity building programmes such as use of audio visuals, evaluation, educational psychology, etc. In addition, the TEIs are also organizing various in-service teacher education programmes some of which includes like in the case of Rayalseema University: organizing in service training programmes in different school subjects to all the secondary level teachers in Kurnool, Anantapur, Chittoor, Y.S.R.Kadapa District, acting as nodal resource centre to all the four Rayalseema Districts, providing orientation programmes on ICT applying to class room lessons to all the four district teachers and orientation programme on evaluation procedures in all the school subjects to the four districts' secondary level teachers etc. But a sustained and systematic programme for faculty development was not in place in any institution visited.

5. Research and Other Activities

CTE Andhra Mahila Sabha, Osmania University has organized a number of

seminars and conferences over the years involving Faculty from the Department of Education of Osmania University (OU), SCERT and other well-established institutions in the city. The focus of its research (especially for the dissertations to be submitted by the M.Ed. students) has been on women's issues. It has also constituted a research advisory committee involving academics affiliated with different educational institutes in the city. Furthermore, it proposes to work with women research centres in the city to strengthen its research capabilities.

The quality of research at the other CTEs and IASEs is quite poor with most conducting surveys for NUEPA and other agencies where they merely collect data and are not part of research design or analysis.

6. Issues and Challenges:

- Vacant positions of academic staff in the CTEs and IASEs is a major concern and they have to make do with less staff or with deputed teachers who may not necessarily be qualified or sufficiently oriented to their new roles.
- Irregular release of funds - this hinders the conduct of teacher training programmes as well as repair and maintenance of existing infrastructure. The badly maintained laboratories, outdated computers and equipment also added to the woes.
- Programme Advisory Committees (PACs) were constituted in all the TEIs visited but in some these have not been functioning due to lack of funds as the State Govt. has not allocated any funds in the past year.
- Unlike the DIETs who are supported by the SCERT, the CTEs and IASEs have no extra support from any other institutions and organisations. Lack of communication between the SCERT and the University Unit of the CTE/IASE on the change of syllabus and the subsequent trainings.
- Issue of allotment of land to other educational institutions by the State is pertinent

in all the institutes visited in Kurnool.

- With the bringing of all Panchayati Raj and Govt. teachers under the umbrella of Govt. teachers, there is a long standing Court case on the service conditions for recruitment due to which there has been no new recruitments or even promotions in the CTEs and IASEs since 1998.

7. **Recommendations:**

There is a need to deliberate and focus on certain critical issues which can seriously have an impact on the quality of education in general and quality of teachers' education in particular. Some of the recommendations in this regard are:

- The Government needs to proactively act to fill vacancies at CTEs and IASEs. If due to court case this is not possible then a good option would be to go ahead with a proper system of deputation. In such a case, the state needs to do a detailed analysis of how many qualified teacher educators are actually working at school level or in the department of education and out of those how many would be willing to join the IASEs/ CTEs. Creating such kind of a panel will certainly help in meeting the immediate need, but this should not be seen as an alternative to filling the posts on a regular basis.
- **Developing IASEs as Centres of Excellence. :** There is a provision under CSS to develop the IASEs as Centres of Excellence and Research to perform the duties effectively and also to provide academic support to the Teacher Educators working in CTEs & IASEs. Presently there are 2 IASEs in the state i.e. IASE, Hyderabad and IASE, Nellore which are getting support under CSS. The vacancies of teaching staff have to be filled up immediately and steps are to be taken to improve them by utilizing the financial support.
- Each of the Teacher Education Institutes (e.g., CTE, IASE) needs to create an extended pool of teachers educators through constitution of a resource group of

guest faculty/visiting faculty.

- There is a strong need that the Heads of TEIs, Faculty Members and also the decision makers fully comprehend the “notion of Quality” in teacher education. This would involve intensive training and orientation of these functionaries on issues of quality in education and the quality of teacher education. There should be a mechanism for developing various communication channels for smooth flow of ideas related to quality teacher’s education.
- Infrastructure amounts are not transferred directly to colleges which lead to delays. Subsequently when the funds are received, due to escalated costs the entire work does not get completed. Dependency on the State for timely fund flow is something that needs to be addressed urgently.
- Existing structures should work together towards a more holistic and integrated approach for strengthening the existing teacher support mechanisms as well as providing wholesome professional development of teachers in the schools in their districts.
- Continuous professional development of CTE faculty should be made a prerequisite for improving the quality of the existing cadre of teacher educators.
- There is a strong need to rethink the adequacy of the curriculum and pedagogy of the CTE and the quality of available reading materials utilized by teachers and students. The State particularly SCERT and the IASE needs to come up with an effective plan for generation of good reading materials in the local language.
- IASE, Andhra University expressed that they had not received any funds under salary head. The money for Programmes comes towards the end of the year and the institute is not able to spend it but the sanction is not revalidated. They reiterated that there was a need to delink the universities from the disbursement of state funds to the IASE as the nature of the work of universities is different from that of the IASEs.

MRCs, the resource centres at Mandal level are functional since 1998. They were initially established under DPEP and then continued under SSA. They are similar to BRCs of other States. The MRC buildings are constructed under DPEP programme. Three Mandal Resource Persons (MRPs) are sanctioned for each MRC. They are filled on redeployment basis from the elementary school teachers. During deputation to the MRCs their salaries are paid under SSA. There has now been separate recruitment of MRPs for the posts in the MRCs. MRPs are chosen based on a written test conducted by the SSA and they continue for a period of three years and then go back the schools and new persons are selected. Para teachers (Vidya Volunteers) are placed in the places made vacant by on deputation. All together 1,127 MRCs are functional in the State. MRC is headed by the Mandal Educational Officer, MEO who is a regular officer from the Dept. of School Education. He/she is responsible for administration and management of all elementary schools in the Mandal (like BEO in the other States). The service conditions of the teachers and their salaries are looked after by the MEO.

The MEO is assisted by, in addition to the three MRPs, one data entry operator and one messenger in the Mandal. Their salaries are being met under SSA except MEO, whose salary is being met from the regular budget of Dept. of School Education. At present, the MRPs have been repatriated back to the schools during this academic year i.e. 2013-14 due to vacancies in the schools. The DIET faculty are supposed to make frequent visits to the MRCs and attend the monthly meetings of elementary schools HMs at MRCs.

The Mandal Resource Centre (MRC) is visualised to support the teacher in the classroom, develop forums for teachers to discuss and share ideas with each other, for teachers to be able to seek support for their concerns and problems in the schools. The MRC is also supposed to coordinate the Cluster Resource Centres (CRCs) and provide in-service teacher programme to teachers in the Mandal. The MRC has come to be

assigned with variety of tasks that include in-service program, regular schools visits and on-job-support to the teachers, monitoring of the curriculum implementation, helping in collecting dice data, NCERT data and other such efforts to understand the processes and the level achieved in the schools.

The MRC is coordinated by a MEO who has both academic as well as administrative role. The MEO is a head teacher who is assigned responsibility of CRC as well. The Mandal has approximately 5-8 Cluster Resource Centres (CRCs) in which each CRC comprises of 8-12 elementary schools with 25-30 teachers. The MRC looks very important in the entire system as a mean to provide academic supports to the teachers in the schools. The fact that it is close to the schools and the teachers makes more accessible. Having facilities to train about 50 teachers at the same time the centre can be an important communicator to training of teachers. Many positions of the MRPs are however, vacant and the persons who are given the responsibility of being coordinators of the Mandal are not full time. In view of the paralysis in the State about promotions and new appointments the MEOs are simultaneously holding two charges. There has also been no sharing or orientation recently about the role of the MEOs and CRC or MRPs.

Weak linkage with Mandal Resource Centres (MRCs) and Cluster Resource Centres (CRCs): One of the functions of DIETs is to provide on-job support to MRCs and CRCs in the concerned districts. Due to lack of required staff in DIETs there is no linkage with MRCs and CRCs at present and no academic support is being provided. Cluster Resource Persons are in position in all the clusters under SSA and they need orientation on various programmes being implemented for improvement of quality in school education. The CRC are young people with a lot of enthusiasm but without training. Their services need to be utilized more effectively for regular academic monitoring in schools.

It is clear that the MRC (or the Cluster Resource Centre) together are a very efficient mechanism for support to schools. Being close to the school they can engage

with teachers reasonably regularly. If they function appropriately they can also help in decentralization of administration but the current structure is extremely weakened by the absence of full time MEOs as well as MRPs. So on the one hand, there is a need to fill the position of MRCs and MRPs and on the other hand, there is a need to orient and train these persons about their role and how it can be made possible.

An MRC without Resource persons is very weak and cannot do much. The School complex headteacher too has a lot of responsibilities and therefore is unable to perform any of the roles powerfully. There is a need to populate the MRC and the School complex structures with enough persons and structure a calendarized program for providing support to the school and engaging with continuous capacity building of the teaching faculty. A larger and more intense program to build the capacity of all the people in MRC and School complex will have to be planned and executed for a powerful school support system at the grassroots.

Overall Recommendations

1. Restructuring of SCERT, IASEs, CTEs and DIETs

The departments of TEIs should be restructured as per the current needs of school education and teacher education. Since there is a need to concentrate on research studies, innovative practices, mathematics and science etc. as per NCF 2005 and NCFTE 2009 guidelines, the departments should be formed on this basis.

2. Filling up of the vacancies in DIETs, CTEs, IASEs and SCERT

(About 70% posts are vacant in TEIs and affecting the functioning of institutions. The appointments of new faculty is stalled in all institutions (the DIETs, The CTE/IASE, the SCERT). Experienced persons are retiring without being able to prepare their younger colleagues. Most of the DIETs have been concentrating only on PSTE classes and neglecting the other in-service programmes due to shortage of human resources. It was informed that the issue of unified service rules is in the Hon'ble Supreme Court.)

- Fill up the posts by preparing Ad-hoc rules.
- Fill up 30% vacancies through Direct Recruitment.
- The pending case needs to be settled immediately and the positions for which there are no cases, filled after drafting the service rules.
- The fact that Andhra Pradesh now is two States implies the need for support to set up another SCERT and more IASEs in the two States.

3. Make the SCERT a full-fledged department to ensure effective implementation of activities.

To make the institution more vibrant in implementation of various activities, there is an urgent need to make it a full-fledged institution by providing the following facilities:

- Filling up of all vacancies of academic posts.

- Organizing faculty development programmes
- Allocation of more funds by State Government for regular research studies
- Ensure linkage with Universities and state and national level institutions in the field of education.
- Providing required infrastructure facilities.
- **Transfer of training budget to SCERT** : SCERT develops In-service Training Design and Modules every year for providing training to the teachers in the State under SSA and RMSA. But the trainings are organized by SSA & RMSA through SRGs and DRGs without involving SCERT and DIETs. Due to this the trainings are not being organized effectively, resulting in wastage of money and time. The budget approved towards In-service Training Programmes under SSA & RMSA may be transferred to SCERT which will then design and conduct trainings effectively in coordination with SSA & RMSA. It will also ensure continuity as to the assessment of requirements of trainings.

4. Flexibility in utilisation of funds under CSS.

The main function of S.C.E.R.T. and other Teacher Education Institutions is to conduct training programmes / workshops to teachers and teacher educators on various activities. There is a provision under CSS to an extent of Rs.25 to 30 Lakhs to each TEI towards conduct of programmes and activities.

- To organize training programmes and workshops, there is a need to provide some advance to the organizers so as to meet the expenses towards T.A. / D.A. to participants, stationery, other charges, etc., *(As per the accounting procedure in vogue, the funds can be drawn only after submitting Detailed Vouchers to Pay and Accounts Office. Due to this procedural constraint, the funds earmarked for training programmes are not being utilized resulting in lapse of funds every year).*

- The budget approved under CSS has also not been utilized totally except payment of salary to faculty. Further Andhra Pradesh is one of the States where the budget approved under CSS is under utilized as pointed out by MHRD, Govt. of India, New Delhi. In contrast, centrally sponsored programmes like SSA, RMSA, etc., have utilizing their funds effectively as there is a flexibility in drawing the funds. Hence, a decision may be taken to draw the funds of CSS either on AC bills or transfer the total budget to the account of SCERT and thereafter the Director, SCERT will release these to TEIs as per the approved plan.

5. Infrastructure development in Teacher Training Institutions

- The infrastructure of most TEIs needs to be upgraded urgently. This includes building maintenance, building hostels, restocking libraries and providing computer labs with internet facility.
- There is a provision under revised Centrally Sponsored Scheme of Teacher Education for infrastructure development as per the Guidelines of MHRD. But there is a possibility of delay in the construction of Civil works by the existing infrastructure development corporation as reported by some of the Principals during the visit of JRM team. Hence, the construction may be entrusted to Panchayat Raj or other departments having Engineering wing to expedite the process of construction to avoid escalation of unit cost in case of delay.

6. Professional development of the faculty of TEIs.

It was noticed that most of the faculty are confined to pre-service teacher education only and not participating in any programmes which help in their professional development.

- There is a need for professional development of faculty working in TEIs to discharge their duties effectively and also to update their knowledge in teaching learning processes emerging from time to time.

- They should be introduced to more innovative practices in teaching learning process which will help them to provide on-job support to teachers.
- The new incoming faculty needs to be oriented towards their role and expectations beyond running the pre-service programmes
- The heads of all TEIS need orientation regarding CSS and AWP & B
- CTE/IASE faculty needs workshops on research, NCFTE, NCF05, APSCF and on the new textbooks

7. Strengthening of education departments in Universities

Out of 24 Universities in the state, only 14 Universities have education departments to run teacher training courses. Hence, there is a need to take necessary steps to establish education departments in the remaining 10 Universities and also to ensure linkage between education and other allied departments to improve quality in teacher education. Further, necessary support should be provided by the department of Higher Education for infrastructure and Human resources.

8. Proposal for Establishment of Regional Institute of Education.

At present the RIE, Mysore has been catering the needs of teacher educators and teachers of Southern States in classroom teaching. The JRM team was informed that there was a proposal to establish RIE in Hyderabad, Andhra Pradesh to meet the additional requirements due to increase in the number of institutions in school education and teacher education regularly by imparting training and implementing innovative practices. Hence, the issue may be pursued by SCERT with appropriate departments to facilitate the establishment of RIE in Andhra Pradesh.

9. Establishment of subject forums.

At present most of the teachers are depend on the textbooks for developing the desired competencies among the students. There is no opportunity to them to enhance their

knowledge in content and pedagogy in accordance with the developments taking place in the concerned areas. Hence, there is a need to have subject forums to share their experiences, problems, issues, innovations and challenges with the other teachers so as to implement certain innovations in their classroom teaching. A state level forum for Mathematics teachers is already in existence and functioning well having a web portal exclusively. Such type of forums in all subjects at state and district levels should be established.

10. Filling up of various formats by Teachers.

A lot of time of teachers and the cluster/mandal team members is spent on collecting information and filling it in various formats. The data is collected at various times and sought by a variety of offices. There is no effective management system that requires the data from the school only once and constantly updates it. The formats of Mid-Day-Meal, CCE, Monthly reports to MEOs, DISE formats etc are unwieldy and take a lot of time. Much of the information repeatedly sought is not used. The process of collecting data and format filling the teaching takes away time from the teaching-learning process in schools. The information from the field should be obtained in simple formats at one time and not be repeatedly sought. It may be also considered that some other youth or DIET students are given an honorarium to get this data so that teachers will concentrate more time on academic activities which is the main function of teachers and schools. The data should be organised and managed so that it is usefully available for analysis and decision making at all levels.

11. Funding to TEIs i.e. DIETs, CTEs and IASEs. The TEIs at present function solely on central funding which is not released properly and to the fullest extent, including the State component. The State Government should parallelly fund infrastructure, contingencies, library, labs, monitoring and supervision, innovations etc.

Annexure 1: *Pre-Service Teacher Training Courses offered in the State*

State Level Data

| Sl. No. | Type of Teacher Education Institutions | Government | | Private | | Aided & Universities | | Total | |
|---------|--|---------------------|-----------------|---------------------|-----------------|----------------------|-----------------|---------------------|-----------------|
| | | No. of Institutions | Intake capacity | No. of Institutions | Intake capacity | No. of Institutions | Intake capacity | No. of Institutions | Intake capacity |
| 1 | Pre-Primary | 0 | 0 | 1 | 75 | 0 | 0 | 1 | 75 |
| 2 | Elementary Level (D.Ed.) | 23 | 2950 | 698 | 34900 | 0 | 0 | 721 | 37850 |
| 4 | Secondary Level - B.Ed. | 7 | 1014 | 618 | 62549 | 14 | 1690 | 639 | 65253 |
| 5 | PG Level - M.Ed. | 3 | 83 | 3 | 62 | 5 | 125 | 11 | 270 |
| 6 | Telugu Pundit | 4 | 200 | 60 | 3830 | 1 | 50 | 65 | 4080 |
| 7 | Hindi Pundit | 3 | 300 | 79 | 5260 | 0 | 0 | 82 | 5560 |
| 8 | Urdu Pundit | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 |
| 9 | College of Phy. Education – B.P.Ed | 2 | 255 | 3 | 600 | 0 | 0 | 5 | 855 |
| | Total | 43 | 4852 | 1462 | 107276 | 20 | 1865 | 1525 | 113993 |

Annexure 2– Proposed Plan for JRM team and institutes visited

23rd February, 2014 Meeting at SCERT with Director and staff at 11:00am.

24th to 26th February, 2014 – JRM team divides into sub-groups and visits different districts

27th February – Meeting with Principals of DIETs, IASEs, CTEs at SCERT.

Discussion with Director, SCERT and Secretary, School Education and Primary Education and meeting Secretaries etc. as and when they are available

Details of teams and institutions

| | 24 th February - 26 th February |
|---|---|
| <p>Team 1 (Dr. Seshu Kumari, Ms. Taramani and Dr. Disha Nawani + Prof. Pandu Rangaswamy, SCERT): Mahboobnagar and Kurnool</p> | <ol style="list-style-type: none"> 1. Primary School, Chattanpalli Village; 2. High School Complex, Raikal 3. DIET, Mehboobnagar 4. Govt. CTE Mehboobnagar 5. DIET, Kurnool 6. CTE, Kurnool 7. Rayalaseema Christain College, Pvt 8. Catamanchi Ramalinga Reddy College of Education, Pvt. |
| <p>Team 2 (HK. Dewan, Dr. Rekha Pappu and Preeti Misra + Prof. Krishnamohan, SCERT) – Hyderabad and Warangal</p> | <ol style="list-style-type: none"> 1. School complex in Hyderabad which houses the MRC, two schools (Bhanwarlal Barfa) and office of Dy. DEO 2. IASE, Hyderabad (Masab tank); 3. CTE, Osmania University; 4. DIET, Hyderabad; 5. Andhra Mahila Sabha, CTE 6. SCERT, AP 7. DIET, Warangal 8. CTE, Warangal 9. APREIS school and intercollege – Hasanparthy 10. Kakatiya University |
| <p>Team 3 – Gyandeo Mani Tripathi and U.</p> | <ol style="list-style-type: none"> 1. DIET, Bheemilipatnam, Vishakapatnam, , 2. Mandal Resource Centre, Anandapuram Mandal, |

| | |
|--|--|
| <p>Periodi + Mr. Sai Babu, Principal DIET, Bheemli (Vishakapatnam and Rajahmundry)</p> | <p>Vishakapatnam., 3. IASE/CTE Andha University, 4. Muncipal U.P School Bheemlipatnam. 5. DIET Rajahmundry 6. CTE Rajahmundry 7. The municipal U.P school, Tummalava 8. Benaiah B.Ed college, Brugupudi East Godavari. 9. Z.P.P.High School and School Complex, Rajanagaram. East Godavari. 10.Divya institute of education and training college. Rajanagaram 11.Mandal Resource Center Rajanagaram</p> |
| <p>Team 4 : J. Inbaraj and Utpal Chakraborty + Mr. Narsimha Reddy, SCERT (Nellore and Prakasham)</p> | <p>1. DIET ,Pallipadu, Nellore Dist, Andhrapradesh 2. DIET Mynampadu (Established in 1989) 3. DIET, Prakasham 4. CTE, Nellore 5. IASE, Nellore 6. MRC, schools, pvt. colleges</p> |