Interim Summary of Findings

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Institutions covered: SIERT, DIET (Udaipur), DIET (Nathwara), CTE (Dabok)

1. Heads of institutions in the two DIET’s and CTE were aware of CSSTE at superficial level and were not able to provide details regarding the scheme, its features and how it has influenced teacher training and structuring of their organization. Also, in SIERT and DIETs (unlike CTE), we found that most of heads and faculties were only recently appointed and were unaware of TE developments. Only few faculty members (in all three institutions) were well aware of the scheme and its specific guidelines and pointed out the benefits and loopholes.

Eg. a faculty in CTE reported that while there is a provision of 15 lakh Rs to be spent on travel and contingency each for a period of five years, the budget allocation and disbursement has been Nil in these cost categories for the last five years.
2. Attendance in in-service training has increased tremendously post biometric monitoring. The preservice institutions continue to have high demand and admission process has been streamlined by state through common entrance and counseling. However, they face challenge from private institutions which provide relaxation of attendance to students, who pay donations and prioritise preparing for comepetitive exams instead.
3. There is an acute shortage of faculty and administrative staff in all institutions of preserivce training which is affecting the academic work. Only a third or a fourth of academic staff is appointed and even they are burdened by administrative and monitoring tasks. Eg. In DIET, Nathwara, only 1 senior lecturer (Art subject) is appointed where 17 posts are sanctioned. Regular classes are being taken by students themselves.

It was reported that unlike older times when M.Ed had an increment benefit and was preferred by faculty members, now very few people are opting for M.Ed, which is made a qualification for recruitment in DIET’s. This has been reported as a reason for high rates of vacancy.
4. The physical infrastructure is available in most institutions including ICT equipments. However, a large part of them are either dysfunctional or not utilized. Eg. No faculty or teacher reported using ICT for teaching in DIET or CTE. They do however use internet on mobile and sometimes in labs to search for dictionary, definitions, G.K and filling up forms online. Students use ICT more than teachers.
5. Recreational activities, sports, music and art sessions were being conducted occasionally. But there was a serious lack of diversity in these events.
6. NCF, 2005 and NCFTE, 2009 were described by faculties around terms like ‘child centered education’ and ‘activity based learning’. Most students had heard of them but never read or were not taught.
7. Delay in funds was only reported by CTE. Demand for more fund was universal.
8. Annual plans, calendars and training schedules were only being prepared at state level with little or no modification at institute level.
9. Most of academic authorities including SIERT director reported that there seems to be an uncoordinated overdose of training where many training programs for teachers gets overlapped between institutions like RMSA or CTE. There were though few evidences of joint and coordinated training programs and module development between various institutions.

SIERT Director reported that the 3-tier training (SIERT-KRP-MT-Teachers) has been reduced to 2-tiers to reduce transmission loss. She emphasized that NCERT should not just provide guidelines, but also demonstrate teacher training at state level on rotation basis.

1. Discucssion on Participation of NGO’s and their role in TE in DIET or CTE was not substantiated by examples or evidences. They have played a significant role in Udaipur SIERT in funding (UNIECEF, ICICI), curriculum making (Bodh) and tech monitoring services (Godrej).
2. Use of TLM is reported and some models were available in all the institutions visited. Art and craft based models were present in high numbers that students claimed were used for workshops and teaching.
3. 2 year B.Ed programme was largely not appreciated. Faculties and students felt that a valuable internship (5 months) has been added, but course work has been only stretched without significant value addition. Educational psychology and pedagogy were their fav subjects.
4. Many cluster level teacher forums were reported to be functional. Teachers showed how whatsapp groups are being used for official communication or organizing activities. Very few example of knowledge or practice sharing was shared.
5. Over cross questioning, it was found that faculties in DIET’s or CTE’s were not visiting lab areas. They reported lack of vehicle as primary constraint.
6. Remuneration for resource persons was reported to be very low which force faculties to only approach people through personal connections.
7. A tussel was witnessed between SIERT officials and those in TE institutions. While many in CTE and DIET wanted autonomy and conversion into SCERT, those working in SIERT were skeptical. All the faculties in SIERT were appointed through promotions and were mostly approaching retirements. In informal discussions, atleast three of them reported how they have found ways to get into SIERT through personal connections and made sure they don’t go back to field.
8. Many faculties who shared their commitment and innovative approaches (making TLM’s or attempting to repair ICT or trying to utilize funds for repairs or resource persons) reported that heads of institutions are people who are in their last year of service, so they are hardly present or willing to take decisions of fund utilization at institutional level for which there is provision. The autonomy of Development and management committees at Diet levels (DMDC) are undermined and unutilized due to lack of willpower and initiative from heads.