*Initial Trends*

**EVALUATION OF CENTRALLY SPONSORED SCHEME ON TEACHER EDUCATION IN STATES/UTs**

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(This document is based on very initial survey of 10 teacher’s education institute in 5 States and 1UT, includes discussion with senior officers of States/UT during 23rd Aug and 26th Aug. This also incorporate insights from secondary literature)

**1.** **Notion of Quality**

Lucknow DIET is considered as one of the best DIETs of the state as per state officials. This is actually a ‘vibrant’ DIET (at least in relative terms). There are about 350 pre-service students are studying in BTC (Basic Teaching Certificate) course. A few clear positives are that there is relatively better faculty strength, student teachers are do project work, take their internships seriously and write external exams at different center. However, it seems that the whole idea of quality is very simplistic. Students hardly have a sense of good reading materials for the course content they study. Key books written by commercial printers just to pass examination are the primary resource material. Quality of infrastructure is also an issue. Around 150 students are sitting in one class and teachers conduct their classes for the whole set of 150 students together. There is hardly any scope for a thorough classroom discussion or an effort to delve deep in the subject. Simply put, the notion of quality in the minds of the students is very different among that which is envisioned in the documents like NCF 2005 or NCFTE 2009

**2.** **In-service teachers Training**

One of the most critical observations that are emerging during the field work is need and merger of different teachers training program and activities, so that it could be focused and have intended impact. Senior officers and functionaries are in view that it is important to merge all centrally sponsored teachers training, into CSSTE including training under RMSA, SSA and other scheme

Under CSSTE, central government provides regular budget to improve quality of training of in-service teachers. DIETs are supposed to conduct selected in-service teachers training under CSSTE. In some states like Uttar Pradesh and Chhattisgarh, DIETs are also supposed to conduct teachers’ training for SSA from the budget allocated under the SSA and in some case also for RMSA.

SCERT & DIETS are to fulfill the RTE Act mandates of regular training and capacity building of all teachers at elementary level. However, primary survey indicates some concerns on quality of in-service teacher training / education. There have varying degrees of success and failure of in-service teachers training in terms of motivating teachers to alter and develop their classroom practice in ways that improve students’ learning and provide educationally rich experiences to them. There has been a huge institutional network and financial provision (however shrinking) for in-service teacher education under various policy and schemes of government. The in-service teachers’ education is continuously being stressed for providing professional development of the teachers.

SarvaShikshaAbhiyan is the flagship program of the Government of India for Universalisation of Elementary Education and it is visualized as main vehicle to implement Right to education Act. Towards raising the standard of teaching by building the capacity of teachers through regular training program, the Scheme provides support for three kinds of training: 1. Annual in-service teachers’ training for up to 20 days, 2. 30-days induction training for newly recruited teachers, and 3. Provide Rs 6000 per teacher for training for professionally untrained teachers for two consecutive years. This training are being conducted and monitored by various agencies, including SCERT and DIETs in some cases. However, it seems to be an ad-hoc provisioning and arrangement. In initial envisioning, BRC are formed to provide support to teachers but eventually they turned into an administrative instrument and mechanism of data collection and information. Seniors officers are of the view to link BRCs to DIETs and develop BRCs as a full-fledged residential training institution for in-service training

RMSA too provides training to secondary grade teachers each year for 10 days. This includes training of subject, pedagogy, ICT and other aspect under the scheme. These training are also supposed to support various innovation and its implementation at secondary grade level

It is important to understand overall requirement and capacity of teachers training institution at state level. Except CSSTE all other scheme are heavily dependent on adhoc structure

Some of the problem that got highlighted by SCERT and diet faculty regarding in-service teachers training are as follows

A single uniform module cannot be applicable for all teachers of the state. There is need to prepare different set of module based on actual analysis of the situation. The second observation was that delivery of training was more resource person dependent with training modules as the main material. They are hardly aware about any other materials that could be e. Since the resource personnel are not being shortlisted from any rigorous process, they are not able to use various teachers training materials including reading materials for teachers and ICT/audio-visual resources, self-learning material/teacher manuals etc.

It is not sufficient that SCERT and other institutions such as IASEs, CTEs, and DIETs should involve in the process at the institutional level but they should own and implement all training. However without full faculty strength and without technical up gradation of SCERTs, DIETs and CTEs, without institutional base, it’s very difficult to conduct large scale teachers training.

**3.** **Curriculum and Textbook development**

Curriculum and Textbook development is one of the key activities of SCERT (particularly after RTE act) and SCERTs too are trying their best to fulfill these responsibilities. They have developed an informal network of textbook writer and illustrators. Mostly, these books are developed through workshop mode. This is a very ad-hoc arrangement, some time they able to fetch experts from NCERT but there are institutional and normative constraint. Sometimes the faculties don’t have any training of textbook writing nor are they familiar with recent debate and discussion in textbook development.

It is important to create devoted and specialized faculty for research and development on textbook and a specialized wing for textbook developer in SCERT.

**4.** **Governance:**

There is a need of separate cadre of educational Administration and technical faculty at SCERTs, CTEs & DIETs. The gap related to education and training was apparent during the discussions. During the interview with state level functionaries it seems that administrators have very simplistic ideas about some of serious issues in education. In overall hierarchal structure, technical faculty are not in position to resister their voice and idea vis-a-vis administrative officers. It was found that the officials had varying backgrounds and hence varying levels of understanding of the teaching-learning scenario. It seems that there is lack of awareness among very senior bureaucrats as well as lower level functionaries. However, they were confident of their understanding and perception. The micro nuances and technicalities involved in teaching-learning are considered as something simple and is common knowledge. Their knowledge with respect to TE is limited to those activities to which funds are allocated and for which there are government orders.

It is important that all key officers those who handling CSSTE need to be thoroughly oriented before joining on the position and as also be supplemented with frequent orientation.

**5.** **Fund Flow:**

During discussion with lower level functionaries it came out they were not happy with the timeliness of the fund allocation. Further discussion has revealed that the fund receipt typically happens in August-September and that they start scheduling for the trainings in about a fortnight thence, till end-march. In other words, the actual training window of the teachers is limited to only 5-6months in a year.

I.A.S.E Faculty at Hyderabad informed us that Funds reach the institute at the end of the year and it is very difficult to use them in particular time frame. Instead of sanctioning the find at the end of the year same fund give at the beginning of the year it will be more beneficial to institutes.

To avoid this, MHRD may release 25 % of budget on just at beginning of year on the basis of advance calculation

**Inadequacy of Financial Norms and Allocation:**

The norms related to monetary allocation were decided in 2012 and despite inflation they are the in 2012 too. Moreover, the present approach to financial norms does not support diversity. States are not happy that MHRD has a blanket approach - deciding uniform and same standards for varying levels of training needs for different geographies, institutions and target groups

It was also found there was slashing of funds of different heads related to functioning of teacher education. For example, the SSA funds meant for research and evaluation were cut off.

What is even more challenging is that there is inordinate delay with respect to the salary disbursement of the DIET faculty – sometimes DIET faculty are not paid timely salaries for a stretch of 6month duration too. Indeed, one of the DIET staff met had casually remarked that in teaching circles it is understood that “if you have got a posting in DIET, it means that from now on you won’t get salary”. This, the respondent met, have mentioned is a serious deterrent for people to join as DIET staff.

**6.** **Vision and planning**

The approach to planning is a decentralized one since norms do not allow for it. Moreover, the process of planning itself is creating a huge constraint. States are struggling with uniform and centralized norms. Its impact is obvious from top to bottom of the system.

Ground level functionaries are of the view that those DIETs who have good infrastructure and full faculty strength should continue with pre-service training but if infrastructure and faculty strength and are not well provided for, then pre-service may be relooked at.

Strengthening of TSG is required for regular support and capacity building of states. During the discussion with state officials it emerged that they require more and frequent support for capacity building of state level functionaries. NCERT structure and capacity do not allow them for sustainable and continuous work with State & district level officers. Moreover, NCERT is also not very close to reality of states.

**7.** **Crunch of Experts and trained teachers Educators :**

This is a multifold problem which include large vacancy, putting admin officers in role of DIETs /CTEs faculty and a long list of expectations. IASE Faculty at Hyderabad informed that In this institute we have very less number of faculty and these faculties are called work at SSA, RMSA and SCERT all the time as there is less number of staff in those institutions. State is introduced English medium in most of the district colleges without faculty there. For SCERRT Telangana there is only two staff of Assistant Professor Level and they have lot of work.

Actually initial trend indicate the there are skeptical approach for fulfilling all post in the institutions.

**8.** **Inadequate infrastructure**

DIET Lucknow is considered to be one of the best DIETs in the state, a model DIET. However, during class observation it was found that the whole class strength present for the day (about 100 students) was sitting in the same classroom space. A mic arrangement has to be made for the teachers to conduct the class. Though there was library and there were good number of books, they are all dated and are the same materials that were being used in 90’s. It seems that students are not using library and are not exposed to any of the standard theorists of education. Furthermore, the perceived need to read such reference material is very low.

DIET , Indore Bhopal is a good case to understand problem of infrastructure and its deteriorations , This is an oldest Institution in the state, it was established in 1928 as a school (teacher training institute) and then was made a BTI, following which, in 1989 was established as a DIET. The campus combines old and new physical structures, with a surrounding and setting where natural green cover has been maintained. Overall the structures are spread out on sufficiently large area and house around 15 classrooms, 2 seminar rooms a library, cultural hall among other structures of staff quarters and girls hostel on the campus. There is drinking water facility and functioning toilets-however on the day of visit water supply was an issue in the staff toilet. Though maintenance in terms of discarding of old furniture and material and storage of the same and maintenance of the green cover could have been improved the overall maintenance in terms of cleanliness on the day of the visit was of a good quality. The researchers were informed that though the science laboratory was functioning, the ICT lab needed to be upgraded (the room was locked and was found in a neglected state on the day of visit).

Similarly as in case of CTE Lucknow, the institute has large campus and good structure , but maintenance is unusually poor , its seems categorical misuse of old infrastructure. As per head of institute since last 17 year there was no pre-service , institute is deteriorating day by day.

**9.** **Views on Discontinuation of PSTE by DIETs**

DIET lucknow teachers and Principal are in strong view that pre service should not be discontinue, it ia a main source of energy, and institute has a deeper engagement with in-service only because we are also conducting pre-service.

At Indore, This is based on a very brief discussion with the principal and some senior faculty members. Overall, they did not seem to have a problem with discontinuation of DLEd program, however they were all united in suggesting that this function should then be taken up by university system and not be left to the private institutions. The latter they said were mostly bogus (70%) and students would not get a proper education under them. The main positive they saw for the DIET in discontinuation of PSTE is that they would get more time to focus on monitoring of schools and dedicated time for INSET activities. One of the senior faculty members however did mention that if such a change was initiated the it would need to be followed with specifying the roles and duties of the current staff and faculty. The same she said would need to be followed up in a strict time bound manner so that DIETs could contribute meaningfully to INSET.

**10.** **Capacity building, monitoring and convergence-**

Faculty at SCERT, IASE, CTE and DIET have certain opportunity for capacity building but they not able to recall what they learn at Arizona or during TESS India training< It Seems that the training program are interesting and joyful but not able to create an impact , As Secretary Uttar Pradesh indicate that training and learning of developed word would not work , we need socially and culturally rooted ideas and training materials in indigenous language

Annexure 1

CASE OF DIET Indore :

The institution head of DIET Indore has additional charge as DEO of the district and spends his time between both these responsibilities. Specifically regarding the developments under the CSSTE, the he admitted to having received more funds under which infrastructure requirements could be met. It had also led to increase in capacity building of the faculty members through various exposure visits and in turn provided them with motivation. He felt monitoring systems had also improved however, he felt that this area of work of the DIET needed to be strengthened further.

The DIET had spent time in developing its research wing and had also actively tried to work in the area of integrated education-with two of its faculty members who received training from an NGO on the same. Accordingly resources were also developed. (*however, during observation, the two researchers found the infrastructure for physically disabled lying in a room unattended. Also there was no visible infrastructural developments like ramps, etc. or teaching learning material shared did not have these components of inclusive education) .*

He did admit that since 2014 there was a decrease in amount of funding. Also he admitted that the implementation of the changed curriculum in schools had been done only upto 30% and more focus on the same was needed. He also expressed a felt need to interact with other states and understand the developments of the sector there. Furthermore, he admitted that though the training activities had increased in frequency, the documentation processes were still weak.

The DIET principal expressed that there was limited administrative power that the DIET enjoyed and a lot of time was spent in administrative procedures. Further, the DIETs did not have any power to take punitive action. Though the DIET was an academic authority for the state, he said that academic freedom was missing.

The use of technology included use of social media like whatsapp and telegram to communicate with faculty members and ensure communication of various important event, report trainings, etc at level of district and state. The facilities within the DIET included access to computers to every department. The principal however did not have a machine to access. Further internet connection was reported as a problem.

Senior Lecturer: The faculty member was a DIET cadre , Senior Lecturer with the Indore DIET. She had completed 20 years with the DIET and seemed to be a very active member of the faculty team. A mathematics lecturer she has been involved in designing the academic plan for the Indore DIET and has been invited in Bhopal for the same. She seems to like her experience as DIET faculty member when compared to her previous experience in a higher secondary school. Along with being in-charge of PSTE and mathematics teaching, she also is in-charge of monitoring activities and admission activities at the DIET.

She came across as a member seriously engaged with the field of teacher education and one who was interested in continuously increasing self and teachers’ academic quality. Further, her involvement with PSTE and teacher students was also visible when she made it a point to share the project work submitted by her students. She also shared an innovation she had introduced in the design of the PSTE program wherein before the students take up internship, they were to complete the syllabus of CLasses 1-5 textbooks. In this the teacher-student is taught by the faculty as though they are school children, further they are given exposure to basics of lesson planning, tlm, etc. all that she felt were necessary before the internship period began. Another aspect which conveyed her high level of involvement in teacher education, was when she shared how disappointed she felt during school visits when trainings did not translate into classroom processes.

Her focus and appreciation for action research was also evident from her topic of study emerging from monitoring visits and feeding back into the DIET’s training activities. She also appreciates the basic thrust of DIET wherein quality improvement of teaching in elementary and primary schools improves. Being from the DIET cadre she did express at several points during the course of the interview her disappointment with the existing system of promotion. Though due for a promotion for the last 4 years she had not been promoted and felt that the tension/ confusions created by presence of DPI deputed faculty and DIET cadre was one of the reasons. She had complained about the same to SCERT but had not received any communication regarding the status of the complaint.

Interaction with student

The student who was interviewed for the study was a 2nd year D.El.Ed. student and had studies Arts in her +2 level. She told that she chose to study in a government institute because the quality of education is good and that it prepares students for job opportunities. She said getting admission in the college was easy for her since the entrance is based on merit. She chose teaching as a profession because she wants to contribute to the society by teaching children and teaching gives her satisfaction. Since she commutes from her home everyday she did not have much inputs on the hostel facilities but mentioned that frequent power cuts in the area is a cause of inconvenience both in college and particularly in girls hostel. She suggested that more facility for proper lighting and ventilation should be provided so that working during power cuts isn’t a problem.

All the teachers have school experience and she told that they use these to teach them which is very useful. With regard to internship, she said compared to earlier batches they have more duration of practice teaching (60 days) which helps them to prepare for their teaching job. She told that most of the students use internet for social networking and to prepare their TLMs and assignments. Teachers also use videos and power-point presentations while teaching. Interaction with NGOs or externla experts was very less according to her. When asked about the infrastructural needs of the institute, she said that a functional computer lab and new furniture in classrooms is required. She also felt that the cultural activities should be conducted more frequently.

The students’ knowledge about RTE, NCF and NCFTE seemed to be very minimal. But since just before the interview the Math teacher had talked about NCF in her class (researcher had observed the class), she could repeat some of the points like learning by doing, relating real life to subject concepts and formative assessment. She did not know about No-detention policy but when explained by the researcher she said that she does not agree with it and that students should be allowed to repeat the class and learn instead of passing them to next class.