| **S.No.** | **Recommendations of JRM** | **Action Taken Note (ATN) by State Govt.** | **Observations of JRM Team** |
| --- | --- | --- | --- |
| 1. | Reduce number of trainings: There is a feeling of over-training and the decrease in quality might be attributed to it. Therefore, all teachers need not undergo training every year. 25% teachers can be trained every year giving 4 year cycle before a teacher again undergoes training. | We agree with the recommendation that frequency and period of the training should be minimized and made need based. | **The State Govt. had stated that one of the main problems being faced in the training schedule is that MHRD has a component of ‘Training’ in each of Centrally Sponsored Schemes of SSA, RMSA, ICT, IEDSS and TE. This has created duplication. Hence a request was made that MHRD can have a re-look at the various type of training component under each CSS scheme and give a direction.**  **All trainings, at least arranged for elementary level teachers, must be brought under one roof, where possible it may be SCERT as it is academic authority too.** |
| 2. | There are too many organizations; government, as well as non government. who organises different training for teachers. The resources these organisation have should be utilised but in a comprehensive and meaningful manner. SCERT as the nodal agency of the state should try to establish linkages between these organisations as well. |  | NGOs like APF, Vidya Bhawan, Ekalavya, Pratham, etc. are always part of our training but the involvement of Govt. organizations like universities and colleges are limited only need based. SCERT Chhattisgarh has developed linkage with many non Govt. agencies their help is taken in different fields like formulating pre service training, text book development, various material development, Educational leader development, etc. **Nothing specific was needed as follow up** |
| 3. | More focussed trainings: Training needs to be like courses that continue over time. This involves continuity between the face to face interaction at training venue and the school follow up. | SCERT is concerned in this area. Recently a decision has been taken that all primary level training will take place at cluster level involving local resource persons to ensure continuity and availability of resources even after the training. Beside this we have 100 centers in the states which are at present delivering the contact programme for D.Ed. ODL course. In future we plan to use these centers as permanent resource centers. | **The SCERT felt that given the multiple components a comprehensive plan could not emerge. They are considering long term workshops but are looking for support to develop formats and resource persons for them**  **The JRM Team saw the D.Ed ODL course contact program of both 1st year as well as 2nd year held every Sunday at the Centers of study one of which was at Mahasamund DIET. The program is working well though it is over-stretched in capacity due to large numbers and the RTE deadline. Report of the team is attached.** |
| 4. | Training needs to make teachers feel motivated and empowered. | Objective of all trainings are to make teachers motivated and empowered but the nature of training delivery does not make it fruitful SCERT is also struggling to make it meaningful. | **Director, SCERT and the team reiterated this. They said there is over training. Teacher should not be trained every year but over a four year cycle with more resources. 25% teachers trained every year would be within the capacity. More per teacher cost should be allowed.**  **Instead of face to face training the possibility for orientation in other modes like self learning, assigning task assigning projects etc. should be explored.** |
| 5. | Teachers are confronted with many systemic and administrative problems, which dominate conversations during trainings. Mechanism should be set up to address some of these issues on a priority basis during training so that the remaining time can be devoted to academic issues. |  | These issues are mostly local issues and academic persons those who conduct the training are not competent enough to handle administrative issues. Grievance redressal is a separate issue and it cannot be linked with academic. **SCERT has devised a format on some of the issues, to receive such inputs for the pre-service program.** |
| 6. | Training needs to be at a local level - Localised at the cluster or even sub-cluster level. | From the year 2012 we have taken our training to cluster, we are assessing the merits and demerits of the trainings. | Report on this is needed. |
| 7. | More budget and effort needed for preparing educators. Adequate resource persons are needed and the level of honorarium, travel and stay comfort for them needs to be increased. They need to be prepared more rigorously as well as respected more. There should be a review of the per day norms particularly in towns and cities. | Most of the trainings are interventions of the MHRD, norms for the training are old so it is very difficult to manage trainings with quality and engaging quality resource persons. Ironically, these norms are followed in all the trainings as reference. There is a need to renew the norms. | **The per-diem training rates need a relook (ATTN MHRD)** |
| 8. | All teachers of a school and maybe even a cluster should be trained in one subject together so that they have a shared experience and have a somewhat common way forward. | It is a good ides for primary teacher training and we will try to convert the idea into practice, considering the administrative problems. | **Vice Principal, DIET, Mahasamund, also made the same request and the State Govt. is seriously considering this issue for implementation. (May need co-ordination between teacher development , SSA and RMSA at MHRD level too)** |
| 9. | Efficient training system has to be created to capture the data of participants and resource persons to ensure that trainings are offered on a need basis regularly. | State education portal is supposed to be started very soon this will capture all relating data. | **Director, SCERT had stated that Education Portal has been set up and 80% of the data has already been captured.** |
|  | **B. DIETS** |  |  |
| 10. | Need maintenance support and a capability to maintain buildings and infrastructure. | State has prepared the budget for major repairing and new construction as per state SOR and submitted to MHRD. | **The State Govt. was intimated that as per the decision of TEAB, financial assistance only for Salary and Programme & Activities was considered initially. As funds are now available, the proposal for release of funds for civil works has been submitted to IFD for concurrence. *DIETS need to work with the PWD to expedite the work and send utilisation in time*** |
| 11. | There should be a mechanism for DIET to appoint consultants in the DIET to carry forward the key work of the DIET with teachers and schools. | If MHRD makes provision to hire the services of consultants then the Govt. of Chhattisgarh would welcome it. | **The State Govt. was advised that MHRD is not concerned as how the staff is recruited and financial assistance for salary is given only to those posts, which have been created due to re-organisation and filled up. Hence, the State Govt. is free to fill up the post, either on deputation, direct recruitment and pending direct recruitment, as an interim measure to appoint persons on contract basis also.**  **The State would advertise for such positions in order to overcome the present scarcity** |
| 12. | DIETs should have the flexibility and autonomous to find local possible solutions. | DIETs have liberty to find possible solution it is an issue of leadership to take benevolent decision and finding solution at local level. In the same time we are reviewing the system and procedure to understand the factors what discourage the autonomy | **The above issue was also discussed in the meeting of JRM Team with all Principals of DIET and CTE. Need a response on the action taken for it. The Heads need to be prepared and empowered to use as well as require autonomy for themselves as well as their colleagues** |
| 13. | The tenure of the people should not be brief. People coming in and out lead to loss of experience and capability. Promotions should not lead to transfer from DIET unless essential in specific cases. | Separate cadre for SCERT and its subordinate organization has been finalized and very shortly, it will be notified. | **Secretary, Education, intimated that notification for a separate cadre has been issued.**  **Agreed for a time bound plan for issuing the advertisement for the external as well as internal candidates. Process of seeking desire to be started soon.** |
| 14. | There is a need to retain the 7 + 17 structure at the DIET instead of 5 + 12 due to expansion of work. | The structure of 17 DIET faculties was proposed in MHRD guidelines for 11th five-year plan but 12th plan has proposed 7+17 structure. After notification of cadre, state will revise staffing pattern in DIET, IASE, CTE and SCERT as per MHRD guidelines. | **The issue was discussed at the level of the Chief Secretary also, who had stated that necessary approval of the Govt. will be given shortly. Simultaneously, it has also been decided to place advertisements in the newspaper as these are Group B posts and needs to be filled up through PSC.** |
| 15. | Capacity building of DIET needs to be focused and planned. |  | The State and the SCERT are in agreement. The support of the JRM leader and other organisations and individuals for this was sought. A time bound plan needs to be evolved by the SCERT for this. May be included in the AWP and support also sought.  Some DIETS also thought of collectively setting up a process of linkage with institutions for capacity building. SCERT needs to encourage and facilitate this. |
| 16. | There should be internal account of the DIET funds received including that released from treasury, SSA etc and matching with the expenditure and bank statement. | SCERT has conceptualized to establish a strong online monitoring mechanism, we have already started working on this project. | **A Web Based on-line monitoring system is under preparation.**  **Internal audit by the SCERT has not been happening.** |
| 17. | The position of the DIET Principal must be given the due importance at the time of selection of the DIET Principal and allocation of responsibilities and authority to the DIET Principal must be done appropriately | This issue may be resolved after having PSC qualified principals in DIETs, presently all all the principals are either Higher Secondary Principals or Deputy Director in education department. | The BRC and CRC are outside the perview of the DIET.  The status needs to be clarified and an appropriate schedule developed and isuued |
| 18. | A clear vision of the DIET must be articulated at the state level and the role of the DIET must be detailed out with the involvement of the various stakeholders of school education department. |  | SCERT needs to anchor this.  There was agreement on this need. Await some appointments to the DIET's. Should not wait.  Help maybe sought from various sources. Should form a part of the AWP |
| 19. | The DIETs must be given sufficient prominence at the district level through careful positioning of the DIETs vis a vis the SSA and the District Education Office. |  | At the MHRD, at the State as well the educational functionaries of the SSA, RMSA and Teacher education should work in tandem and co-ordinate better. The teacher education functionaries at the State and district level should not be left out. The State does have the SCERT in a responsible and prominent role. This should be institutionalised and expanded to the districts as well. |
| 20. | The DIETs must use the available autonomy to examine its organisation and restructure based on the needs of each district. Each district must have a blue print of its own and a system for DIETs to rely on each other's competencies must be developed so that scarce resources can be better utilised. |  | The DIET needs to be supported to build capacity and systems to plan and review the plan and its functioning  Asked each DIET to develop a plan that can enable it to work towards distinct improvements rather than scattering energies in a variety of activities |
| 21 | Greater awareness must be built into the DIETs about the Centrally Sponsored Scheme on Teacher Education so that they are able to avail of all the provisions of the Scheme, especially those pertaining to institutional strengthening like support for infrastructure, capacity building, provisions for library etc. |  | The SCERT would have the scheme translated and also have workshops with the DIET to help them understand the scheme. |
| 22. | The accounting process has to be strengthened in the DIETs. At least internal audits led by the Finance and Accounts Department at SCERT must be strengthened. The possibility of a web based accounting system can be explored so that the SCERT can keep track of the finances and accounts of DIETs regularly |  | Web based system in progress.  Mechanism for internal audit by the SCERT team needs to be set up |
|  | **C. D.Ed. Programme/ ODL** |  |  |
| 23. | The books A meeting should be organized by SCERT with various organizations to understand each-others perspectives so that there can be some coherence between various efforts. and course material of the 12 subjects taught in the DIETs as part of the new course should be available in the market and sold to public and teachers who are not its part. | The issue is under consideration of SCERT | It was reported that the material has been printed but not clear if it is available in the market and how it can be got by someone who wants it |
| 24. | Needs an external 'expert' to help faculty and students teachers engage with and enjoy the subject. | This year DIETs have planned to engage external experts as to add value in the work of faculty. | Report on the experts engaged. And also on the organised plan of work may be shared. Lessons from this may be important for others as well.  State needs to create a data base of resource persons, of teachers who have been trained, of Head teachers, CRC, BRP etc and their strengths |
| 25. | Short term courses for teachers on various topics of the subject and this certification may be credited in ACR | This recommendation will be forwarded to the Govt. for necessary action. | Decision on the suggestion and how to take it forward needs to be shared.  Courses like CTPM, CTE etc of IGNOU need to be made accessible to DIET faculty and through them to teachers in a time bound manner |
|  | **D. CAC** |  |  |
| 26. | CACs need a mechanism for developing individual job chart as a transformational agenda looking to the possibilities in the cluster and the capability and interest of the CAC. Mechanical, non-flexible, non-autonomous job charts with no space for personal and contextual choices would not work. | Basically post of CAC is SSA intervention and they work according to fixed guideline. | As suggested by the persons from the field a circular needs to be issued regarding the role of the CAC and their linkage to the DIET as well as their reporting structure.  Co-ordination between SSA and RMSA district functionaries with the DIET needs to be established. Systems and processes need to be set up |
| 27. | Need to review the monitoring stipend in view of the areas and schools to be visited. | SCERT at state level has prepared teams for different districts to address this issue | Has the problem been addressed. Need to check with the field persons through the DIET's |
| 28. | Need to find ways to set up effective communication between teachers, CAC and BRP. Possible way is a mobile phone network. | SCERT has set up successful network of CUG which has enabled all teacher training institutes to connect free of cost. | Has this been in use? Is CAC also a part of this? |
| 29. | **System**  1. Heads of institutions should be trained to:   * + Lead a team and build trust   + Understand finances and build financial plan   + Plan the building and infrastructure anticipating future development and challenges.   + Recognize the need for expert consultation and the ability to procure it. | In Chhattisgarh, Educational Leadership Management programme is in progress with support of APF and the end of four years approximately 50000 head teacher will get training. | There is a need to encourage more DIET's to take up such orientations for head teachers. Already some DIET's are doing these. The suggestion is to do it in a systematic way so as to cover most schools in a definite time frame.  The Heads of the secondary (and perhaps senior secondary too) as well as DIET principals should also go through courses that build leadership as well gives them basics of vision, functioning and effective management of their institution |
| 30. | RMSA should allow for placement of capable resource persons in DIET, CTE, IASE for development of teacher support courses and implementing them rather than merely give piecemeal honorarium. | An innovative suggestion next year RMSA may be requested to make the provision. | Has this been done? Could or would the SCERT and DIET collate their needs and ensure they are included in AWP of RMSA? It has to be a part of the State plan |
| 31. | There are too many experiments and changes and many programmes are started simultaneously. A programme and a system when started should continue for some time. |  | State Govt comments on this and views needed. |
| 32. | There is need for the private B.Ed. colleges to be periodically reviewed by the SCERT or by some external agency identified for the purpose. | B.Ed. colleges are affiliated by University and recognized by NCTE so the role of SCERT in assuring quality is very limited moreover, NCTE also does not allow us to do so. | **Director, SCERT had stated that the State Govt. had taken up the issue with MHRD and a written communication (No.48-5/2021-NCTE/N&S/A49874 dated 4.12.2012) has been received that under Section 13 of NCTE Act, powers to conduct inspection rests only with NCTE and these powers cannot be delegated to State Govt. MHRD/NCTE to take action so that State Govt has a role in improving colleges** |
| 33. | Capacity building of the B.Ed. private colleges is needed. | From July 2013 IASE will initiate this activity |  |
| 34. | There is no University faculty of education in any Govt. University. These need faculty persons and other resources. | B.Ed. and M.Ed. courses run by university are self-financed courses so they do not get any grant from UGC or Govt. to engage regular faculty. | Is there any effort to seek State Govt or UGC support?  There is a need to have stronger education departments guiding education in the State |
| 35. | Annual Work Plan of the SCERT should be shared with CTE, IASE, DIET, RMSA etc. |  | The complete plan for SCERT has been prepared after three round of consultation with DIET, IASE and CTE. PAC for SCERT has been constituted and AWP of the state has been shared with all the members of PAC which includes RMSA and SSA officials.**The SCERT had already called all Heads of various institutions for discussion to prepare the Annual Work Plan for 2014-15.** |
| 36. | The plan of IASE/CTE should be made with the SCERT, DIETs, RMSA etc. and that of DIETs with SCERT, CTE/IASE/DPC/BRC (Rep.)/ CAC (Rep.)/ School Principals (Rep.). The SCERT must act as the nodal agency. | SCERT PAC includes representative from all mentioned institutions. | **We were informed that is SCERT acting as a nodal agency in the preparation of AWP for 2014-15.** |
| 37. | It is imperative that the scheme (CSS) be translated into Hindi and made available in English and Hindi, both, to the State Institutions. This is needed to overcome the lack in depth in understanding of the scheme and its implications at their level or any other level. | Not related to Chhattisgarh, MHRD is requested to get it translated and disseminate. | **The SCERT has decided now to prepare a translation version.** |
| 38. | Structure of various institutes needs to be evolved as per the functions and activities envisioned and collaborative processes for programme development will improve the ownership. |  | The State has to respond to this. This is in conjunction with other points on co-ordination already mentioned. |
| 39 | Edusat should be better used for improvement of quality of teaching learning in a structured manner. | Edusat is being used for teacher training, students training, training of PRI and interaction with various organizations. |  |
| 40 | The state has to work on a mechanism to feed research findings into the system give it a better visibility in public domain. | SCERT web site is being used to disseminate research findings. Important findings of the researches are being circulated among all teacher training institutes | **Quality of research needs to be considered. CTE and others need to have courses on research and improve research from the stage of conceptualisation itself. Need to take help from outside experts as well.** |
|  | **SCERT** |  |  |
| 41. | A shared perspective and vision of SCERT should be developed and it needs to be shared with the organizations that closely work with SCERT |  | **SCERT sought support to undertake this. State needs to develop a plan for this and then academic and technical support can be provided** |
| 42. | SCERT needs a bigger team therefore immediate appointment of faculty members as well as creation of more positions to fulfill the role that is expected from the SCERT is required. |  | **Separate cadre for teacher education being developed. Advertisement for internal candidates to apply to be released soon. Contract interim appointments would be tried too.** |
| 43. | It needs to have more opportunities for academic capacity building of the faculty members. |  | The report is not received on this point. |
| 44. | The faculty members need time to have dialogues among themselves, analyse their work and moving on the basis of the reflections. |  | The report is not received on this point. Please spell out the rough average time available and spent. |
| 45. | SCERT needs to build its own capability for working with high schools and higher secondary schools. |  | The report or the plan is not received on this point. Please spell out the rough plan, average time available. |
| 46. | It should set up systems for better maintenance of its infrastructure |  | The report is not received on this point. |
| 47. | It should encourage good private institutions and include them in facilitating learning centers (being developed under the ODL program) and for supporting SCERT and DIET. Consider some of them as possible candidates for CTE in the absence of Govt colleges |  | This is being considered by the State |
| 48. | Include DIETs in developing the State plan and accord more flexibility to the DIETs. |  | **The DIETs are being included in developing the State plan.**  **But the flexibility is both an issue of the capability of the system and of the people to take it to the extent possible** |
|  | **Key recommendations for the Teacher Education Institutions** |  |  |
| 49. | A vision building exercise with the faculty along with a capacity building effort helping them understand the educational concerns as evident in the NCF 2005 and NCFTE 2009 is needed. |  | The State Govt has started the process. This needs to be strengthened and widened to include more persons.  Specific vision building exercise needs to be taken up |
| 50. | They need a Principal/ Head of Institution who has a vision and leadership abilities to understand the role of college in improving school education. |  | The Heads for the institutions need to be specially chosen and oriented such that they can visualise the TEI they are heading and its role. Be able to develop and follow a road-map for its development |
| 51. | Need a cadre that will remain in the college of teacher education and the DIETs and therefore has an experience of teacher education over a long term and therefore build programs. | POINT IS REPEATED |  |
| 52. | The IASE Faculty needs to be up-graded and feel motivated to work as a team |  | VISIONING OF THE FACULTY NEEDS TO BE TAKEN UP |
| 53. | The CTEs and IASEs need to seek additional posts under CSS. |  | This was discussed and it was suggested that the State Govt and the institutions could take steps to add more positions. |
| 54. | They need to find ways and mechanisms to cover the large number of teachers in the districts under them. |  | The need to envision and develop a strategy so that there is a possibility of reaching everyone over time |
| 55. | Except for the regular B.Ed and M.Ed courses, the CTE lacks focus and purpose in the activities defined for it under CSS which it needs to overcome. |  | The current CTE Principal seemed to be more energetic and keen. She needs to be supported. SCERT, CTE and the IASE planning to work towards modifying the B Ed courses with the universities and resource organisations |
| 56. | The IASE needs to work on revision of the M.Ed. curriculum |  | The process for M Ed needs to be gradually started as well |
| 57. | Private college faculty norms for appointment and their terms of service should be reasonable. |  | NCTE needs to have the universities or the SCERT monitor this and ensure fairness |
| 58. | Involvement of faculty from private colleges in academic progress and seminars |  | Some progress has been made in this direction |
|  | **For the System** |  |  |
| 59. | Heads of institutions should be trained to:   Lead a team and build trust.   Understand finances and build financial plan.   Plan the building and infrastructure anticipating future development and challenges.   Recognise the need for expert consultation and the ability to procure it. | REPEATED FROM Point 29 |  |
| 60. | Capacity building of the B.Ed. private colleges is needed. There is need for the private B.Ed. colleges to be periodically reviewed by the SCERT or by some external agency identified for the purpose. |  | **During review, Director SCERT had stated that NCTE has stated in writing that, as per the NCTE Act, the State Govt. does not have the right to inspect private B.Ed. colleges.** |
| 61. | Annual Work Plan of the SCERT should be shared with CTE, IASE, DIET, RMSA etc.  The plan of IASE/CTE should be made with the SCERT, DIETs, RMSA etc. and that of DIETs with SCERT, CTE/IASE/DPC/BRC (Rep.)/ CAC (Rep.)/ School Principals (Rep.). The SCERT must act as the nodal agency. |  | **SCERT is already acting as the nodal agency for preparation of Annual Work Plan. It has meetings with the DIETs and CTE and IASE for preparation of Annual Work Plan for 2014-15. However, the RMSA plan is made separately** |
| 62. | It is imperative that the scheme (CSS) be translated into Hindi and made available in English and Hindi, both, to the State Institutions. This is needed to overcome the lack in depth in understanding of the scheme and its implications at their level or any other level. | POINT IS REPEATED |  |
| 63. | The state has to work on a mechanism to feed research findings into the system give it a better visibility in public domain. |  | The quality of researches need to be improve. The topics chosen, method and purposes of research need to be better planned. Visioning on research and planning researches with capacity building programs for the faculty to make quality research possible is needed. |

**Items to be included as part of recommendations of visit of officials of JRM Team to Chhattisgarh**

1. **Financial problem:**

One of the major constraint in the implementation of not only Teacher Education scheme but also other centrally sponsored schemes by the States pertains to earmarking of funds and timely release of funds; and the time taken for the funds to reach the individual institutions from the Treasury.

**Recommendations:**

1. Every institution in the State has to prepare an Annual Work Plan of the activities that would be undertaken by that institute in a particular year and the requirement of funds for undertaking those activities. The annual work plan along with financial implications should be sent by each institute to SCERT in July/August of the current year for AWP for the next year. This will ensure that SCERT process the AWP of each institute with the policy of the State and also help in preparing the overall Annual Plan of the Department with financial implications for taking up the issue of earmarking of State share for implementation of the concerned scheme with the Finance Wing by September/October and also submitting the Annual Work Plan of the Department to the GoI for its approval and concurrence in January of each year well before the start of the financial year.
2. For making the above a reality, following steps are recommended
   1. A Workshop be organized by SCERT with all the DIETs/CTEs/IASEs in April of the current year for guidance in the preparation of Annual Work Plan, taking into consideration the policy of the State; guidelines of the scheme and overall education policy.
   2. A system of financial alterness be evolved so that every month, the proposal sent by the concerned institute and release of funds to each institute is generated.
   3. A coordination meeting of the Administrative Wing and the Finance Wing be organized once in every three months to monitor release of funds and remove bottlenecks, if any.
   4. A Workshop of the Administration Wing with the Financial Wing of not only the State Govt. but also of GoI should be organized by MHRD in order to enable both to understand the bottlenecks and constrains being faced by them.

2. **Training:**

One of the observations and recommendations of JRM Team was that there was a lot of training being given to teachers. One of the reasons is that every centrally sponsored scheme had a component of training and the State Govt. sends the teachers for training throughout the year.

Another problem being faced is the norms for trainers pertaining to TA/DA is very old and has been decided by MHRD, which needs to be revised.

**Recommendations:**

MHRD should have a re-look at the various training being given under different centrally sponsored schemes of SSA, RMSA and Teacher Education, so as to avoid over-lapping of training. During the re-look, the question of the norms of entitlement of TA of trainers be also considered.