CHAPTER 6 – TEACHER EDUCATION AND TEACHER TRAINING

Historical Perspective

The earliest policy formulations emphasized the need for teacher education to be "*brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other" (Kothari Commission, 1964-66). It is indeed a matter of concern that teacher education institutes continue to exist as insular organizations even within the University system where many are located. Recognising 'quality' as the essence of a programme of teacher education, the Commission recommended the introduction of "integrated courses of general and professional education in Universities…with greater scope for self-study and discussion and a comprehensive programme of internship*."

Subsequently, while observing that "*…what obtains in the majority of our Teaching Colleges and Training Institutes is woefully inadequate…*" the Chattopadhyaya Committee Report (1983-85), reiterated the need "*…to enable general and professional education to be pursued concurrently…*" and emphasized that "*…an integrated four year programme should be developed carefully…(while also making it) possible for some of the existing colleges of Science and Arts to introduce an Education Department along with their other programmes allowing for a section of their students to opt for teacher education.*"

NPE, 1986 recognized the need for enhancing the status of teachers. It emphasized the need for substantial improvement in their working conditions and the quality of teacher education. The Policy called for overhauling the teacher education system and as a first step recommended the following:
- Teacher education is a continuum and its pre-service and in-service components are inseparable.
- DIETs be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal adult education sectors.
- At the national level, the National council of Teacher Education (NCTE) be established which will have the power to accredit institution of teacher education, phase out the sub-standard institutions, provide guidance regarding curricula and methods.
- Networking arrangements are created between institutions of teacher education and university department of education.

Background

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987 pursuant to the formulation of the NPE, 1986. It emphasized the significance and need for a decentralised system for the professional preparation of teachers and it was in this context that the DIETs, CTEs, and IASEs were established.

The Scheme was revised for the XII Plan in order to meet the exceptional challenges for the Teacher Education System arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary level and corresponding increase in the demand for

teachers. Modification of the Scheme was also critical in the context of the policy decision for universalisation of secondary education. The revised Scheme was formulated in pursuance of the RTE Rules (2010) under Section 38 of the RTE Act, notified on 8th April 2010. Subsequently, the revised Guideline for Restructuring and Reorganizing of the CSSTE was developed and issued in June 2012.

The Scheme was again evaluated with the completion of the 12th Five Year Plan in 2017 by Tata Institute of Social Sciences (TISS). The evaluation study was carried out covering each of the five zones in the country i.e., 90 institutions across 11 states (Assam, Bihar, Chhattisgarh, Himachal Pradesh, Karnataka, Maharashtra, Mizoram, Madhya Pradesh, Rajasthan, Telangana and Uttar Pradesh) and 2 union territories (Delhi & Puducherry). Also analysed during the course of the study were documentary evidence of fund flow, vacancies, TEAB minutes, JRM reports of states, syllabi, textbooks and curricular materials gathered from the sampled institutions.

The Integrated Scheme for School Education treats education holistically without segmenting from Pre-school to Senior Secondary Level. However, since the concerns for quality and pedagogical perspectives of different stages of School Education are different, the scheme takes into account those concerns and provisions have been made accordingly. Thus, the integrated scheme also focuses on strengthening and expanding the role of SCERTs and DIETs to cater to the diverse needs of the teachers at different levels.

6.1 State Councils for Educational Research and Training (SCERTs)

6.1.1 Introduction

State Institutes of Education (SIEs) were established in mid-60s for qualitative improvement of elementary education. Subsequently, in course of time, State Institutes/agencies were also set up in some States to provide academic support to school education in areas of growing importance like science education, educational technology, English language teaching, etc. and specific areas of concern like examination reform, evaluation, educational and vocational guidance, etc.

At present, there are 30 SCERTs in the country. In addition, there are 3 SIEs located in Jammu & Kashmir (Jammu & Srinagar) and A&N Islands (Port Blair). The Union Territories of Puducherry, Daman & Diu, Dadra & Nagar Haveli and Lakshadweep do not have either an SCERT or SIE. The functions related to quality improvement of school education in these union territories are performed by State Departments of Education.

6.1.2 Institutional Vision

The SCERTs were originally visualized to become centres of excellence in the field of elementary education. Their functions envisaged organisation of in-service training programmes for teachers and supervisory personnel, conduct of conferences and seminars for senior officers (district level and above) of Education Department. Over the years, the role of SCERTs as a state resource institution, has expanded to provide academic support at all stages of education, undertake co-ordination of all academic matters relating to school education, maintain appropriate linkages with other educational organizations and provide supervision/support to the district and sub-district level institutions. Other major functions of the SCERTs include development of curriculum,

instructional material, textbooks, conduct research programmes, provide guidance and support to state department of education and provide supplementary materials to address to the need of all children including Children with Special Needs and teachers. Further, SCERTs are also expected to perform a variety of roles for the national level institutions such as NCERT, NIEPA and NCTE, in the conduct of state level studies and surveys, as well as take the lead in some major national Initiatives such as Digital India, Skill India and Swachh Bharat, in collaboration with other state level institutions working in the area.

6.1.3   Role & Function of SCERT

The vision of SCERT demands that its role be viewed at multiple levels. Major roles and core functions of the SCERT can be classified under the following broad heads:

1) **Academic Authority u/s 29 of the RTE Act:** Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level. Given their existing mandate, most of the States have notified the SCERTs as the academic authority to perform this function. This involves not only laying down the curriculum and evaluation procedure but also to develop a system for assessment and evaluation of the learning achievements on a continuous basis.

2) **Policy matters:** The SCERTs are expected to undertake policy research and to advise state governments on policy formulation relating to school education and elementary teacher education. This inter alia involves preparation of State Curricular Framework for School Education, preparation of curriculum for the elementary teacher education course, preparation of state perspective plan for teacher education, etc. SCERTs are also expected to collate and disseminate available researches from universities, research agencies and NGOs in order to make use of these researches for improving quality of the education.

3) **Curriculum and Material Development:** Preparing textbooks for all the stages of school education across subject areas is one of the core activities of the SCERTs. The scope of its functioning encompasses curriculum development, preparation of prototype teaching learning material and text books for all levels of school education and teacher education. The SCERT needs to be the focus of curriculum and pedagogical transformation for teachers in all aspects. This includes not just cognitive and procedural aspects but their attitude to children and education as well as their self-confidence, ownership and feeling of responsibility.

4) **Training and related activities:** Organizing in-service teacher education annually for all teacher educators, administrators, secondary level teachers and ECCE practitioners are important functions of the SCERTs. Along with its in-service responsibilities, the SCERT should attempt at evolving meaningful, short term and long term teacher education programs on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators. Designing and implementing such programs would also help them in visualizing the relevant inputs for in-service teacher education. As nodal agency for teachers training, SCERTs will prepare an Annual Training Calendar in synergy with DIETs, BITEs, BRCs and CRCs.

5) **Community and Children's outreach:** Community and Children's outreach program and network keeps the SCERTs rooted to the experience and issues at the ground level. The Talimi Mela of Jamia Millia Islamia and the recent initiative of NCERT, to start a children's corner are some good examples of such initiatives. SCERTs (and DIETs) may need to have a more frequent system for interacting with children.

6) **Inter- disciplinary Coordination:** The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Department of Education. The SCERT as the academic authority has the responsibility of developing learning outcomes, appropriate teaching-learning materials, and modules for teacher preparation, etc. These components are presently addressed in a piece-meal manner with different groups working, separately. There is a need for a comprehensive understanding in each discipline. These groups should be constituted by involving faculty from SCERT, CTEs, IASEs and DIETs. It is not possible to have separate groups in all these subjects but each SCERT must have at least a few groups working and developing new understanding.

7) **Annual and Perspective Plan:** The SCERT is expected to prepare a 5-year perspective plan as well as annual work plans including physical and financial estimates of the proposals. States which have a SIE would also be eligible for this provision. However, they would need to upgrade the SIE into a full-fledged SCERT as per the MHRD guidelines on strengthening of SCERTs (2018).

6.1.4 Strengthening& Restructuring of SCERTs

Given the expansion of school education in last decade after the implementation of the RTE Act 2009 and the increasing demands for inclusive education in all the schools, appraisal of SCERTs was important to strengthen SCERTs through analysis of its strengths and weaknesses to address the gaps within the institution and its linkages with other institutions. Keeping this in view, MHRD has developed guidelines for the strengthening of SCERTs in wider consultations with the states/UTs. The guidelines prepared after wider consultation with the states/UTs, are as follows:

1) Restructuring: In view of the emergence of SCERT as a crucial Resource Organisation for the entire School and Teacher Education, its restructuring is to be taken up on a priority basis. SCERT needs to make a proposal for its own restructuring consulting different stakeholders and present before state Government. Under this restructuring, there is also a need to create teacher education cadre, if it is not in place. This is in view of the aspirational mandate of the restructured SCERTs. There are large variations in states today in the number of sanctioned positions, number and nature of departments, as well as nomenclatures and pay grades across various states. The mandate of SCERTs/SIEs also differs across states and UTs – some SCERTs are responsible for school education covering class 1 to 12, while other states cover only up to class 8 or class 10.

Keeping these variations in mind as well as the expanded mandate of SCERTs covering pre-school to senior secondary levels, most SCERTs across India need to be strengthened to cater to the needs of inclusive school curriculum, assessment, teacher education curriculum as well as research. Given the wider role of SCERTs, models for restructuring are proposed including relevant and adequate divisions, departments and faculty positions. However, due to variation in the size of the population in different states and their requirement accordingly, two models for restructuring have

been suggested for the States and UTs. Model-I is for those States which have population above 1 Crore and Model-II is for those States and UTs which have population of 1 Crore or below, as per Census 2011. These two models vary in terms of number of faculty members proposed for different Divisions and physical infrastructure. Both the models include organisation structure with five major divisions including departments within the division and faculty positions are proposed. Broad functions of each of these divisions are detailed in the tables below

Table-1 (a): The Proposed Organisational Structure Model-1 (Population above One Crore as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	3 Associate Professors 4 Assistant Professors	**7**	**2 Faculty** (1 for Environmental Studies 1 for Maths)	**5 Faculty** (3 for Physics, Chemistry, Biology 1 for Maths)
Social Sciences	1 Associate Professor 3 Assistant Professors	**4**	**4 Faculty** (1 each for History, Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 4 Assistant Professors	**6**	**2 Faculty** (1 for Hindi 1 for English)	**4 Faculty** (1 each for Hindi, English, 2 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		**1 Faculty** (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor 1 Assistant Professors	**2**	**2 Faculty** (1 for Visual Arts & 1 for Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor 1 Assistant Professor	**2**	**2 Faculty** (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	**1**	**1 Faculty** (1 for Health and Physical Education/Population Education)	
Dept. of Inclusive and Special Education	1 Associate Professor 1 Assistant Professor	**2**	**1 Faculty** (Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities **1 Faculty** (Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-school	2 Assistant Professors	**2**	**2 Faculty** (Each specialising in ECCE/ Pre-school curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 HoD (Professor) 1 Associate Professor 1 Assistant Professor	**3**	**2 Faculty** (1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 HoD (Professor) 2 Associate Professors	**5**	**4 Faculty** (3 for Pre-service education - Philosophy, Sociology, Psychology & 1 for In-	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
	2 Assistant Professors		service education)	
Department of Leadership and Management	1 Associate Professor 1 Assistant Professor	2	**2 Faculty** (Each with specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 HoD (Professor) 1 Associate Professor 1 Assistant Professors	3	**2 Faculty** (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & 1 for ICT Initiatives (NTP, Prashikshak)	
Division of Programme and Monitoring	1 HoD (Professor) 1 Associate Professor	2	**1 Faculty** (Secialised in educational planning)	
Academic posts		45		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	3	1 Librarian 1 Assistant Librarian 1 Professional Assistants	
Administrative Division	7	7	3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	2 - Professional Assistant for Library and Documentation Division 3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Project Fellows and/or Consultants on contractual basis	

States and UTs have the flexibility to adopt the academic posts suggested as per need, with prior approval of MHRD.

- Total 21 States/UTs have population above 1 crore as per the Census 2011. These are Uttar Pradesh, Maharashtra, Bihar, West Bengal, Madhya Pradesh, Tamil Nadu, Rajasthan, Karnataka, Gujarat, Odisha, Kerala, Jharkhand, Andhra Pradesh, Telangana, Assam, Punjab, Chhattisgarh, Haryana, Delhi, Jammu & Kashmir and Uttarakhand.

- Qualification of all the academic posts needs to be in consonance with NCTE norms.

Table-1 (b): The Proposed Organisational Structure Model-II (Population One Crore or below as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	2 Associate Professors 3 Assistant Professors	5	**2 Faculty** (1 for Environmental Studies 1 for Maths)	**3 Faculty** (Physics/Chemistry/Biology and Maths)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Social Sciences	1 Associate Professor 1 Assistant Professors	**2**	**2 Faculty** (History/Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 3 Assistant Professors	**5**	**2 Faculty** (1 for Hindi 1 for English)	**3 Faculty** (1 each for Hindi, English, 1 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		**1 Faculty** (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor	**1**	**1 Faculty** (Visual Arts & Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor	**1**	**1 Faculty** (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	**1**	**1 Faculty** (1 for Health and Physical Education)/ Population Education	
Dept. of Inclusive and Special Education	1 Associate Professor	**1**	**1 Faculty (**Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities &Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-school	1 Assistant Professors	**1**	**1 Faculty (**Specialising in ECCE/ Pre-school curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 Professor (HoD) 1 Associate Professor	**2**	**2 Faculty (**1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 Professor (HoD) 2 Associate Professors 1 Assistant Professors	**4**	**4 Faculty** (Pre-service education - Philosophy, Sociology, Psychology & In-service education)	
Department of Leadership and Management	1 Associate Professor	**1**	**1 Faculty** (Specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 Professor (HoD)	**1**	**1 Faculty** (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & ICT Initiatives (NTP, Prashikshak)	
Division of Programme and Monitoring	1 Professor (HoD)	**1**	**1 Faculty** (Specialised in educational planning)	
Academic post		**30**		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	**3**	1 Librarian 1 Assistant Librarian 1 Professional Assistant	
Administrative Division	7	7	3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	2 - Professional Assistant for Library and Documentation Division	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
			3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Project Fellows and/or Consultants on contractual basis	

*States and UTs have the flexibility to adopt the departments suggested as per need.

- Total 15 States/UTs have population 1 crore and below as per the Census 2011. These are Himachal Pradesh, Tripura, Meghalaya, Manipur, Nagaland, Goa, Arunachal Pradesh, Puducherry, Mizoram, Chandigarh, Sikkim, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman and Diu and Lakshadweep
- Qualification of all the academic posts needs to be in consonance with NCTE norms.

2) **SCERTs need to work under the Department of School Education:** SCERT is the apex body of academic support responsible for providing highest standards of student and teacher education from pre-school to senior secondary stages. It is therefore important that all SCERTs operate preferably under the Department of School Education of the State/UT Government. SCERT is ultimately responsible for ensuring that quality at all levels of school education is provided in an equitable and inclusive manner. Given the linkages among all the stages of school education, covering all the levels of education by one organisation in collaboration with other relevant agencies/institutions, will have a catalytic effect on the quality of school education. In order to ensure this, SCERT should be responsible for setting up the benchmarks for quality educational outcomes across all levels, based on the findings of national and international research study on quality improvement. They should also be equipped and alert in making changes in these benchmarks from time to time as required.

In order to set and achieve the requisite benchmarks, the SCERTs need to conduct the following activities:

i. **Curriculum & Material Development**
- Develop contextualised student curriculum aligned to national frameworks and international best practices for pre-school, elementary, secondary and senior secondary levels.
- Develop textbooks and other forms of learning material for students

ii. **Teacher Education & Capacity Building**
- Develop curriculum for pre-service teacher education for pre-school and elementary teachers whilst also monitoring the quality of education imparted in DIETs and other TEIs
- Develop and implement rigorous, need based programs for academic & leadership capacity for teachers, heads of schools, teacher educators and education administrators supporting pre-school, elementary, secondary and senior secondary levels with the support of DIETs and other State Allied Institutions, if any.

iii. Research, Monitoring & Evaluation

- Define clear, coherent and effective student learning indicators/outcomes in order to establish clarity at all levels of State administrative and academic machinery
- Develop effective evaluation processes to empower the state education department to assess educational outcomes in various forms, including but not limited to student achievement, teacher performance and teacher educator performance.
- While students' academic performance shall remain the ultimate yardstick to determine whether the SCERTs have succeeded in their mission, indicators can be developed for students, teachers, clusters, blocks and districts to continuously monitor and evaluate the success of the initiatives of the SCERT. This will help the SCERT determine its performance, alter its strategies and continuously work towards meeting its ultimate objective.
- Undertake contextual and academically rigorous research projects which will inform the policy making process of the state education department

3) **SCERTs need to have a common nomenclature:** It is observed that different states follow different nomenclature for the SCERT, e.g., SIE, SCERT, DSERT, Academic Authorities, etc. It is recommended that all States follow a uniform nomenclature going forward i.e., the *State Council for Educational Research & Training (SCERT).*

4) **SCERTs need to function as Autonomous Institutions:** To act as autonomous bodies, SCERTs could get registered under the Societies Act 1960 for generating funds to support their academic and technical requirements and for having financial autonomy. In consonance with providing autonomy, an accountability framework for SCERTs may be put in place by the State Government.

5) **SCERTs need to be the vigilant of their role under RTE Act:** Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level. Given SCERT's existing mandate, the SCERTs are notified as the academic authority to perform this function. SCERTs should also be responsible for monitoring the learning outcomes of the students on a regular basis. Besides, the SCERT needs to work with State Commission of Protection of Child Right guiding them academically on the concerns of protection of child's rights, children from corporal punishment and other kinds of harassment, inclusion of third gender in schools, etc. The SCERTs need to come out with a framework of Classroom Pedagogy contextualised to the needs of their states, so as to ensure an inclusive and stress free classroom.

6) **SCERTs need to be recognized as nodal agency for In-service Teacher Education:** SCERTs need to prepare an annual teacher in-service training calendar for pre-school, elementary, secondary and senior secondary teachers with active participation of all Stakeholders and other TEIs. SCERT has to play an active role in terms of developing training modules and strict compliance of the annual training calendar. The recommended number of days of teacher training (per year) will be regarded by SCERT only as suggestive,

so that they do not interfere with institutional autonomies of SCERT or worse lead to a compromise on quality to meet quantity targets.

7) **SCERT to develop a Training Management System (TMS):** TMS and Professional Development Record for teachers is required in every district to be able to consolidate and track various professional development activities across the cluster, block and district and even at the state and national levels, provided by different agencies, all directed at teachers. Currently the information on training is either kept in hard copy form or is unavailable more so capturing data for financial accounting rather than training management. The TMS could be built on the information available in the State Education MIS to address planning issues pertaining to in- service teacher training. This system should manage and track the trainings for every teacher i.e. the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received. In the future, efforts could be made to align this to the effectiveness of teacher trainings on students' learning outcomes.
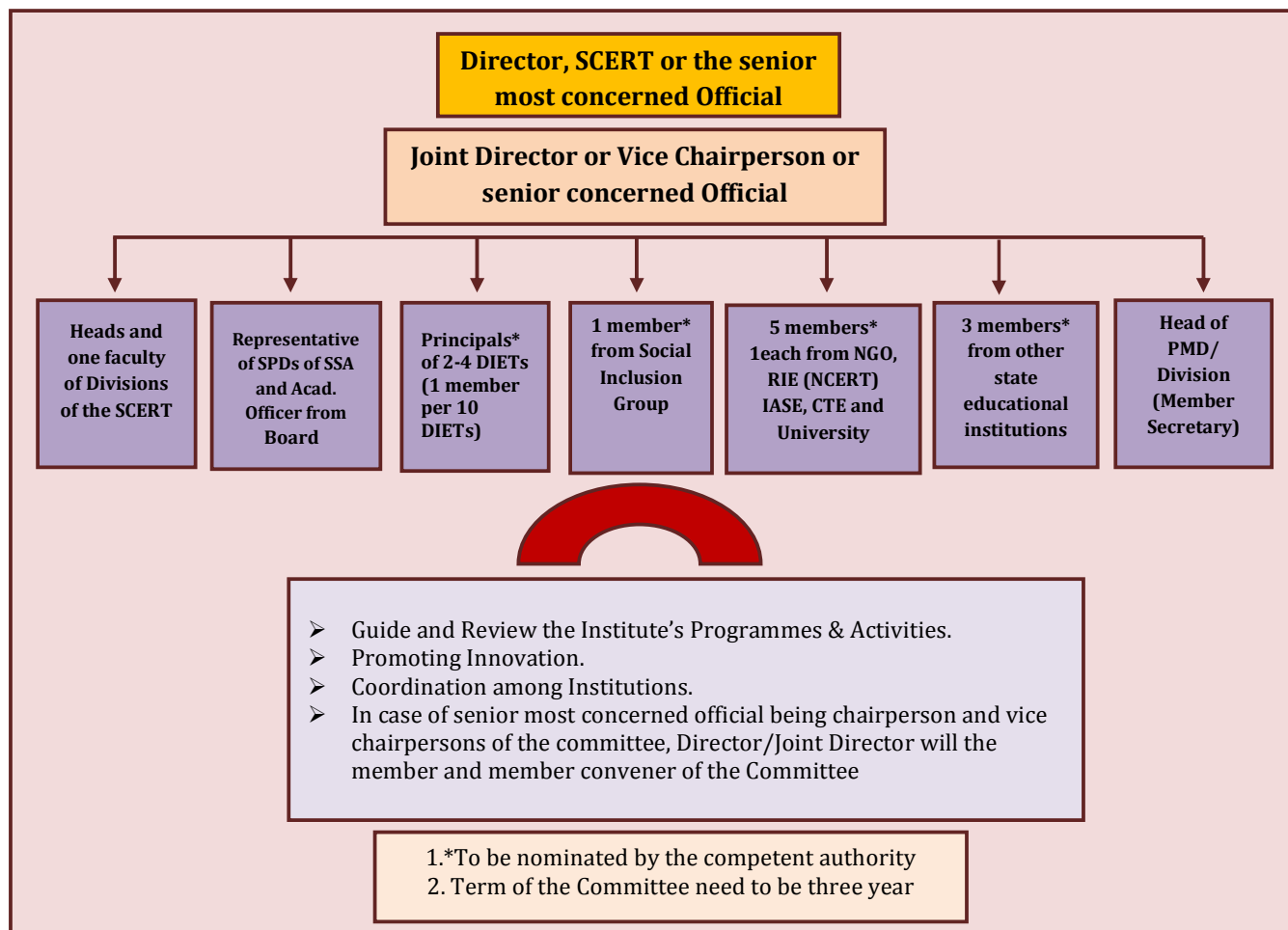
A few state education departments have developed different Management Information System (MIS) for capturing teacher database and teacher educators. These MIS systems are housed under different departments which are not necessarily, directly aligned to interventions on academic development or teacher development. The National Teacher Platform portal DIKSHA and PRASHIKSHAK Portal from MHRD/NCTE are available for state integration and adoption, to further improve the effectiveness of teacher education data systems across the States. SCERT should be designated as the nodal body for integrating the monitoring, adoption and outreach of all related portals effectively across the State. As the academic authority, it is envisioned that Technology in teacher education could be adopted in a more effective way by all the SCERTs.

8) **SCERTs need to lead major Quality Academic Initiatives:** It is proposed that the entire fund flow for in-service training, administrators training, Curriculum Development and Research up to senior secondary level would be routed through the SCERT either directly or in such a manner that entire budgeting, accounting and utilization of such funds will become the responsibility of SCERT. The planning, design & implementation of the quality initiatives should be led by SCERT and the State may allocate additional funds and source funds from CSR/PPP models.

9) **SCERTs need to be the Nodal Academic Authority for Pre-school Education:** All State departments providing pre-school education (like WCD-ICDS department etc.) need to work in close collaboration with SCERT to develop pre-school curriculum and training support. SCERT need to develop a monitoring system for school readiness of children entering into the primary level.

10) **SCERTs need to actively drive Social Equity through Education:** The SCERTs need to drive equity interventions in the state working towards building social equity across all facets of education - specifically in textbooks, training design and implementation, and implicit educational practices within the classroom and school in more focussed way.
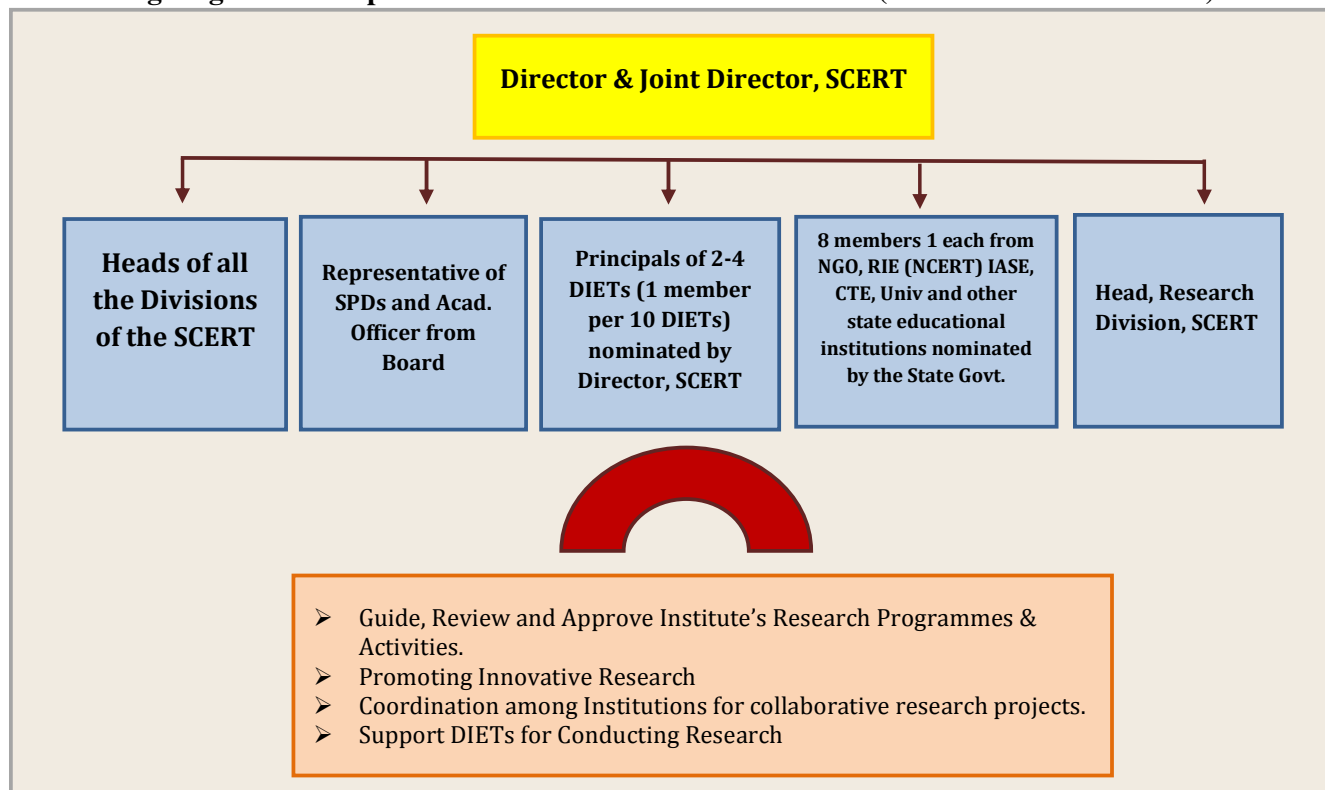
Faculty and staff across all departments should be empowered to reflect and work on understanding, analysing and addressing intersectional issues arising due to caste, gender, and religious inequities, addressing the needs of children with special needs, eliminating the spate of dropouts from schools by undertaking relevant programs.

11) **SCERTs need to have a Regulatory Mechanism for NGO's Interventions:** Each state has several NGOs working to improve various aspects in education. Understandably, these NGOs have their own vision, agenda and capacities based on their priorities and interest areas. In order to best use the expertise, and additional aid provided by NGOs, the SCERTs must be empowered to develop a sound strategy for partnerships and set the areas of interventions for collaboration with these NGOs. They should also have processes in place to measure their impact.

12) **Structured Support for Academic Capacity Building of SCERTs to be set up:** NCERT needs to provide a structured support by actively increasing the rigor and consistency of capacity building programmes for SCERT faculty through their institutions (such as NIE, RIEs, PSS Central Institute of Vocational Education and CIET) and also by creating opportunities for faculties of SCERT to work with international experts. NCERT needs to design variety of programmes and courses- short term and long term as per the needs of the SCERTs. NCERT need to closely work with the SCERTs in framing and executing regional conferences for best practice sharing and exchanges between different SCERTs across the country. NCTE and NCERT needs to support the SCERTs for developing and revising the teacher education curriculum and other teaching learning material.

13) **Benchmarking Framework for SCERTs**: NCTE/NCERT/NIEPA need to build a benchmarking framework for quality assurance in all SCERTs and support mechanisms based on the benchmarking results.

14) **SCERT/SIE as nodal agency for DIKSHA:** To ensure effective implementation and usage of DIKSHA, national teacher platform, the SCERT/SIE would be the nodal agency, for its implementation in the States and UTs.

15) **Recruitment:** High quality personnel need to be recruited for the SCERTs under Teacher Education Cadre. As already mentioned in the CSSTE Guidelines 2012, the salary and pay scales of UGC need to be followed for the academic positions. However, state can have their own pay scale as per their state norms. Career Advancement Scheme should be provided for internal upward mobility. State Government needs to work to words having a separate teacher education cadre for SCERTs/DIETs.

16) **Restructuring of Programme Advisory Committee (PAC) and Research committee:** The PAC and Research Committees may be re-constituted to make them more effective. At least two meetings of these committees may be held in a year to discuss about all programmes of the SCERTs. In addition, considering the importance of research, every Council needs to set up Educational Research and Innovation Committee.

Organogram-1: Proposed Revised Structure of Programme Advisory Committee (PAC)

Director, SCERT or the senior most concerned Official

Joint Director or Vice Chairperson or senior concerned Official

| Heads and one faculty of Divisions of the SCERT | Representative of SPDs of SSA and Acad. Officer from Board | Principals* of 2-4 DIETs (1 member per 10 DIETs) | 1 member* from Social Inclusion Group | 5 members* 1each from NGO, RIE (NCERT) IASE, CTE and University | 3 members* from other state educational institutions | Head of PMD/ Division (Member Secretary) |

- Guide and Review the Institute's Programmes & Activities.
- Promoting Innovation.
- Coordination among Institutions.
- In case of senior most concerned official being chairperson and vice chairpersons of the committee, Director/Joint Director will the member and member convener of the Committee

1.*To be nominated by the competent authority
2. Term of the Committee need to be three year

Organogram-2: Proposed Research Committee for SCERT (Based on NCERT Model)

Director & Joint Director, SCERT

| Heads of all the Divisions of the SCERT | Representative of SPDs and Acad. Officer from Board | Principals of 2-4 DIETs (1 member per 10 DIETs) nominated by Director, SCERT | 8 members 1 each from NGO, RIE (NCERT) IASE, CTE, Univ and other state educational institutions nominated by the State Govt. | Head, Research Division, SCERT |

- Guide, Review and Approve Institute's Research Programmes & Activities.
- Promoting Innovative Research
- Coordination among Institutions for collaborative research projects.
- Support DIETs for Conducting Research

6.1.5   **Programmatic Interventions of SCERTs/SIE**

1) **Strengthening of physical infrastructure:** Suggested Infrastructural requirements for the SCERT are given in (**Annexure-V(a)** and **V(b)**). Each State will have to assess its needs in terms of faculty and infrastructure depending upon actual demand for various facilities and their current availability. Once the State Government takes a decision to restructure the SCERT, it shall issue a Notification to that effect, specifying the new structure, staffing pattern and strength. Strengthening of physical infrastructure will also include establishment of Special Cells in SCERTs and Equipment for this purpose.

2) **Salary for Academic Posts:** Salaries of faculty and staff of SCERT in respect of additional posts sanctioned and filled up after the introduction of the revised scheme (2012). A strategy to ensure that SCERTs have relevant academic expertise and are able to retain them, is required on four fronts:

   a) Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.
   b) Capacity building of faculty must be provided so that over time faculty acquires appropriate expertise in subject areas of relevance to teacher professional development/teacher education and to do research in education.
   c) Opening up a few visiting positions to enable teachers and others to spend short period of time in the SCERT and work with student teachers or teachers and teacher educators.
   d) Creating a cadre of teacher educators in the State to serve the academic resource institutions or direct recruitment could be considered.

3) **Teacher Training:** SCERTs should be designated as the Nodal Agency for all teacher trainings. For this purpose, the role of the SCERT has been re-envisioned:

   - *SCERT to prepare a combined annual teacher in-service training calendar for elementary as well as secondary teachers* with active participation of various state agencies and international agency (if any) to provide quality training programmes while avoiding duplicity and repetitions of the similar nature of programme conducted by different concerned agencies. SCERT to play an active role in terms of development of training modules.
   - SCERTs to ensure strict compliance of its training calendar.
   - Active role of the SCERTs in terms of development of training modules.

4) **Program & Activities:** A strong programme of capacity building will need to be instituted in the State and made available to SCERT/SIE faculties. A range of professional growth and capacity building opportunities need to be conceptualized and made available to the faculty.

5) **Specific projects for Research activities:** Every member of faculty must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between TEIs and Universities/NGOs. Action Research Projects in which faculty collaborate with school teachers may also be given preference in funding. Faculty should be required to present their ongoing research at seminars and other forum. Faculty should be encouraged to publish their work and write in the journals, magazines and newspapers.

6) **Technology Support to SCERT:** The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced – and move away from mechanical text-based, chalk and talk methods. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.

7) **Annual Grant of SCERT:** Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.2   **District Institute of Education and Training (DIETs)**

6.2.1   Introduction

DIETs were envisioned in the NPE, 1986, and were created by the Government of India, MHRD in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the third addition- district level- tier to the support system, which would be closer to the field, and therefore more alive to its problems and needs.

The DIET is located at an important level of decentralization - the District. However, they have remained marginal to the key activities of the States in teacher professional development and school improvement; they are inadequately integrated into the State's systems. There is, therefore, a need to reformulate the vision of this institution so that DIETs can contribute to fulfilling the mandate under the RTE Act in matters relating to continuous teacher professional development, school support and improvement.

6.2.2   Institutional Vision

The Scheme envisages a strong district institution that would support pre-service and in-service work with teachers. To support the universalisation of quality education, DIETs are visualized as a way to infuse the system with the following essential inputs:

1)   Provision of Pre-service and In-service Teacher Education Programmes.
2)   Organizing District level and State Level Educational Research on issues pertaining to enrolment, retention, achievement, gender parity, proficiency and Drop outs.

3) Facilitating Collaborative Action Research to enable practising teachers to address class room issues.

4) Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodic District Level Seminars and releasing News bulletins.

5) Providing Resource Support to Non-Formal Education Sector by extending expertise in developing curriculum and supplementary Learning Materials to adult learners.

6) Designing and developing trainer manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

6.2.3 Role & Functions of DIETs

DIETs need not remain insulated from key sites of education decision-making and activity at the district level, they must break their isolation and enter into active engagement and collaboration with institutions at the District, Sub-district, State, National and International levels. DIETs need to play complementary and coordinated roles so that the needs of schools and teachers are met without suboptimal, repetitive and overlapping functions. The role of DIETs is as under:

1) DIET would be nodal institution at the district level to transact pre-service and/or in-service training up to Senior Secondary level.

2) DIET would also be responsible for in-service training of school teachers (Classes 1 to 12), if there is no CTE for the district or the existing CTE is not able to fulfil the requirement due to inadequate capacity in relation to the total number of teachers to be trained.

3) DIET would also organise and support teacher professional development and leadership development programs for Head Masters, senior teachers, and School Management Committees.

4) DIET would serve as an Education Resource Centre for the district in conjunction with BITEs, BRCs and CRCs.

5) Addressing district specific material development, action research programs for special groups in the District.

6) Developing district academic plans and monitoring the quality of schools and teaching.

7) Designing interventions for direct support to schools and work with special groups in the district.

8) Training Management System (TMS) and Professional Development Record for teachers is required at every district to be able to consolidate and track various professional development activities undertaken by teachers at various levels. The data should preferably be available in the digital format.

9) DIET would design and implement direct work in schools serving special groups or schools which are facing difficulties. This would be a field action project and would involve continuous curriculum and pedagogic innovation, work with teachers and school heads, work with community as well as assessing and overseeing children's learning and all round development.

10) Monitoring the quality of schools particularly in the light of the RTE Act, 2009. School visits of faculty should be carried out within some academic framework and the data maintained so that over the year, various visits to schools contribute to the formation of a ground level understanding of schools to complement the statistics.

11) Carry out consolidation and analysis of information on status of schools and learning to provide feedback to BRCs and CRCs for school visits and institutional support. These could also be the basis for deciding on various training to be offered and specific schools to be supported.

12) Focus on regular documentation of special academic programmes for special groups, special forms of interventions, e.g. for tribal children, girl child, etc.

13) Create forums as key spaces for the strengthening of reflective practice throughout the education system.
   - Support the organization of school quality review meetings.
   - Subject forum meetings of teachers and/or teacher educators (from TEIs and MRPs as a group)
   - Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.

14) DIET may prepare of a Perspective Plan for five years which would guide its activities. Further, it would prepare an Annual Work Plan (AWP) to guide all its activities in each forthcoming year. The AWP would be reviewed mid-term and at the end of each year while formulating programmes for the next year. The perspective plan would involve developing a vision and deciding on a direction for the next 5 years and it would be approved by the PAC.

15) Monitor and guide the conduct of teacher training in the BRCs and CRCs. Provision for lending of Master Trainers to BRCs and CRCs, if required.

16) Conduct specialized trainings such as leadership, evaluation & assessment, ICT, Inclusive Education, Gender Sensitization, etc.

17) Facilitate in resourcing material for subject specific training at BRC/CRC level (using available resources from online platforms such as E- Pathshala and SWAYAM).

18) DIET would coordinate between BRCs/CRCs and NGOs in the District who are contributing in the area of teacher training.

6.2.4   Restructuring and Strengthening of DIETs:

In the present context, the role of DIETs is critical in providing quality Pre-service and In-service teacher training to student trainees and in-service teachers. It is time that DIETs rise up to the challenge and emerge as a robust unit for professional development of teachers and models for the other private institutions in the districts as well. It was felt that there was a need to devise suggestive measures on how to strengthen the relationship between the DIETs, BRCs and CRCs.

At the same time, the field realities revealed that large numbers of DIETs are not able to optimally utilize the actual intake capacity for D.El.Ed programmes due to lesser demand. In such cases, recruitment in DIETs also need to be restructured so that it is used more for in-service training. Keeping this need for reappraisal in perspective, MHRD has developed a Guideline on Strengthening of DIETs. This guideline is as follows:

1) **Reconceptualization of DIETs:** The following two Models have been devised through grouping of states and UTs on the basis of detailed analysis of available data on intake/enrolment in DIETs, intake/enrolment in Private Institutions running D.El.Ed. programmes, vacancies of academic positions in DIETs, teacher vacancies in Govt. and Aided Elementary Schools and number of sanctioned/functional BRCs and CRCs:

i) **Model-I: The States/UTs which have very few Private D.El.Ed. Institutions (below 5):** This model includes States and UTs having high % of enrolment in DIETs and very few (<5) Private Institutions running D.El.Ed. courses. DIETs in these States could continue with the existing model of imparting both Pre-service education and In-service training.

ii) **Model-II: Enrolment of DIETs between 41 to 100%, which have high number of vacancy in academic post and also high number of Intake in Pvt Institutions running D.El.Ed. Courses:** It comprises of States and UTs with good enrolment but with vacancy of academic posts in DIETs above 35% with high level of vacancies of elementary teachers in Govt. and Aided Schools and existing high number of intake in Private Institutions running D.El.Ed. courses. These could follow a model of exiting Pre-service education in 50% of the DIETs which could focus on conducting only in-service training programmes. Alternatively, they could also follow a hybrid model; by reducing intake of pre-service students and utilizing the physical and academic resources so freed for in-service training.

2) **Restructuring of DIETs:** In view of the existing challenges in ICT and need for expertise in subject areas such as Evaluation and Assessment, considering that learning outcomes are now to be formally evaluated, the following Academic Structure has been recommended for strengthening the existing DIETs:

a) **Proposed Academic Structure:** DIETs were originally envisioned as having seven academic branches, however in majority of the state's most branches are either defunct or do not exist. Keeping this in view and the existing challenges in terms of Education Technology, Secondary and Pre-school Education, a revised organogram on Academic Staff Structure is proposed.

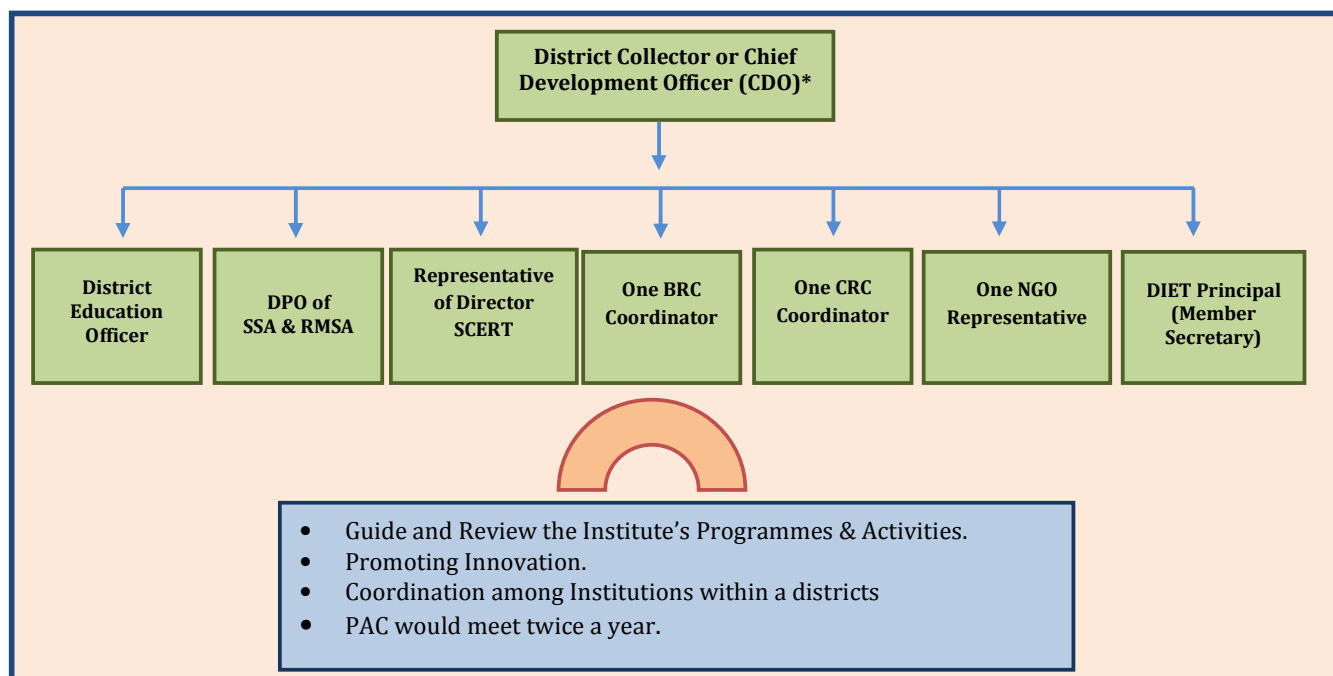**Organogram-3: Revised Academic Structure of DIETs**
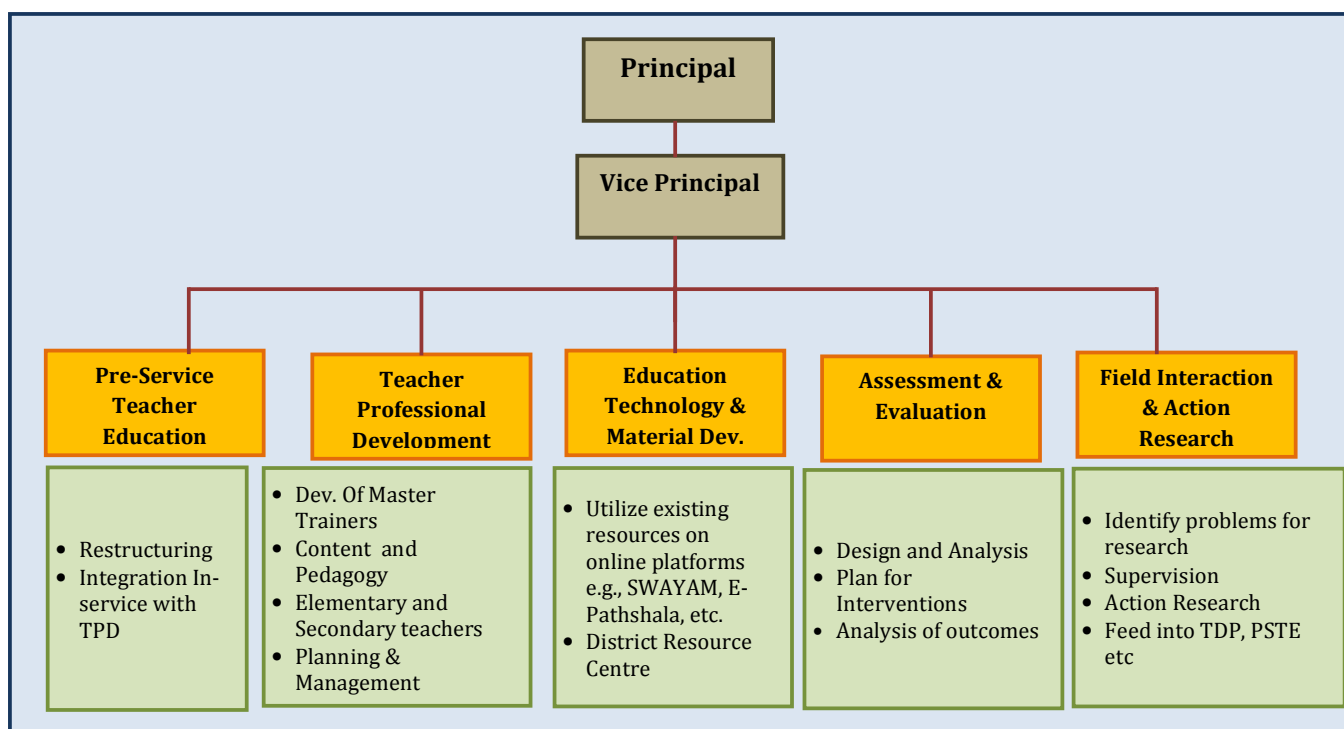
The staff strength of a DIET would be the same as recommended in the Guidelines for Implementation (CSSTE, 2012), which are as detailed in the table below:

Table-2: Academic & Non Academic Staff details of DIET

Posts	Number
Academic Posts	**25**
Principal	1
Vice Principal	1
Senior Lecturers	6
Lecturers	17
Non-Academic Posts	**24**
Work Experience/Work Education Teacher	1
Librarian	1
ICT Support Staff	1
Statistician	1
Office Superintendent	1
Lab. Assistant	1
P.A./Steno (to Principal)	1
Clerk (including one for hostel)	8
Steno Typist/Data Entry Operator	2
Accountant	1
Maintenance Support Staff/Group D	6

3) **Restructuring of Programme Advisory Committee (PAC) of DIETs:** Programme Advisory Committee (PAC) would serve to advice and guide and review the Institute's plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plan of a DIET and monitor its functioning. A revised organogram on PAC Structure **is** proposed.

Organogram-4: Revised Operating body of PAC of DIETs


```
                District Collector or Chief
                Development Officer (CDO)*

District    DPO of    Representative   One BRC      One CRC      One NGO        DIET Principal
Education   SSA &     of Director      Coordinator  Coordinator  Representative  (Member
Officer     RMSA      SCERT                                                      Secretary)
```

- Guide and Review the Institute's Programmes & Activities.
- Promoting Innovation.
- Coordination among Institutions within a districts
- PAC would meet twice a year.

* Joint Director in the case of Andhra Pradesh

Its objectives would be to ensure:
- District focuses on programmes and activities
- Coordination among institutions
- Promoting innovation
- Ensuring that the States Education Plans are adequately reflected within the district plans
- Efficient use of resources and personnel to address education quality and teacher requirements of the District.

The PAC may set up sub-Committees to monitor the progress of specific programmes and activities of the DIET.

4) **Establishing and strengthening linkages:** DIETs at the district level are envisioned to supervise the BRCs and CRCs for in-service training of teachers. Accordingly, a distinct organogram at the state level is recommended with the Secretary, Education at the top of the hierarchy and flowing down to the DIETs at the end. In addition, to strengthen linkages between the DIETs, BRCs, CRCs and SCERT, a revisiting of the formal communication structure between these 4 entities is recommended. In order to ensure strong linkage and better coordination, it would be apt that the role of these institutions and linkage between them is clearly brought out.

5) **DIETs as Autonomous Organisations:** Explore avenues for channelizing funds for in-service training of teachers through:
- Explore avenues for additional funding in DIETs e.g. The Rajasthan State Government has made available some untied funds @ Rs. 10-12 lakh per DIET annually. This amount is collected through revenues generated from entrance examinations conducted in Government Teacher Education Institutions @ Rs.1 per child.
- States and UTs could also encourage their DIETs to conduct training of teachers from Private Teacher Institutions in the districts. This would help in generating additional funding to the DIETs and at the same time provides avenues for training private school teachers.
- DIET campus could also be made available for running classes under Open Schooling &IGNOU, which would also help in generating additional funding e.g., DIETs& CTEs in Assam are following this practice.

6) **Incentivizing DIET Faculty:** Some measures that can be adopted for incentivizing DIET faculty are:
   i. Identify National Institutions/Universities for mentoring of DIET faculty to develop expertise in subject areas of relevance to Teacher Professional Development.
   ii. Incentives in the form of an increase in salary to be given to those teacher educators who voluntarily come on deputation to DIETs on the lines of the current practice of central government where a 30% increase is given in basic pay of the salary of officers/officials coming on deputation to Government Training Institutes. A 5 to 10% incentive on the basic pay could be considered.
   iii. Exposure to international practices in Teacher Education through MoUs with established Teacher Education Universities such as: National Institute of Education (NIE), Singapore: Singapore has consistently been the gold standard for education and teacher education in the

world. NIE is the only teacher training institute in the country which trains and produces all types of teachers.

- Malaysia: Teacher Education in Malaysia occurs in two levels, at the university and college level (Teachers colleges) i.e., Institute of Teacher Education Model and University Model. A teacher with a bachelor's degree from IPG can teach at the primary level, university level bachelor's degree supplies teachers to secondary schools.

iv. Developing a culture of sharing of ideas and experiences through exposure visits for sharing of best practices between and within states.

6.2.5 Programmatic Interventions of DIETs:

1) **Strengthening of physical infrastructure:** The specifications for the strengthening of existing DIETs are mentioned in **Annexure-VI**.

2) **Establishment of New DIETs:** The New DIET can be sanctioned in districts created up to 31st March, 2017. The specifications for physical infrastructure and related facilities for a New DIET are mentioned in **Annexure-VI**.

3) **Salary for Academic Posts:** Salaries of faculty in DIETs, posts sanctioned and filled up after the introduction of the revised scheme (2012). A strategy to ensure that DIETs have relevant academic expertise and are able to retain them, is required on four fronts:

   a) Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.

   b) Opening up a few visiting positions to enable teachers and others to spend short period of time in the DIET and work with student teachers or teachers and teacher educators.

   c) Creating a cadre of teacher educators in the State to serve the academic resource institutions or direct recruitment could be considered.

4) **Program & Activities:** A strong programme of capacity building and professional growth will need to be instituted for DIET faculty.

5) **Specific projects for Research activities:** Every faculty member must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between TEIs and Universities/NGOs. Action Research Projects in which faculty collaborate with school teachers may also be given preference in funding. Faculty should be required to present their ongoing research at seminars and other forum. Faculty should be encouraged to publish their work and write in journals, magazines and newspapers.

6) **Technology Support to DIET:** The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced – and move away from mechanical text-based, chalk and talk methods. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.

7) **Annual Grant of DIET:** Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.3 Block Institutes of Teacher Education (BITEs)

6.3.1 Introduction

There are a large number of districts having high concentration of SC/ST and Minorities where there is an urgent requirement of setting up elementary pre-service teacher training institutions to ensure preparation of elementary school teachers from amongst persons from these communities. As per the Guideline for Implementation (CSSTE, 2012), it was decided to establish 196 BITEs - one such Institute in a block of each of the 90 Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. However, during the Teacher Education Approval Board (TEAB) meetings, request had come from different states and UTs for re-examine the requirement of establishing a BITE. It was decided that instead of establishing a BITE, the intake capacity of DIET in the neighboring area or district would be enhanced. Subsequently, as per the specific requirements of each state and UT, so far, 81 BITEs have been sanctioned to be established in the Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE shall be a pre-service elementary teacher education institution.

6.3.2 Programmatic Intervention of BITEs

1) Strengthening of physical infrastructure: The specifications for physical infrastructure and related facilities of a BITE are as per the norms and standards of the NCTE for D.El.Ed institutions. The same specifications would apply for strengthening of existing BITEs.
2) Salary for Academic Posts: Salaries of faculty BITE, posts sanctioned and filled up after the introduction of the revised scheme (2012). Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.
3) Technology Support to BITE: The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.
4) Annual Grant of BITE: Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.4 Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASEs)

6.4.1 Background

The Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) which aimed that about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good

reputation be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education.

6.4.2 Modified Vision

CTE and IASE comes under the jurisdiction of Department of Higher Education in the States. It is therefore proposed that these institutions will not be funded under this Scheme after the completion of 14th Finance Commission period. Department of Higher Education will be requested to take over complete funding of these institutions. However, programmatic support may continue on project mode.

6.4.3 Programmatic Intervention of CTEs & IASEs

6.4.3.1**Salary for Academic Posts**: Salaries of faculty CTEs & IASEs, posts sanctioned and filled up after the introduction of the revised scheme (2012), as per NCTE laid qualifications and experience.

6.5 Teacher Training

6.5.1 Background

The purpose of the training is to facilitate a shift in the understanding of teaching and learning as stipulated by the RTE Act, 2009 and NCF 2005 as reflected in the box below:

To Enact a Shift in Perspectives and Practices	
From	To
Teacher directed, fixed designs	Learner-centric, flexible processes
Learner receptivity	Learner agency, participation in learning
Knowledge as "given", fixed	Knowledge as constructed, evolving
Learning as an individual act	Learning as a collaborative, social process
Disciplinary focus	Multidisciplinary, educational focus
Assessment judgmental, mainly through competitive tests for ranking, through narrow measures of achievement, leading to trauma and anxiety	Assessment for Learning, self-assessment to enhance motivation, through continuous non-threatening processes, to record progress over time

6.5.2 Training of Untrained teachers

The RTE Act attaches immense significance to the role of teachers in improving elementary education by making available professionally trained teachers for the school system. It provided a time frame of five years for ensuring that all teachers in elementary schools are professionally trained. Within this period, all teachers would need to acquire the academic and professional qualifications prescribed by the academic authority under the RTE Act i.e., the NCTE. Accordingly, the Amendment to the Section 23(2) of the RTE Act to extend the period for training of untrained in-service elementary teachers to 31st March, 2019 has been passed by the Parliament on 1st August, 2017. The same was notified in Gazette of India on 10th August, 2017. As per the above amendment all untrained in-service elementary teachers working in Government, Government Aided, and Private Unaided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019.

6.5.3 **In-service Teacher Training**

For in-service training, the country has a large network of teacher training institutions (TTIs) including SCERTs and DIETs, which provide annual in-service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the NCERT, along with its 6 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the NIEPA.

At the state level, the SCERTs prepare modules for teacher training and conduct some specialized courses for teacher educators and school teachers. The CTEs and IASEs provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by DIETs. The BRCs and CRCs form the grass root level of institutions in the vertical hierarchy for providing in-service training to school teachers. To emphasize the integration of training structures and also to reiterate the academic position of SCERTs/SIEs in the States, the SCERT would be the nodal agency in the state for conduct of Teacher's Training. For this purpose, the role of the SCERT has been re-envisioned to include:

- SCERT to prepare a combined annual teacher in-service training calendar for elementary as well as secondary teachers training with active participation of various state agencies and international agency (if any) to provide quality training programmes.
- Avoiding duplicacy and repetitions of the similar nature of programme conducted by different concerned agencies.
- SCERTs to ensure strict compliance of its training calendar.
- Active role of the SCERTs in terms of development of training modules

6.5.4 **School Leadership Development Programme (SLDP)**

An effective school leadership is seen as the most important means to improve quality in schools. To enhance leadership capability at the school level for institution building to deliver quality education, SLDP is provided to all states and UTs for (i) training of RPs with support from National Centre for School Leadership (NCSL) and (ii) HM training by State resource persons.

6.5.5 **Training for administrative and academic support**

1) **For Head Teachers:** As an educational professional, the Head Teacher needs training for providing academic support to teachers in the school. The Head Teacher must also be trained in leadership so that she/he can be a democratic and natural leader, not because of the position she/he holds, but because of her/ his ability to administer a school where there is no discrimination or bias on grounds of gender, caste or community. Thus, training for Head Teachers would include the following components:

i. Orientation to the various sections of the RTE Act which directly relate to school functioning;

ii. Orientation on emotional aspects to ensure that children who have been mainstreamed into age-appropriate classes are supported;

iii. Keeping up-to-date records of teacher and student participation in various activities;

iv. Dealing with children with special needs and with adolescent children;

v. Academic and human resource management

2) **For Educational Administrators:** The RTE Act places new responsibilities on Educational Administrators to ensure that the provisions of the Act are implemented. A key reform in training would be to change the inspectorial role of the educational administrator to that of a mentor. Educational Administrators need training for (a) ensuring that financial, social, cultural, linguistic and procedural barriers do not come in the way of children accessing and completing school education, (b) undertaking periodic supervision of schools to observe the infrastructure, facilities, use of teaching learning material, and other administrative aspects,(c) operationalising the school syllabi, teaching learning process and learner assessment system, (d) developing a proper system of academic and curricular support to serve the purpose of continuing professional upgradation of teachers.

6.5.6   Training of Teacher Educators

1) **Residential training programme for Teacher Educators/DIET Principals and Faculty:** Training programmes for teacher educators need to be instituted in the state/UT including a range of professional growth and capacity building programmes, on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity subject to the norms of the Integrated Scheme.

2) **Orientation/Induction training of Teacher Educators:** The newly recruited teacher educators of DIETs and BITEs should have strong grounding in curriculum, pedagogy and research. For this purpose, an orientation/induction training programme for a period of 10 days by the SCERTs/SIEs by utilizing the expertise of academicians from the national/regional level institutions such as NCERT, NIEPA, RIEs, etc., is envisaged.

6.6   Academic support through Block Resource Centres (BRCs)/ Urban Resource Centres (URCs) and Cluster Resource Centres (CRCs)

6.6.1   Introduction

BRCs/ Urban Resource Centres (URCs) and CRCs have been conceptualised to function as academic resource centres. The RTE Act mandates provision of training facilities as well as good quality education. The coordinators in BRCs and CRCs provide in-service training and on-site support to schools for improvement of school quality. Given the significance of these structures, the Integrated Scheme for School Education will strengthen support to BRC/CRC.

To improve the effectiveness of the block/cluster coordinators, there will be a focus on improved selection criteria, which takes into consideration experience, qualifications and aptitude for training and research. There will also be focus on constant skill enhancement through appropriate training programmes that will help Resource Persons grow into teacher mentors-cum-educators. Functional linkages of BRCs and CRCs with DIETs and district level resource groups will also be strengthened. BRCs and CRCs will support the entire schooling system i.e., classes 1-12. In urban areas, academic resource centres would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs. On an average, one CRC Coordinator may be placed in charge of upto 18 schools in a block.

6.6.2 Roles and Functions of BRCs

(a) Function as a repository of academic resources including ICT, science & math kits, teaching learning resource material indifferent curricular areas, including pre-school material, and material for children with special needs;

(b) Maintain and constantly update databases of education experts from nearby Teacher Education institutions, NGOs, Colleges/Universities who could participate in Resource Groups for different subject areas and themes;

(c) Ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development;

(d) Organise in-service teacher training based on teacher needs as observed during school visits;

(e) Participate in monthly teacher meetings organised at the CRCs to discuss academic issues and to design strategies for better school performance;

(f) Consult with school management committee, community members and local authority for formulating school development plans; and

(g) Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

6.6.3 Role and Functions of CRCs

(a) Function as academic resource centers with adequate resource/reference materials for concerned teachers;

(b) Undertake regular school visits and provide onsite academic support to teachers;

(c) Organise monthly meetings to discuss academic issues and design strategies for better school performance.

(d) Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan.

(e) Ensure that the special training programmes are properly designed and implemented in the cluster for out-of- school children and securing their admission to age-appropriate classes.

6.6.4 Re-envisioned role of BRCs and CRCs as per the Guideline on Strengthening of DIETs

a) Work under the guidance of DIETs with regard to preparation and conduct of in-service programmes.

b) Involve DIETs in the development of School Development Plan and especially on matters relating to teacher professional development.

c) Organize subject specific training with the help of DIETs.

d) Monitoring of Schools in close coordination with DIETs.

6.6.5 Programmatic Intervention of BRCs/URCs and CRCs

BRC/URC: There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened.

a) **The following resource support may be provided to BRCs/URCs:**
   i)   Six Resource persons for subject specific teaching
   ii) Two Resource Persons for Inclusive Education for children with special needs.
   iii) One MIS Coordinator and one Data Entry Operator.
   iv) One Accountant-cum-support staff to be appointed on contract basis. These accountants will be mobile and provide support to schools and block to help them maintain their record properly.
   v)   Additional grant for expanding the support to secondary level. This may include deployment of additional Resource Persons, and recurring expenditure for strengthening the BRC/URC.
   vi) BRC/URC may be located in school campuses as far as possible.
   vii) Provision for BRCs/URCs for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.

b) **The following resource support may be provided to CRCs:**
   i) CRC construction cost will be as per norms for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held.
   ii) Provisions for CRCs for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.

6.7   DIKSHA (Digital Infrastructure for Knowledge Sharing)

6.7.1   Introduction

DIKSHA, a National Platform for Teachers, was launched on 5th September, 2017 to accelerate and amplify solutions, experiments and innovations that are underway and/or being undertaken in the areas of teacher training and professional development. With an emphasis on technology, DIKSHA would be the biggest driver for quality intervention for school teachers, teacher educators and student teachers in Teacher Education Institutions.

DIKSHA offers resources for teaching, learning, and professional development. It provides open, modular and scalable technology that state governments and other organizations can seamlessly integrate with their respective teacher-centric initiatives. To ensure effective implementation and usage of DIKSHA (live at diksha.gov.in), the SCERTs/SIE would be the nodal agency.

DIKSHA comprises of six verticals, which are as follows:
i)   Teacher Profile and Registry: Teacher Profile will be collected for in-service teachers and teacher educators by converging U-DISE, ShaalaKosh and any other existing data base. The profile field has been finalized and the software is being developed. The software will incorporate in-service Teacher Training details also.
ii) Teacher Professional Development: This will consist of modules contributed by the Centre, States and other partners authorized by DIKSHA.
iii) Teaching and Learning Content: This will consist of content contributed by the Centre, the States and by other authorised partners of DIKSHA.

iv) Common Platform for Teachers to create/upload their own material/content: This will be done by teachers and heads of Schools at State/UT level.

v) School Leadership Platform: This will be developed in discussion with NIEPA.

vi) Miscellaneous: This will include news and announcements featuring laws/ regulations/ circulars/ directions from the Centre and States, State Training Calendars, etc.

6.7.2 Programmatic Interventions of DIKSHA

1) **National level:** Funds will be provided for Development of Software, Project Management Unit, Workshops, Meeting, etc.

2) **State level:** Funds will be provided for maintenance and upgradation of DIKSHA portal, creation, curation and translation of digital content, capacity building, awareness and communication drive, maintenance of teacher database etc.

6.7.1 Programmatic & Financial Norms: Strengthening of Teacher Education

The major components of the new scheme would be based on the following pattern. The norms for the financial assistance available under the Scheme have been indicated and the States can supplement/augment the provisions for various interventions from their own resources. Further, the preference would be given to the states and UTs, in terms of fund provisions, who have restructured their SCERT and DIETs, as per MHRD 2018 Guidelines, for Programme and Activities and other related interventions.

Conditions for Central Assistance

1) Release of Central assistance to the State Governments in respect of the existing DIETs/DRCs would be linked to the conditionalities that;
   a) The State creates a cadre of teacher educators;
   b) Fills up all the vacancies by 31st March, 2020
   c) Thereafter, the vacancy should not be more than 5% of the sanctioned strength. In respect of new DIET, all the sanctioned posts should be filled up within one year of its establishment.

2) Non-recurring Central assistance to be provided for establishment of a New DIET in the newly created districts (upto 31st March, 2017) on the basis of a Plan prepared by the State Government in respect of the proposed DIET in accordance with the infrastructural norms for establishment of a DIET. The proposal would be considered only after the State Government has allotted land, along with necessary permissions, for its establishment.

3) New DIETs would be sanctioned only to those States/UTs where all previously sanctioned DIETs are functional.

4) Recurring assistance in respect of Program & Activities, Faculty development and Specific projects for Research activities. Proposal for central assistance should be based on an Annual Plan of activities which would be prepared by each DIET and SCERT on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity.

The activity wise programmatic and financial norms under Strengthening of Teacher Education are at **Appendix**.

ANNEXURE-V(A): INFRASTRUCTURAL REQUIREMENT FOR SCERT "MODEL 1"

Name of Division/Department	Faculty Designation	Total Faculty Number	Infrastructure Requirement
Director, SCERT	1 Professor	1	1 Room
Jt. Director	1 Joint Director (Academic) - Professor	1	1 Room
Division of Curriculum Research and Development	1 HoD (Professor)	1	1 Room
Maths and Science	3 Associate Professors 4 Assistant Professors	7	13 Rooms – Associate /Assistant Professors
Social Sciences	1 Associate Professor 3 Assistant Professors	4	
Dept. of Language	2 Associate Professors 4 Assistant Professors	6	
Dept. of Commerce Studies	1 Assistant Professor	1	
Dept. of Art Education	1 Associate Professor 1 Assistant Professors	2	
Dept. of Work Experience and Vocational Education	1 Associate Professor 1 Assistant Professor	2	
Dept. of Health and Physical Education	1 Associate Professor	1	
Dept. of Inclusive and Special Education	1 Associate Professor 1 Assistant Professor	2	
Dept. of Pre-school	2 Assistant Professors	2	
Division of Educational Research, Survey & Assessment	1 HoD (Professor) 1 Associate Professor 1 Assistant Professor	3	1 Room for HOD 1 Room forAssociate /Assistant Professor
Division of Teacher Education	1 HoD (Professor) 2 Associate Professors 2 Assistant Professors	5	1 Room for HOD 2 Rooms for Associate/Assistant Professor
Department of Leadership and Management	1 Associate Professor 1 Assistant Professor	2	1 Room for Associate/Assistant Professor
Division of ICT	1 HoD (Professor) 1 Associate Professor 1 Assistant Professors	3	1 Room for HOD 1 Room for Associate/Assistant Professor
Division of Programme and Monitoring	1 HoD (Professor) 1 Associate Professor	2	1 Room for HOD 1 Room for Associate/Assistant Professor
Academic post		45	
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistant	3	All to be a part of Library
Administrative Division	7	7	One Hall or Two Rooms
Technical Staff	5	5	To be placed in the concerned lab ET/CAL Lab
Project Staff	6	6	To be placed in concerned Division

Note: Infrastructural Requirement for SCERT "Model 1" also includes the following facilities
1 Seminar Room, 2 Class – Room's for B.Ed Class (wherever required), 1 Room for "State Research Support Group", 1 Big Room approximately the size of Hall for library, 1 Hall where 100 Teacher Educators or Teachers could be addressed, 1 Studio for recording video films, 1 CAL LAB, Provision of Labs/Special Cells (5 Halls/Rooms), Cafeteria to accommodate 30-35 persons (1 Room), Store – (1Room)

ANNEXURE-V(B):INFRASTRUCTURAL REQUIREMENT FOR SCERT "MODEL 2"

Name of Division/Department	Faculty Designation	Total Faculty Number	Infrastructural Requirement
Director, SCERT	1 Professor	1	1 Room
Jt. Director	1 Joint Director (Academic) - Professor	1	1 Room
Division of Curriculum Research and Development	1 HoD (Professor)	1	1 Room
i) Maths and Science	2 Associate Professors 3 Assistant Professors	**5**	9 Rooms – Associate/ Assistant Professor
ii) Social Sciences	1 Associate Professor 1 Assistant Professors	**2**	
iii) Dept. of Language	2 Associate Professors 3 Assistant Professors	**5**	
iv) Dept. of Commerce Studies	1 Assistant Professor	**1**	
v) Dept. of Art Education	1 Associate Professor	**1**	
vi) Dept. of Work Experience and Vocational Education	1 Associate Professor	**1**	
vii) Dept. of Health and Physical Education	1 Associate Professor	**1**	
viii) Dept. of Inclusive and Special Education	1 Associate Professor	**1**	
ix) Dept. of Pre-school	1 Assistant Professors	**1**	
Division of Educational Research, Survey & Assessment	1 Professor (HoD) 1 Associate Professor	**2**	1 Room for HoD 1 Room for Associate Professor
Division of Teacher Education	1 Professor (HoD) 2 Associate Professors 1 Assistant Professors	**4**	1 Room for HoD 1 Room for Associate/ Assistant Professor
Department of Leadership and Management	1 Associate Professor	**1**	1 Room for Associate Professor
Division of ICT	1 Professor (HoD)	**1**	1 Room for HoD
Division of Programme and Monitoring	1 Professor (HoD)	**1**	1 Room for HoD
Academic Posts		**30**	
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistant	**3**	All to be a part of Library
Administrative Division	7	7	One Hall or Two Rooms
Technical Staff	5	5	To be placed in the concerned lab ET/CAL Lab
Project Staff	6	6	To be placed in the concerned Division

Note: Infrastructural Requirement for SCERT "Model II" also includes the following facilities
1 Seminar Room, 2 Class – Room's for B.Ed Class (wherever required), 1 Room for "State Research Support Group", 1 Big Room approximately the size of Hall for Library, 1 Hall where 100 Teacher Educators or Teachers could be addressed, 1 Studio for recording video films, 1 CAL LAB, Provision of Labs/Special Cells (5 Halls/Rooms), Cafeteria to accommodate 30-35 persons   (1   Room),   Store   – (1Room)

ANNEXURE-VI: SUGGESTED PHYSICAL NORMS FOR THE BUILDINGS OF A DIET

Item	No.	Per Unit Sq.Ft.	Total Sq.Ft.	Remarks
1	2	3	4	5
1. Classroom	4	500	2000	Two classrooms may have removable partition, and the other two to be of lecture theatre type (sloping floor). A smaller classroom size may do if class size is restricted to 40.
2.Seminar Room	1	400	400	
3.Special Room: (i) Science Methods Labs. (a) For Phy. Science including stores..	1	700	700	Labs to have built in Black Boards, sinks with water taps, built-in almirahs with glass planes. Etc. To be fitted with Flexi Glass Board (not Black Board) and Rubber linings for windows, for dust proofing. Adequate power sockets to be provided.
(b) For Life Sciences including Stores..	1	700	700	
(c) Cabin for one Faculty Member I/C..	1	100	100	
(ii) Computer Lab. And Cabin	1	300	300	
(iii) Resource Room for Education of the Handicapped (including space for Faculty Member I/C).	1	250	250	
(iv) E.T. – Display –cum-Store	1	250	250	
(v) Rooms for OAR Education (a) For Visual Arts & Crafts like paper & clay work	1	400	400	Room to have 3 water taps with sinks.
(b) For Performing Arts (including Store)	1	300	300	To be located in one corner of the building so as to cause minimum disturbance in other activities. This need not form part of the main building and may be constructed to more economical specifications e.g. with an A.C. sheet roof.
(vi) Shed-cum-store for WE Activities	1	600	600	
(vii) Store Room-cum- Cabin for Lecturer in Phy. Education	1	250	250	
TOTAL – (3)			5350	
4. Staff Rooms (i) Principal's Room (With PA's Cabin)	1	300	300	
(ii)Room for Vice-Principal/Sr. Lecturer I/C DRU	1	150	150	
(iii) Cabins for Academic Staff	9 (each for 2 members on an average)	125	1125	
(iv) Hall for Administrative staff to sent OS, Accountant and Clerks	1	500	500	
TOTAL – (4)			2075	
5. Library	1	1000	1000	

Item	No.	Carpet Area		Remarks
		Per Unit Sq.Ft.	Total Sq.Ft.	
1	2	3	4	5
(Including Reading Area Librarian's cabin)				
6. *Miscellaneous:* (i) Gen. store room	1	225	225	
(ii) Toilets	1 (One Unit each for ladies & Gents)	225	450	
Grand Total (1) – (6) **Add 30% for circulation (Verandas, corridor, staircases, and other spaces) and wall thickness**			**10000**	
Total Built-up Area			10000	
Total Built-up Area				
II. HOSTEL: (Illustrative Norms for master block		120	6000	
1. Double seats Room	50			
2. Toilets.	2 (with wash basin)	400	800	
3. Dining Hall, Kitchen & Store	1	1000	1000	
4. Common Room	1	500	500	
5. Hostel Office-cum-Dispensary	1	150	150	
6. Hostel Store	1	200	200	
TOTAL			**8650**	
Add 30% for circulation (Verandas, corridor, staircases, and other spaces) and wall thickness			**2600**	
Total Built-up Area			**11250** (or say, about 110 sq. feet per inmate)	
11. Staff Quarters 1. Principal	1	1200	1200	
2. For Faculty members (one of whom will also function as House Warden)	2	750	1500	
3. For Watchman and one other class IV staff	2	400	800	
4. For other Academic & supporting staff			As many	
TOTAL Built-up Area			**3500**	

Note: The proposal may include facilities such as Girls' common room, auditorium and canteen if possible under overall financial ceiling.