

Joint Review Mission on Teacher Education in Karnataka

Karnataka

Joint Review Mission of Teacher Education

March 9th- March 13th 2014

Joint Review Mission on Teacher Education in Karnataka

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Executive Summary

The Joint Review Mission for teacher education in Karnataka was conducted from March 9 to March 13, 2014 and as part of the review process, a total number of 12 districts were visited by the team. In order to obtain a complete view of the State, a cross-sectional approach was adopted and visits and interactions were held with teacher education functionaries, from the State/district level to the local institutions. The institutions visited included: the DSERT, IASEs, CTEs, DIETs, private and government teacher education colleges and selected elementary schools. Intensive discussions were also held with faculty, students and staff at all the institutions.

Meetings were organized with Principals across all DIETs, IASEs and DSERT staff during the JRM. On the last day discussion was held with the Secretary of Elementary Education, Government of Karnataka.

The positives about the State of Teacher Education

- 1. Well-equipped Institutions:** All the teacher education institutions visited were well equipped with adequate academic staff and infrastructural resources. The prevailing institutional capacities indicate that these units can be (if properly used) efficient agencies for teacher preparation and development.
- 2. Interested Faculty:** From the interactions with the faculty in different institutions it was evident that they were interested in their work and wanted to contribute to improve the quality of teacher education. Most of the staff had some district specific needs in mind and had opinions on the kind of reforms needed to improve the quality of teacher education. The staff interactions at many places revealed enthusiasm and ownership in their work, resources and achievements; an openness to discuss concerns and seek suggestions and guidance. (There is however, a gap in key areas of understanding of role and an understanding of educational processes and its underlying principles as reflected in the Constitution and documents emerging from them.)
- 3. The State developed a Teacher education curriculum:** The current elementary teacher education curriculum adopted in the State addresses some of the concerns raised by the NCF 2005, NCFTE 2009, the Right to Education Act 2009. The curriculum was developed with the help and advise of a variety of participants from different backgrounds. The process and participation of a diverse set indicates at one level the openness to bring in people with knowledge.

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4. **Many ventures launched:** The State has initiated and launched few innovative ventures to improve the quality of school education. Some of them are: 1. Nali Kali: this has been introduced from classes I to IV; 2. Meena radio programme for engagement of rural children, educators, parents and the community towards school curriculum; 3. E-Vidya Academies; 4. Karnataka Open Educational Resources (KOER) and 5. INSPIRE awards- Innovation in Pursuit of Science for Inspired Research. This has the participation of many organisations who are specialists in their areas, particularly in ICT.

Key Issues identified during JRM

1. The total number of students in the elementary schools seems to be declining. There is also the beginning of the shift from government schools to private schools. The low teacher requirement in the lower primary schools have led to a steep decline in the number of students enrolling in D.Ed. programmes and hence most of the DIETs and the D Ed colleges have none or very few students. The existing teachers in the government schools already have the teaching certificate required so the RTE has not necessitated any requirement of pre-service training for existing teachers.
2. Most teacher education institutions at the moment neither have a very clear role nor a vision developed by them. The vision statement were common across DIETs and there did not appear to be a reasonable translation of the stated vision into programs and activities. There does not seem to be a meaningful perspective, leave alone a coherent vision about the DIETs and the purposes that they can and should serve in the State.
3. Individuals are in place in the teacher education institutions, the institutions are well equipped and have good infrastructure. New DIETs are being set up. However, all these resources are not being utilized (due to lack of a clear work definition, understanding of purpose of the institutions and insufficient orientation). There does not seem to be any coherent plan to build capacities or for monitoring of the teacher education institutes. The decision making is not participatory and DIETs as well as the other institutions do not have the responsibility to develop their own programs.
4. The DSERT coordinates most of the academic and administrative activities of the elementary teacher education in the State. However, their role is largely seen in terms of providing logistic support rather than academic support. Involvement of staff in professional development activities or conducting the same for teachers or teacher educators or development of textbooks is less noticed.

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5. The DSERT helps conduct training programmes quite well, however there are few efforts to examine the impact of the training programs conducted, reflections and analysis as how to improve them or follow-up of the training are not taken up.
6. Few research attempts were noticed at the DIETs, CTEs and IASEs, but these were primarily outlined by the SSA and were not district or context specific. They were rather examples of replicated frameworks across districts or blocks. The institutions themselves seem ill-equipped to think of and design meaningful research.
7. Leveraging ICT technologies is a prominent possibility in the teacher education programmes conducted in the State. Programmes like EDUSAT for training teacher educators, ICT-Phase I and II for training teachers are being conducted to develop relevant ICT competencies among teacher educators and teachers. The participation of some of the faculty members in the inception and the sustenance of these programs reflects their engagement with issues and ability to conceive web based solutions. The use of this over a wider set of teachers and for a more meaningful educational discourse would need a lot more effort.
8. Both the DSERT and the DIETs are in the process of reforming their structure. This restructuring is however, being taken up independently hence, raises concern about the extent to which inter-linkage between the two institutions is likely to be strengthened.
9. The programmes conducted on collaborative basis with other agencies seem to be approved on face value. There seems to be no process in place for a thorough review of these by a team of academic experts. Also DSERT personnel do not seem to be involved in planning and implementing these programmes.
10. While many programmes have been launched in the state there has been no robust follow up or evaluation of these programmes or their impact in classrooms.
11. The DSERT and the DIET faculty as well as the persons in the Karnataka text book society can be placed in both academic and administrative roles. The experience as educators and academic persons therefore gets interspersed with administrative role. The discontinuity also leads to greater difficulty in building an institutional memory of interventions within the structure. The state has, because of this and otherwise also, many programs which have been initiated without a clear road map of how they would be taken forward.

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12. The faculty currently placed in academic roles at the DSERT, DIET, CTE etc while being aware of the names of the educational documents like the NCF 2005, NCFTE 2009, RTE 2009, have not read them carefully. They are not able to articulate the fundamental points made in these and often misquoted them.

Based on its observations, the JRM team felt that some steps needed to be urgently implemented for revitalization of school and teacher education. 1. A demographic analysis needs to be carried out to help plan for the next 5 years; how should schools be structured based on the number of children in schools.

2. There should be some ways of assessing the proposed state wide activities and programmes before implementation. For example, committees consisting of academicians and teacher educators with experience should be given the responsibility of examining the schemes, their implementation and give feedback. 3. Excessive dependence on assessment as a tool for accountability has to be relooked.

4. The DSERT also needs to be restructured so that it can fulfil its role as the academic authority for the state and also be the hub for education. Activities such as curriculum, syllabus and textbook development for students as well as teachers have to be located in the DSERT.

5. More attention needs to be laid to build and strengthen linkages between elementary teacher education institutions with the higher education system. 6. The planning exercise and decision making at the state level needs to become broad based. 7. The DSERT and the DIETs etc. must have besides resources, the autonomy to function with a capable and stable faculty and leadership team so they can fulfil their role.

1.1 JRM Context and Objectives

The Ministry of Human Resource Development, Government of India constituted Joint Review Missions (JRM) for each State to assess the progress made by the State towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for strengthening them.

The following areas were reviewed by the JRM team

- AWP approvals and budget releases for 2012-13
- FMRs for 2011-12, audited accounts 2010-11, GOI budget allocations for 2012-13
- Progress made on utilization of funds at institutional level
- Quality and adequacy of infrastructural and institutional facilities in institutions
- Quality of curriculum for pre-service and modules for in-service teacher education
- Processes and pedagogical practices in delivery of programs
- Quality of resource materials used by trainees and teacher educators
- Qualification and experience of teacher educators
- Issues faced by student teachers, teacher educators and institutions
- Issues of governance, linkages across institutions, cadre management, filling vacant posts
- Efforts take to integrate ICT with teacher education
- Knowledge and understanding of NCFTE 2009 and implications for teacher education; steps taken to re-align Teacher Education curriculum with NCFTE 2009
- Development of library and resource materials (print and ICT) to conform with NCFTE
- Professional development of institutions and faculty members
- Linking Teacher Education Courses with vision and expectations of RTE
- Identifying and drawing partners in collaborative practice from higher education, NGOs, civil society

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- Developing strategies in teacher preparation for inclusive teaching-learning, multi-lingualism, assistive technologies
- Suggestions for the state to take forward

For the State, the JRM provides an opportunity to reflect and learn by:

- Developing an understanding of progress made against agreed indicators and processes
- Reviewing JRM observations that highlight strengths and weaknesses - with a view to improve the impact of the teacher education system in the State
- Considering issues related to programme planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme.

1.2 Team members

The Team consisted of the following members

Prof. H.K. Dewan, Vidya Bhawan Society, Udaipur (Team Leader)

Dr. Jyoti Bawane, Indian Institute of Education, Pune

Mr. Thomas P Thomas, Zyware Technologies, Kerala

Dr. Mythili Ramchand, RV Educational Consortium, Bangalore

Dr. Nidhi Gulati, IHE, Delhi University.

Mr. Upendar Reddy, SCERT, Andhra Pradesh

Mr. Uma Shankar Periodi, Azim Premji Foundation, Karnataka

Ms. Preeti Misra, Vidya Bhawan Society, Udaipur

Mr. Md. Syed Moin, SCERT, Patna

Prof. V. Sudhakar, EFLU, Hyderabad

Ms. Taramani Naorem, EdCil, New Delhi

The team were grouped in 4 sub-teams and a travel plan describing the schedule was developed in advance and circulated prior to the commencement of the field visits.

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1.3 Methodology

1.3.1 Pre-visit planning & preparation

Prior to the State visit, preliminary activities like coordination with the State officials, reviewing the institutional capacity of the State and based on the State statistics, division of teams, preparation of travel schedule, selection of institutions and arrangement of logistics were made.

Table 1

Travel Schedule and Institutions Visited by JRM

Day	Team	Location	Institutions Visited
10 th March 2014	Team 2,3&4	Bangalore	DSERT-Meeting
	Team 1	Gulbarga	DIET, IASE
11 th March 2014	Team 1	Bagalkot	CTE, DIET
	Team 2	Mangalore	DIET, TTI, CTE, Private colleges of Education (2no.s), Schools
	Team 3	Tumkur	DIET
	Team 4	Bangalore	CTE and DIET Mysore
12 th March 2014	Team 1	Raichur, Yadgir	DIET
	Team 2	Chikmagalore	DIET, Schools, MLMN Teacher college
	Team 3	Chitradurga	DIET, CTE, Pvt. B.Ed college
	Team 4	Bangalore	DIET Chickbellapur, Govt. B.Ed. college, DIET rural Bangalore,
13 th March 2014	Team 1	Bangalore	CTE (Govt & Private)
	Team 2	Hassan	DIET, Private teacher education college
	Team 3	Bellary	DIET, CTE
	Team 4		IASE Bangalore, DIET urban Bangalore, Dpt. Of Ed. Bangalore University
14 th March 2014	All Teams	Bangalore	SSA
15 th March 2014	All Teams	Bangalore	DSERT, Secretary Education Office

2.1 Historical Perspective

Karnataka has a long history of providing pre-service teacher education. The first training institution in the state was set up in Dharwad way back in 1857. Before the reorganization of the states in 1956, several institutions were offering Teacher Certificate Lower (TCL) for candidates with class 8 qualification and Teacher Certificate Higher (TCH) for those with SSLC qualifications. These courses were of varying duration, ranging from six months to one year. It was in 1987-88 that higher secondary (PUC) qualification was made mandatory for admission to TCH course, throughout the state. In 1966, the curriculum for TCH was revised and simultaneously, the duration of the course was increased to 2 years. The late 1960s and 1970s saw a sudden spurt in the number of teacher training institutions in Karnataka due to the impetus given to teacher training by the Kothari Commission. The Department of State Educational Research and Training (DSERT) came into existence in 1975 with the merging of four independent units of the department of public instruction - State Institute of Education (SIE) which was initially established in Dharwar in 1964, State Institute of Science (SIS), State Educational Evaluation Unit (SEEU) and Educational Vocational Guidance Bureau (EVG). The Directorate of Text Books was merged to DSERT in 1983. But in 2006 it was separated again and an independent Karnataka Text Book Society was set up. This was vested with the responsibility of preparing, publishing and distributing text books, teacher hand books and other resource materials to schools, students and teachers.

The next driving force for strengthening teacher education programme was the National Policy on Education, NPE (1992) which was the source of establishment of District Institutes of Education and Training (DIETs). Thereby, Karnataka upgraded 20 TTIs into DIETs. The nomenclature of TCH has been changed to Diploma in Education (D.Ed.) from the academic year 2002-03. In 2004, Karnataka sought and was granted permission from the Government of India to set up 7 new DIETs. 6 Government Colleges of Education in the state were upgraded to Colleges of teacher Education (CTE) and four aided colleges (MES teachers' College, Bangalore; Vijaya Teachers' College, Bangalore; Kotturawamy Teachers' College, Bellary and MLMN Teachers' College, Chikamagalore) were also upgraded as Colleges of Teacher Education. R V Teachers' College, Bangalore, another aided college was upgraded to Institute for Advanced Studies in Education (IASE) with a mandate to provide adequate and qualitative resource support to teacher educators and train teacher educators to take up research in education.

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All the teacher training institutions fall under the ambit of the National Council for Teacher Education (NCTE), since it was conferred a statutory status in 1993. While the NCTE is the statutory authority for granting recognition and fixing intake, the Department of State Education Research and Training, Karnataka (DSERT) co-ordinates all the academic and administrative activities of the institutions including private ones. Recently (2013) the Government of Karnataka transferred co-ordination of B.Ed. colleges to the Department of College Education. Hence the aided CTEs and IASE are now not within the purview of DSERT.

2.1 Over View of the System

The prevailing pattern of education in the State is very similar to those in other States. The primary school cycle has been extended to 8 years and with class 5 being included in lower primary stage. The school education from class 1 to class 10 is under the direct control of the Commissioner for Public Instruction (CPI) who is assisted by Directors of Public Instruction (Primary and Secondary). Towards higher education, the State has 16 State Universities and 8 Universities have established department of Education. The 30 revenue districts of the State are grouped into four educational divisions; Bangalore, Belgaum, Gulbarga and Mysore. The Distribution of districts across the four educational divisions are provided in Table 2.

Table 2

Distribution of Districts across Educational Divisions

Division	Districts
Bangalore	Bangalore, Bangalore(R), Ramanagar, Chitradurga, Kolar, Chikkaballapur, Shimoga, Tumkur and Davanagere- 9 districts
Belgaum	Belgaum, Bijapur, Bangalkot, Dharwad, Gadag, Haveri and Uttara Kannada – 7 districts
Gulbarga	Bellary, Bidar, Gulbarga, Raichur and Koppal Yadgir – 6 districts
Mysore	Chikmagalur, Dakshina Kannada, Udipi, Hassan, Kodagu, Mandya, Mysore and Chamarajnagar – 8 districts

The proportion of children in the schools enrolled in schools funded by the Department of education as compared to the total enrolment is close to 70 per cent. However, looking at number of schools in the past five years with respect to management, it was noticed that there has been a decline in the number of schools under the Department of Education, while the number of private schools both aided and unaided are increasing steadily.

Table 3

No. of Schools – Management wise

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Year	Dept of Education	Grant-in-Aid	Unaided
2008-09	49618	5446	13115
2009-10	49816	5874	13856
2010-11	49955	6024	15511
2011-12	49637	5902	16483
2012-13	49114	6355	17315

The distribution of schools in each division and under different governing bodies is given in the following table.

Table 4
Division and Department wise Distribution of Schools

Division	Dept of Education			Social Welfare Dept			Grant-in-aid			Unaided		
	Ps	UPS	SS	Ps	UPS	SS	Ps	UPS	SS	Ps	UPS	SS
Bangalore	8960	6589	1185	30	140	140	65	841	1307	813	3890	2637
Belgaum	4686	6429	1045	28	118	113	73	588	1165	1094	1408	892
Gulbarga	3423	4390	1023	22	130	119	34	479	374	1187	1440	972
Mysore	5036	5159	1189	52	165	128	50	678	711	392	1521	1075
Total	22105	22567	4442	132	553	500	222	2586	3557	3486	8259	5576

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¹ PS: Primary schools; UPS: Upper Primary Schools; SS: Secondary Schools Source: DISE Data 2012-13

The teacher availability in the above schools is shown in Table 4 and based on the available statistics, the number of teacher posts vacant in these elementary schools is 27,407 and in high schools the vacant posts are 4578.

Table 5

Availability of Teachers in each Division and Department Wise

PS: Primary schools; UPS: Upper Primary Schools; SS: Secondary Schools; Source: DISE Data 2012-13

Division	Dept of Education			Social Welfare Dept			Grant-in-aid			Unaided		
	Ps	UPS	SS	Ps	UPS	SS	Ps	UPS	SS	Ps	UPS	SS
Bangalore	18526	35609	10679	101	581	580	150	5434	10226	3739	33292	16077
Belgaum	10103	41930	8008	94	509	496	253	4014	9387	3812	10919	5256
Gulbarga	7970	30639	8113	68	497	531	130	3708	3050	4757	10299	5412
Mysore	10216	26703	9975	136	465	556	146	3315	5622	1790	13609	7237
Total	46545	134881	36775	399	2052	2163	679	16471	28285	14098	68119	33982

With regard to out of school children, the districts located in the North Eastern Region: Bagalkote, Bidar, Bijapur, Gulbarga, Koppal, Raichur and Yadgir have been identified to be some of the backward districts, where the children in 7 to 14 age group are outside the school-net. As per the DISE data, drop-out and non-completion rates are found to be considerable specifically in Gulbarga and Raichur districts. The drop-out rates in the State (all schools) is found to 1.30 in primary and 4.5 in upper primary schools (2011-12).

2.2 Teacher Education Institutions

Karnataka is one of the pioneer states in bringing significant changes in pre-service teacher education. The number of teacher education institutions has quantitatively expanded over the years. However, in the recent years there has been a decline in the number of D.Ed. colleges due to diminishing demand, some of the institutions had to be closed down. Institutions that provide pre-service teacher education in the State are; DIETS, CTEs, IASEs, B.Ed. and D.Ed. colleges. The DSERT coordinates all the academic and administrative activities concerning these institutions.

Table 6

Different Teacher Education Institutions Across Divisions

Division	DIETS	CTEs	IASEs	B.Ed colleges	D.Ed. Colleges
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		Gov	Grant-In-aid	Gov	Grant-In-aid	Gov	Grant-in-aid	Unaided	aided Gov	Grant-In-aid	Un-aided
Bangalore	9	2	2	-	1	2	19	178	10	16	284
Belgaum	7	2	1	-	-	2	9	77	7	14	218
Gulbarga	6	1	1	1	-	1	4	61	9	1	170
Mysore	8	2	1	-	-	2	11	47	11	9	108
Total	30	7	5	1	1	7	53	363	14	40	780
		12		2		434			834		

The above table enlists the distribution of institutions in the four divisions of the State.

Chapter 3

DSERT

The DSERT, largely known as Department of Research and Training (DSERT), in the State is the apex academic body for school education (elementary and secondary) and teacher education in the State of Karnataka. The present staff capacity of the DSERT is nearly 100 but only about 20 are part of the academic work. Unlike other state SCERTs, the faculty at the DSERT did not have the academic titles of lecturers, readers, professors etc. There were plans to restructure the DSERT as per the new CSS for TE guidelines.

3.1 Observations

3.1.1 Curriculum and Pedagogical Practices (Pre-Service)

The DSERT coordinates all the academic and administrative activities of the teacher education institutions offering the D.Ed. programme in the State. This includes prescribing the curricula, preparation of textbooks, approval of admissions (through the DIETs), approval of appointments of staff in the aided institutions and finalising the academic calendar. The management of the D.P.Ed. institutions are also under the purview of the DSERT. The D.Ed. curriculum in the State was revised in 2012 and it has been planned for lower primary level training in the first year and for upper primary level in the second year. Conscious effort have been undertaken to include course like 'reflective practices' and 'arts in education' under the 'Teacher Development Studies' and three courses entitled 'ICT mediation in education', 'Education for Peace' and 'Work and education' in the second year. To facilitate the teacher educators to transact the curriculum, a Handbook for the first year D.Ed. programme was developed which delineated detailed readings and course content specifically written with perspective of the revised curriculum and the needs of the state in mind.

3.1.2 Curriculum and Pedagogical Practices (In-Service)

The DSERT has so far trained 1815 teacher educators towards the revised D.Ed. curriculum. Some of the other areas wherein training were conducted for teachers educators were related to RTE, National Curriculum Framework, Child rights, Continuous and Comprehensive Evaluation (CCE), utilization of technology. There have been several initiative to develop online fora like the Subject Teacher Forum (STF), Head Teacher Forum (HTF) and an open portal for educational resources- Karnataka Open Educational Resources (KOER). To orient and upgrade teachers on issues of CCE, resource book, training manual and class wise formats on CCE were developed and supplied to the schools. So far, 1,58,248 classroom

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practitioners were trained on CCE. Some of the other CCE manuals developed and available on the DSERT website are *Sadhana*, *Sadhana Pusti- kannada*, Urdu and in Marathi language. Teachers have also been trained for implementing CCE in other subjects like drawing, craft and tailoring. Further, it is important to understand that most of the planning and implementation of in-service training programme is based on State priorities and much fewer initiatives generate programmes from the district or more localized priorities.

3.1.3 Continuous Professional Development of Teacher Educators and other officials

In the recent past, the DSERT has not laid adequate attention towards the professional development of teacher educators from institutions like the DIETs, IASEs and CTEs. Most of the DIET faculty have not received any kind of capacity building programme in last few years and the same is in case of those from the other teacher education institutions. No efforts have been undertaken to conduct a training need analysis or road mapping exercise to identify training areas or scheduling such programmes for teacher educators representing different levels and institutions. Demand for need based training was prominent among the DIET faculty themselves, who had revealed that the areas wherein in-service training could be conducted are those related to NCF, NCFTE, CCE and action research. The other most neglected groups are the DSERT teacher educators themselves, who have not undergone any kind of professional development training. It is very important for the DSERT to develop a road map for themselves rather than functioning only as logistic management body for the State. Prior to this, the DSERT staff need to perform a perspective building exercise in order to develop a vision of their organization. The DSERT themselves articulate a need for training on monitoring tools and techniques, research methodology and utilization of ICT.

3.1.4 Infrastructure Facilities and Instructional Resources

The DSERT has not explicitly indicated up- gradation of infrastructure facilities, however it was noted that development and publication of textbooks was largely managed by the Text book bureau. Hence, it is strongly recommended that the entire responsibility of development of textbooks should come under the purview the DSERT as this would also give them the academic leadership and enable them to maintain a quality check of the textbooks being developed.

3.1.5 Institutional Leadership and Management

The DSERT need to re-examine its role in terms of the providing more academic support to the State and not confining to only providing logistic capacities for different training programmes. For this, the Department needs to enhance the professional capacities of each faculty and conduct regular review exercise to assess their achievements and confirm fulfilment of objectives. Different strategies and

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managements to facilitate team work and self-assessment in order to building collaboration across wings and divisions need to be encouraged.

3.1.6 Research and innovation

The DSERT has so far been conducting their training programmes meticulously based on the funds received. However, attempts to conduct impact or follow-up studies on these training are less prominent. Even with respect to the research, such activity is more noticed in institutions of selected DIETs, CTEs or at IASEs while, the involvement of DSERT staff in any such activity, either individually or in group is almost absent.

However in terms of innovations, several path breaking initiatives have been implemented in the State under the leadership of DSERT. Some of them worth mentioning are; State Institute of Science, *E-Vidya* Academies, Karnataka Open Educational Resources (KOER), INSPIRE- Innovation in Pursuit of Science for Inspired Research, *Nali Kali* method, ICT- Phase I, Phase II, and the MEENA radio programme. Apart from these programme, new programmes for forthcoming year have also been planned such as commencement of ICT –Phase III, SAME project by IIMB, CEED project by CISCO and NVEQF project. With regard to these innovations, it is observed that the DSERT needs to strengthen its mechanism of reviewing these programmes prior to implementation. For this purpose, the Department may set up a committee of experts to assess the quality, validity and relevance of such programmes before they are implemented.

3.1.7 Leveraging ICT

In terms of leveraging ICT capacities, the DSERT is a well equipped with studio facilities that permits two way audio-video communication and has held tele-conferences for EDUSAT programmes conducted for teacher educators in order to orient them on the revised curriculum. Audio-video talks have been prepared and distributed to the teacher training institutes via the DIETS. The DSERT has initiated ICT project in coordination with other organizations like the KEONICS, IT for change, AIF, APF, EDC, Intel and C-LAMPS. This project is in its second phase and efforts have also been made to develop the ICT curriculum and syllabus. Development of an open portal for educational resources and establishment of *E-Vidya* academies also indicate the department's interest to invest on ICT. Further some of the technology driven programmes prevailing in the State are MEENA radio programmes and educational phone-in programme broadcasted on 2nd Wednesday of every month between 9.30 to 10.30 p.m. Apart from these, some capacity building to equip the administrative staff on ICT skills has been undertaken. Even though, the

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leverage for technology is commendable, it seen that capacity building in ICT for the faculty has been neglected. Since most of the technology driven programmes are conducted in coordination with other organisations and hence the human resources are hired and very less staff are inducted within the organization itself.

3.1.8 Inter-institution linkages

The DSERT linkage with the grass root organizations like the DIETs, BRCs, CRCs does not seem to be well established, since their interactions are largely with the DIET and CTE principals. Even though formats for monitoring the DIETs and CTEs are developed by the DSERT, it is seen that the practice has been to call for a meeting of the principal(s) at the Head office rather than the monitoring visits being made to each of the districts. This implies that the institutional linkage of the DSERT with the lower bodies situated at the Block and Cluster level are minimum. It was also observed that the DSERT has a selected group of teacher educators identified as experts who are most often invited for capacity building programmes while the rest of the faculty are not involved in the capacity building process. These processes could be more inclusive and processes for involvement could be set on interest and rotation bases.

Further, the DSERT are in the process of organising their structure and from the proposed new structure, it is evident that a mechanism to strengthen their linkage with the DIETs structure has not been taken into consideration. This would imply that the new structure does not guarantee inter-institutional linkages. More efforts need to be undertaken at the DSERT to revise its structure and ensure that its functioning is in coherence with the roles/units of the DIETs.

3.1.9 Cadre and Personnel Management

The appointment and transfer of posts from academic to administrative or vice versa has always been a concern in the State. Even though the DSERT has recently proposed the different posts and salary structures to the State Government, from the proposal it is seen that the desired qualifications for higher posts are not appropriate and hence it is strongly recommended that a committee be established to define the qualifications requirements for each post. For instance, none of the post(s), even the highest does not mention the requisite qualifications degrees. Similarly, definite norms need to be prepared to manage transfers smoothly especially if a faculty member moves from an administrative to academic post.

The absence of a Teacher Education cadre, which includes faculty specifically trained for teaching and other processes like curriculum building; is quite a significant gap.

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3.1.10 Partnerships and Collaborations

Partnerships and collaboration of the DSERT with other institutions and non-government organizations have been prominent from the different educational initiatives currently implemented in the State. The department at present is collaborating with organizations like the Azim Prem Foundation (APF), UNICEF, IT for change, RV Consortium, Intel, AIFT, Akshara Foundation and TESS India. A few others in the pipeline are those with the partnership of CISCO and IIM Bangalore. Though the efforts made to collaborate with other organization are commendable; the DSERT does not have a mechanism in place to assess the validity and relevance of the programmes being implemented by these organizations. Hence, it is recommended that the DSERT for special committee that specifically evaluates the role and programmes offered by these organisations to ensure and sustain the quality of the programmes being implemented in the State.

3.1.11 Process and performance Indicators

The DSERT has so far been routinely conducting programmes and even introduced new initiatives. However, in terms of development and adopting mechanism that monitors and captures the processes, outcome and impact, they need to upgrade the potential of their staff to undertake these tasks. There is need to augment faculty by inducing more capacity building and by increasing the efficiencies. More efforts by the staff to collect record and interpret data in terms of impact analysis need to undertaken. For this purpose, a systematic planning and implementation could be developed to a time frame to review its programmes and even conduct field visits to assess the impact of its training programmes.

3.2 Recommendations for DSERT

1. The DSERT needs to be restructured in such a manner that it fulfil its role as the academic authority for the State and also effectively function as a potential resource centre for teacher education.
2. The DSERT needs to carry out an envisioning exercise with the help of other teacher education institutions to put place its priorities and objectives. It is imperative that need based assessment of the DSERT staff be conducted to plan and implement capacity building programme designed specifically for their faculty.
3. Specific academic activities need to be compulsorily scheduled in the work plan for the DSERT faculty to enhance the academic potential.

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4. The DSERT should take a lead in development of the textbooks and assign the only printing and publication tasks to the textbook society.
5. The academic activities of the Department need to be prioritized and other administrative duties like conduct of examinations should be handed over to other departments in the State.
6. To enhance inter-institutional linkages, regular visits and trainings by the DSERT could also be conducted at the districts and blocks centres rather than inviting the local personal to the Headquarters.
7. More efforts to decentralise the training programmes should be undertaken instead of confining the activities towards the agenda of the State or Centre. Also the pedagogy for in-service teacher education programmes needs to be more systematically thought through.

Introduction

One of the major interventions initiated by the Government of India to strengthen Teacher Education along with professional development of Teachers Educators is the upgradation of Secondary Teacher Education Institutions (B.Ed. colleges) into Colleges of Teacher Educations (CTEs) and Institutes of Advance Studies in Education (IASEs). Accordingly, sufficient funds have been provided for their establishment and to make a beginning to take up quality initiatives since the VIII and IX Plan period.

There are two Institutes for Advanced Studies in Education in Karnataka. The current IASE in the state is an aided institution Rashtreeya Vidyalaya Teachers' College (RVTC) was upgraded as IASE in the previous CSS and the IASE Gulbarga was approved by the TEAB, MHRD during 2012-13. IASE, apart from conducting pre-service teacher education programme at the secondary level (B.Ed.), was expected to take on the following functions: organize in-service programmes for secondary school teachers and teacher educators of ETEIs (including DIET faculty) and B.Ed colleges; conduct orientation courses for Principals of Secondary Schools, Principals of ETEIs (including DIETs), and middle level educational administrators; set up a strong research component; establish linkages with schools, B.Ed. Colleges, ETEIs, DIETs, DSERT and Universities on the one hand, NCERT and NUEPA at the National level; and create instructional materials for teachers and teacher educators.

The Colleges of Teacher Education (CTEs) were established during the VII plan and then the existing Colleges of Education (B.Ed colleges), six Government and four private institutions were upgraded to CTEs. The State currently has 12 CTEs functioning and among these are 7 are government and 5 Grant-in aid institutions. The CTEs were established with a view to work in the field of secondary teacher education, which included both the pre-service as well as in-service programmes. In addition, they have the responsibility of carrying out research, innovation, material development and providing extension and support to schools. The JRM team visited six Government CTEs, one partially aided, one private aided and two private unaided.

4.1 Observations regarding IASEs

Lack of coordination is noticed within the State institutions, since the University has received no orders from the State Government regarding upgradation of the department to an IASE. Hence, there is no clarity regarding the status of the IASE, as no budget was

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released by the State Government, in spite of being sanctioned by the MHRD. For example, IASE Gulbarga has so far received no funds and besides, restructuring of the departments and posts have not been considered as per the guidelines of the MHRD.

There is a shortage of both academic and technical staff. The functioning of the IASE in the State at present is below par (DSERT, 2004; NCERT, 2009). The IASE is at present offering a one year B.Ed course and some in-service training. It is affiliated to Bangalore University. It has not been receiving any funds, other than faculty salary for the past decade.

The scheme has suggested that the IASE will also support secondary school teachers' capacity enhancement programmes through pilots. By virtue of its unique positioning, IASE should be able dovetail its bachelor's programme with that of masters and doctoral. Again it should use its vantage position to ensure continuum between pre-service and in-service programmes. IASEs need to cater to the needs of: DSERT faculty, CTE faculty, DIET faculty, and Educational Administrators but none of these is happening at the moment

4.2 Observations regarding CTEs and some private B.Ed. colleges

The CTE have received a varied amount of support from the scheme. The understanding of their role and of the principles in the NCF 2005 and NCFTE 2009 ranges from competent to superficial depending on the CTE visited. Some CTEs have capabilities that need to be used over a wider area in the State. There is, however, a need for building capacity starting with a coherent vision to a doable set of programs to set up processes of sustained improvement.

Infrastructure and resources: Most of the CTEs have adequate infrastructural capacities with campus spaces, libraries and computer centers. Most private colleges have adequate classrooms, laboratories, auditoria/conference halls and room for teachers. Some colleges (like CTE Mangalore) even have updated computer labs.

It was observed in some private colleges that several programmes are running from the same campus building. Some of the private Colleges of Education that are privately managed run many other programmes like Nursing, Hotel Management, Management Studies and Physiotherapy in the same campus. Some of these run multiple institutions and also other institutions like hotels in the city.

Among the Private colleges of Teacher Education, St. Ann's College of Education is autonomous and also a centre of research. It is the only autonomous College of Teacher Education in the State of Karnataka. The campus was established in 1840. The College

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started offering M Ed from 1993. The college is NAAC accredited and has a CGPA of 3.63, and an 'A' grade.

IT infrastructure: Most colleges have sufficient IT and communication infrastructure in the form of a computer lab with over 40 computers and conferencing facilities. But the functioning is not as desired. For example, at TTI, Mangalore, the computer lab is available but not functioning due to dysfunctional computers. The college is using the computer facilities of the Degree College situated in the same campus.

At MLN college of TE, all faculty members are provided with computer. The college had a well-equipped computer lab (25 computers) with broad band facility and an interactive black board, financed by the UGC, was available for training purposes.

Use of ICT : Some innovative efforts through the use of technology observed included the interactive Google group for Maths & Science teachers forum; Wiki.Educator.org- a programme of DSERT, Karnataka, etc. Interactive hubs exist with research materials for Science, Social Science and Maths, etc. With regard to utilization of ICT, they have used the Wiki educator platform to train the teacher educators and utilized Google groups to communicate and interact with the teachers and students.

Some of these conversations involve group emails between teachers and teacher educators– going back and forth on issues related to education. One such example was the concern expressed by a teacher over a question paper which was exactly a replica from one of the Guide books. The teacher in the email raised pertinent questions about 'what is the purpose of assessment and examinations', and 'how these are made more meaningful'. The email responses revealed reflective engagement and dialogue on issues pertinent for everyday teaching-learning.

Some innovative efforts through the use of technology observed included the interactive Google group for Maths & Science teachers forum; Wiki.Educator.org- a programme of DSERT, Karnataka, etc. Interactive hub exists with research materials for Science, Social Science and Maths, etc.

Library: Most colleges of TE had libraries, but very few very updated and relevant to addressing contemporary issues, debates and concerns in education. The details of some libraries are delineated here:

- CTE, Mangalore has well stocked library with about 2,300 books and a few relevant journals purchased from the UGC grant. The books however are largely

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those required for the syllabus, and are typically meant for passing the examinations.

- The College of Teacher Education in Chitradurga has a library but it does not have reading room.
- The St. Ann's College of Education college is adequately equipped in terms of infrastructure, lab and library facilities. The library is extensive and well maintained. It was the only college where texts on the larger discourse of education could be seen, including original classics like Piaget. The library also subscribes to a few good journals.

Hostel: There appears to be a wide variation in facilities available for student residential accommodation on campus. Most institutions did not have faculty quarters or faculty staying with students.

- CTE, Mangalore is a co-education one and has hostel facilities only for the boys. They have not been able to provide hostel facilities for the girls as they had no provision for appointing or outsourcing for appointing a watchman/hostel warden.
- The College of Teacher Education in Chitradurga do not have any hostel facility for the pre-service course (B.Ed).
- The college housed a hostel for girls/ women, with no warden at MLN college of TE.
- Water and Electricity seemed to be a problem at the CTE, Chitradurga.

Capacities: Most of the CTEs have adequate faculty strength, and the appointments were in place. It appeared through the interactions that there has not been adequate investment in the capacity development of faculty. This was reflected in their lack of publications and kind of research being pursued. Research was not driven by faculty interests/ contemporary concerns of schooling and education; but largely driven by state programmes or as responses to the fund and allocations.

The Kotturswamy College of Teacher Education had stopped functioning as an aided CTE since the 2001-02 as the government of Karnataka was not providing it any aid. While there were 22 sanctioned posts, government aid was being received only for 3 posts and 5 posts were vacant. For all the remaining posts, the management was responsible for the payment of salaries. This was an important concern both for the faculty and the management of the college. Some of the faculty at Kotturswamy College of Teacher Education were engaged in projects like study of effectiveness of history teaching using web applications.

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(However, while he was looking at effectiveness in the light of the NCF 2005, he did not seem to be aware of the NCF position paper on History teaching).

The faculty members at St. Ann's College of Education have undertaken research projects funded by the UNESCO but no faculty is involved in development of modules for in-service trainings.

The B.Ed. curriculum at NDRK College of Education was revised in 2010-11 and is affiliated to the University of Mysore. None of the faculty members from the College staff was involved in development of the curriculum. However the Principal was a representative of the regulation group, the hard core group and the soft core group of the University.

Interaction with teachers revealed that the new syllabus clearly needs some guideline on how to interact in the classrooms. There are hardly any textbooks and teachers are randomly using Guide books with no clear idea as to the right way for implementing new syllabus. There are limited awareness of the NCF, NCFTE and its pedagogic implications among faculty members.

Student teacher(s): At CTE Mangalore, this year (2013-14) the strength of the students enrolled for the B.Ed. programme is 89. Nearly 50 per cent of the students are post graduates and 12 have been deputed by their organizations to undertake this programme. The B.Ed. Course in the CTE, Chitradurga has 100 students in the B.Ed. programme. They offer B.Ed. in the following subject areas. Unlike the D.Ed. course, B.Ed. programs are still being opted for by the students.

Inservice and Preservice Programmes in CTEs : The CTE, Mangalore largely provides academic support to the secondary school teachers of three districts: Kodagu, Udipi and Mangalore. They have been conducting in-service training based on the State guidelines. However, for the last three years they have been submitting work plan to the State, which were subsequently approved by the State, but no fund was released to conduct the training programmes.

The main activities of the CTE **Chitradurga** currently are the B.Ed. course and trainings organised under Rashtriya Madhyamik Shiksha Scheme. They currently have residential training facility for men but none for women teachers. The trainings organised by CTE are primarily under the RMSA programme. For 2013-14, it included the following:

- Head Master's Training
- Subject Teacher Forum Training (ICT enabled teaching of subjects)
- New Text Book based training for 9th standard teachers
- Physical Education

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○ Induction Training

MLMN College of Teacher Education offers B.Ed. programme both in English and Kannada. The programme is offered both to boys and girls. Initially the B.Ed. programme was affiliated to University of Mysore and since 1987 its affiliation has been to Kuvempu University. It has not been conducting any in-service programmes.

Currently, the Kotturawmy College of Teacher Education was conducting the B.Ed. programme only. As per the presentation made to us, their students were consistently represented in the top 10 ranks of the University Exams for B.Ed. They were also providing good exposure to students through various community outreach activities and organising interactions with public services.

The St. Ann's College of Education college currently offers M.Ed., B.Ed., PhD programmes and a pre-primary teachers training (not recognized by the NCTE). This diploma is offered for ten months and all these programmes are affiliated with Mangalore University.

4.3 Problems and Issues in IASEs, CTEs and B.Ed. colleges

The absence of a vibrance in the IASEs of the State has implications for many aspects of quality improvement particularly in teacher development and support. These include the following:

- There is an apparent shortage of leadership role in teacher development. IASE along with the DSERT has to take a lead for this role but because of continuous negligence the IASEs are is not in a position to take up this role.
- The IASEs are unable to produce quality research and there is hardly even a sense about rigor and purpose of research – this is also reflected in the overall academic calendar of the institutes, in the quality of the libraries and various other sites such as the utilisation of labs etc.
- IASE are visualized as leading academic institutions at the state level to provide support to DIETs, CTEs, and other efforts towards teacher's development and at the same time engage in educational researches and trainings. But in absence of adequate person power none of the above mentioned activities are being exercised in the institution.
- There is also no appropriate faculty identification and development program for a carefully selected capable team to be educated and developed in these institutions.
- The IASEs should establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education, Board of Elementary

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Education, the DSERT, DIETs as well as BRC etc. But this will be possible only with a lot of clarity and effort. There is also need for the constitution of a formal coordination Group/Committee under the IASE which is presently not there.

Other Challenges

- There is no commonality in the curriculum of the B.Ed adopted across different Universities especially in terms of their schedule, examination and curriculum components.
- The B.Ed curriculum recently revised by two universities, does not sufficiently address towards the issues of NCF and NCFTE. It does not reflect adequately on development of a humane and reflective teacher. The curriculum is unable to integrate theory with practice, the formation of self of the teacher is omitted and there is still a large thrust on methodology and competency/skill learning and development. The evaluation process has not been able to shift from the typical information and skills assessments. The pedagogy papers do not reflect integration of disciplinary knowledge with the social, cultural and pedagogical aspects. In these papers content and methods are learnt in isolation, as separate units of a single course.
- Due to late session & late admission officially the program commenced in February, but the admissions continue to take place till date (April 2014). The scheduling of the B.Ed programme is affected because of the stretched out admission process. The programme becomes a long drawn out one, at times stretching to a close to three years between beginning of admissions and publishing of final exam results.
- In most cases the level of staffing and infrastructure at the CTE is adequate. The faculty members are also not satisfied with the level of support that is available. In some case the infrastructure are underutilize while in other cases the facilities are out dated, particularly the books. The College was upgrade to CTE in 1996. Yet, they do not receive grants for the appointment of permanent staff and rather have to appoint staff on ad-hoc basis.
- The CTE does not have an effective system to interact with the higher Secondary Education Schools in the district. Therefore, effective training needs analysis at the district or regular academic support to high school teachers does not seem feasible. Some of the problems they faced include lack of institutional linkages with DDPI, DIETs, BRCs and CRCs in the district, lack of amenities including infrastructure and vehicle for CTE teachers to visit schools and interact with teachers.

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- The faculty members are qualified and trained but they have not had any significant academic capacity building programmes for themselves. There does not seem to be any regular academic events like lectures or seminars in the College.
- Research activity is fairly limited at the CTE. Action research was being extensively carried out in all Institutions. A closer look revealed that action research was actually remedial teaching for students who could not grasp the concepts being transacted: for instance: fractions/ monocotyledons- dicotyledons / decimals etc. Needs to take a relook at the quality of research studies being conducted. Intensive orientation on research methodology a must.
- The faculty expressed that the University does not recognize their load as valid, and also that their workload does not account for their involvement in practice teaching and professional advancement of students.
- Dual role of both in-service and pre-service at times a major challenge. No in-service programme has been conducted in the last five years as no grants were sanctioned for this purpose.
- Poor linkages with University Department of Education. Faculty mostly engrossed in conducting examinations and giving degrees. Conducts programmes such as orientation programmes, refresher courses other than examinations.
- Absence of a monitoring mechanism for checking performance of students which could serve as a feedback system too.
- Major confusion over many pertinent issues under the Guideline for restructuring and reorganization of the Centrally Sponsored Scheme for Teacher Education (2012). Intensive orientation programme of all faculty members of the DIETs &TEIs required for more clarity.
- Absence of a cadre of Teacher Education. Academic and administrative posts inter-transferable which also does not help the cause.
- Most faculty members are still not well versed with either the NCF or the NCFTE and hence more intensive support are required for the same
- Libraries are not well equipped: total absence of children's literature; texts relevant to education, contemporary readings and journals. NONE of the institutes visited had a librarian/ resource centre coordinator in place.
- Most of the Private Colleges of Education share their campus with other Disciplines or Courses, which are Nursing, Physiotherapy, Hotel Management and other such courses. These are not housed in courses where other programmes of liberal arts and sciences run.

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- Financing of CTE Positions There is an urgent need to fill the vacant positions that were sanctioned by the State and plan for new positions. Only then the CTE can take up their role. Greater awareness in some of the CTE faculty about their role.

4.4 Recommendations

- There is an urgent need for capacity building of the University Department of Education on administrative and technical aspect for timely and quality teachers development programme.
- State Government should provide adequate manpower and necessary infrastructure to CTEs and IASEs.
- Each CTE should be adequately linked with Schools and other Institutions.
- Capacity of staff at CTEs and IASEs required to be built through a pedagogically sound design.
- Faculty needs exposure to serious reading materials on education so that they not use 'Guide books for examination'.
- State Government needs to act proactively and urgently to fill the vacancies at the IASEs. And evolve a capacity development plan for them with one or a consortium of resource agencies and individuals.
- There is also an urgent need that post graduate programmes in education/teacher education from the early primary to the secondary stage, be offered by the IASE. IASE must offer bachelor, masters and doctoral programmes for preparing teacher educators, other than the regular bachelor's programme to prepare secondary school teachers.
- The IASE should attempt at evolving meaningful, short term and long term teacher education programmes on specific themes of specialization for Elementary, Secondary and Senior Secondary Teachers, Administrators and Teacher Educators.
- Designing and implementing post graduate level teachers/teacher educators programmes. This could also help them in visualizing the relevant inputs for in-service teacher education and in developing their own capacity for research and development.
- Adequate opportunities for continuously updating the capacities of IASE faculty should be created so that they can discharge their responsibilities effectively.
- The teacher educators recruited for IASE should have strong grounding in curriculum, foundational areas, subject competence, pedagogy and research through orientation and formal capacity building. The programmes for these faculties must incorporate engagement with contemporary educational Discourses.

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- It is therefore considered necessary to impress upon State Governments to play a proactive role in revitalizing the functions of the IASEs and CTEs through administrative and resource support. At the same time, the Central Government should provide greater resource support to the State Governments in enabling them to revitalize the IASE and come up with a rigorous program for teacher educators.

5.1 Introduction

The National Policy on Education in 1986 pointed out that the agenda of elementary education and adult literacy programme had to be taken up urgently and galvanised. An institutional presence closer to the schools and a continued sharing of ideas and support to them was needed. The action plan on the NPE led to the genesis of the Centrally Sponsored Scheme on Teacher Education in 1987, which emphasized the significance and need for a decentralized system for the professional preparation and support of teachers. This system has been set up and is being run by the State Governments and UTs with varying degree of efficiency and quality.

The establishment of DIET was a major initiative of the CSS. The DIETs were envisaged as institutions that would provide academic leadership to elementary education system and adult literacy initiatives specifically at the district level. As the focus on adult literacy reduced over the years, the focus shifted towards elementary education. The DIET's were to be the institutions responsible for taking forward the state's vision and plan for strengthening the school system through teacher professional development in the areas of pre service teacher preparation, in service teacher support and support to schools in the district. They have to be an integral part of the mode of functioning and the strategy for improving education in the schools.

While working towards the improvement of quality of elementary education at the district level; the most crucial expectation from DIET's has been sensitivity and responsiveness to the needs of the District. Various experiences and reports have indicated that this expectation has been largely unmet across the country. DIET's have evolved more as the implementing arm of state and central government programmes imposed centrally with very little role in conceptualising and implementing significant initiatives in their own districts. Through the decades of 1990s and 2000, the DIETs continued to be institutions that could not play a significant role in driving quality elementary education at the district level.

The 12th Five Year Plan (2012-17) of the Planning Commission of India attempts to revive the DIETs by placing a special emphasis on them and through substantially increasing the allocation of funds through the Centrally Sponsored Scheme on Teacher Education.

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The present narrative captures the review of DIETs in Karnataka. As part of the review, the members of Joint Review Mission visited 14 DIETs across the state, and interacted with the DIET representatives and faculty and other staff at DSERT. The details of the DIETs visited are appended in Annexure A. Besides these, the JRM team also had discussions with the Colleges of Teacher Education on their relationship with the DIETs.

5.2 Background on DIETs in Karnataka

Following the NPE, 1986 the first DIETs in the state were set up in 1992. In the initial set-up phase, 8 Government Teacher Training Institutes were upgraded to 8 DIETs. In 1993, 8 more DIETs were set up, followed by 4 more in 1994. This completed the first phase of setting up DIETs in Karnataka. Subsequently, another 7 DIETs were set up in 2005, 1 in 2008 and 2 in 2009 taking the total to 30, one catering to each district in the state.

The JRM team members split into smaller groups and visited the following DIETs :

Team	DIET
Group A	DIET Kamlapur, DIET Ilkal , DIET Raichur, DIET Yadgir
Group B	DIET Mangalore, DIET Chikmangalore, DIET Hasan
Group C	DIET Tumkur, DIET Bellary, DIET Chitradurga
Group D	DIET Bangalore, Rural & Urban, DIET Mysore, DIET Chikbellapur, DIET Mandya

5.3 Infrastructure of the DIETs

Across the state, DIETs have good infrastructure, with a fairly large campuses with grounds and boundary walls, office space for academic and administrative staff, libraries, laboratories, classrooms, computer labs and conference halls. Apart from these buildings, the DIETs seem to have reasonable power and water supply, toilet facilities. Most DIETs are equipped with good IT Infrastructure with over 30 working computers and internet access. The level of infrastructure of DIETs in Karnataka is in much better condition in comparison to most of the other states.

There is however, a marked difference between the older DIETs, primarily upgraded from Government Teacher Training Institutes and the newly set up DIETs. The infrastructure of DIETs like the one in Bellary are fairly old and require significant repair and face lift. In some of these DIETs, the lack of upgrades, maintenance and repair made for small size of classrooms, inadequate libraries and toilets with broken pipes. A significant gap

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in infrastructure is also the absence of reasonable and/or adequate hostel facilities for boys and girls. Most of the DIETs with hostel facilities were using them for resident in-service training and hostel facility was neither available nor strongly sought for the pre-service programme(s). By and large, the utilization of central funds for infrastructure development and upkeep of DIET across the state seems adequate.

Resources: The libraries in DIET across the state were ill-equipped with very few updated materials. NCF and other related reports and documents, NCFTE, NCERT texts, readings for students and children's literature were conspicuous by absence. Even though there were local materials, there was no educational journal or magazine. The library rooms did not have a reading area and the post of the librarian in most is vacant since some time. The library is managed by a lecturer or a junior administrative officer. There is no procurement of books/journals in the last two years.

Library at DIET, Mangalore

The library had about 2,500 books, most of which were in Kannada medium and mostly funded from the library fees. Newspapers and magazines are the only items that are coming in regularly. The library seemed to only house books essential for passing the course and relevant for that. The larger pool of books and resources from which education must draw upon was conspicuous by its absence. There is also absence of local texts or books written about local cultures. It does not appear that need for teacher-trainees to read widely or even for the teacher/ teacher educator to be academically engaged is recognised. This needs to be addressed urgently by re-furbishing and re-conceptualising the libraries. The Head, the faculty, the librarians and others need to be oriented and exposed to good books and materials and what can it be used for at periodic intervals. Development of Learning Resource Centres as a constituent part of the Teacher Education Institutes is yet to take off.

5.4 Staff and Staff Organisation

There were reasonable number of faculty members in most DIETs that we visited except in some specific cases. In DIET Mysore against the 17 sanctioned posts for Lecturers, only 6 were filled and in the new DIET at Yadgir, although 6 posts were sanctioned for Senior Lecturers, only one was filled. Inadequate strength of faculty was generally not raised as a concern by the DIET during our visits when we met the Principals of the DIETs at the DSERT.

It was seen in some DIETs that the Principal stayed for less than 2 years on an average in the DIET (eg. Tumkum). This makes long term institution building difficult. In our discussion with the staff also, it emerged that a posting at the DIETs is not considered attractive within the Karnataka Education Services. The academic faculty in DIETs and

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SCERT continually shift to administrative roles which are more coveted. Being placed in DIET is thus less glamorous and less preferred and less valued placement.

In most of the DIETs visited, there did not seem to be earmarked librarians. More often than not, one of the DIET faculty had the additional charge of library. The libraries were seen to have very limited cataloguing and there were very few journals being subscribed and very few current books acquired. The annual budgets do not seem to include the demand for purchase of books as there seemed to be no effort to have a reading system or space for building discourse on issues of education within a DIET or across DIETs.

The DIETs seemed to have adequate administrative staff except the need for support in Data Entry. It seems the administrative/support staff does not have the necessary computer skills for the data entry works and the DIET staff have to find alternative ways to manage this. This data entry requirements are not a part of the requirement of any analysis or study the DIET itself is engaged in but towards data collection and entry tasks imposed on them and assigned to them by State and national agencies without any buy in or understanding of these within the DIET. It must be examined as to why the project related administrative burden seems to fall on the DIET Faculty when there is an administrative cadre who should be able to manage much of that with only minimal oversight responsibilities for DIET Principal or DIET Faculty.

Encadrement

The academic staffs for the DIETs are drawn from Karnataka Education Services. There is no separate cadre for Teacher Educators as yet.

The absence of a cadre and constant transfers to and fro from administrative responsibilities at the district level may be responsible for inadequate build up of capabilities. It may be argued that the process has already put in place towards a mechanisms for encadring Teacher Educators. The DSERT has submitted a proposal but it is not clear what the status and contents of the proposal are. How much it would open the space for teacher education or chose it further. This exercise needs a lot of attention and support to strengthening academic capabilities of DIET's. With due attention and commitment to appropriate selection methods, remuneration policies and a supportive administrative framework, adequate opportunities for professional growth of faculty, it may be possible to energise teachers and DIET faculty, if our governance is rational. The DIETs in any case also need to have a clear vision and work perspective so that they may have a well-defined agenda of fulfilling their large role.

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5.5 Restructuring of the DIETs : Proposal prepared by DSERT

The DIET academic staff are currently organised into departments as per the earlier model suggested by the MHRD. The various departments are Pre Service Teacher Education, Work Experience, District Resource Unit, In-Service Programmes Field Interaction and Innovation Coordination, Curriculum Material Development and Evaluation, Educational Technology and Planning and Management. However, based on the suggestion of the MHRD the DIETs are all being restructured as per the new suggested model by MHRD.

The DSERT nor the DIETs seemed to have used the discretion that is possible in structuring a DIETs based on need analysis of the district. Currently the restructuring has only entailed a one to one mapping of the old departments to the new departments. The entire background work of re-envisioning and reorientation, a pre-requisite for making restructuring a meaningful exercise was absent. The overall vision and mission for the DIET not being spelt out also makes it difficult for effective restructuring to happen

5.6 Professional Development of the Faculty

It was noted that over the past few years, some training programmes specifically aimed at the professional development of the faculty in these DIETs have been planned. These were: action research, NCFTE, orientation for the new syllabi. None of these had a well thought curriculum and feedback mechanism. Currently the interactions with teacher educators revealed that there is no easy familiarity with basic concepts espoused in NCF and NCFTE even though the faculty were comfortable with the vocabulary.

The faculty expressed a vociferous need for training in areas of research methodology and include CCE, content enrichment strategies and publishing in it. The SCERT does not seem to have the capabilities to undertake this kind of capacity building for the DIETs and help them to do so on their own.

The lack of concerted academic investments in the professional development of teacher educators affects not only their growth (in terms of their keeping abreast of contemporary issues) but also limits the scope of their contribution to planning for the district. The agenda for professional development of teacher educators needs to follow a systematic plan and articulated goals.

5.7 Key Activities of the DIETs

Apart from the D.Ed programme, the other key activities that are currently undertaken by the DIET include the following:

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- SSA Training (Nali Kali, English Teaching and CCE)
- REMS
- RMSA Training
- Subject Teachers Forum

As we can see these are no clear focussed plans and there did not seem to be any clear strategy to develop roles for the DIET that are projective and sustained for quality. The sketch of what they do is below. The DIET faculty is not prepared for taking on the module and implementing it with confidence and in alignment with the needs and purposes.

a) SSA Training: The SSA Training is conducted by the DIETs at the district level. The cascade model is used for these trainings. The focus of the training are on the Nali Kali programme, English Teaching (British Council) and CCE. There is no discussion on what should be the purpose and content of the training at the district level. The training modules are developed by the DSERT and SSA with the involvement of DIET Faculty in the module development workshops. The inservice teacher trainings for the year were distributed as follows:

1. English Training : 3 Days
2. Nali Kali : 4 Days
3. CCE : 2 Days

b) REMS: Under the REMS programme, the DIET Faculty undertakes and promotes a variety of activities including research, seminars, workshops, reading corner and student self-government councils. For the purpose of taking the research agenda across the districts, District Research Advisory Committees (DRAC) and Block Research Advisory Committees (BRAC) have been formed across the state. The DRAC is headed by the DIET Principal and the BRAC is headed by a DIET Faculty. These committees did not seem to be setting clear agendas of their own and have a direction or understanding of research that could lead them to initiate work.

c) Subject Teachers Forum (ICT): The Subject Teacher Forum is a state wide initiative under DSERT/RMSA with the support of an external organisation, IT For Change. The aim of the programme is to create a web based forum for teachers to interact around subject and subject teaching and also to train teachers into using ICT enabled tools for subject teaching. The DIET Faculty conduct training for teachers in the district under this programme. The modules for the training is prepared at the DSERT but largely by members drawn from outside. This covers teachers of Maths, Science, Social Science and English.

d) Pre-service Teacher Education: The D.Ed programme is one of the flagship programmes of the DIETs. However, in Karnataka, the D.Ed programmes is in a crisis with enrolment being very low. Among the DIETs we visited, only DIETs like the one in Bellary had a reasonable level of enrolment for D.Ed. The other DIETs did not have the D.Ed programme. The reasons cited for the lack of enrolment by the DIET Faculty is the stoppage of recruitment of teachers at the primary level as there seems to be over staffing with declining student population in government schools. It was seen that there were less number of aspirant D.Ed students in Dakshin Karnataka compared to other parts of the state and there were more girls than boys taking up the course. The reason cited by the DIET Faculty being that boys prefer higher paying jobs.

5.8 Action Research

Research practice in DIETs was reviewed by the members of JRM. The general approach adopted by the DIET Faculty seems to be a simple model of problem identification, implementing a solution and gathering feedback. However, the research reports point to a very superficial choice of problem and superficial analysis too. A typical action research example could be identifying children who have difficulty in reading or understanding fractions, or are not clear about monocotyledons or dicotyledons – this is defined as gap in learning and is considered as the problem. The teacher's solution is to give additional inputs in these areas, more attention and separately planned activities like showing them the roots. The result is invariably that children improve. There is no reflection on the practice adopted its wider implication, a deeper appreciation of the issues involved etc.

5.9 Interaction with Field and School Visits

The DIET Faculty visit schools for the purpose of monitoring the training programmes in the field organised by BRCs and CRCs and also for other works delegated by the DSERT. There does seem to exist a great deal of coordination and interaction between the SSA and RMSA structures at the district level. However, during the visits to the schools, there is very little of focused on - job support to the schools through school visits. The DIETs have positioned one nodal officer for each block who is responsible for all academic activities in the block. What this nodal person would do and how she would support the school is not very clear. The DIET have no plan of their own to relate to the schools and help them build capacities and improve themselves.

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The observation schedule developed by DSERT is being used for school observations in a routine way without any analysis to understand the class room practices and take up follow up measures at the DIET or at the DSERT. The observation schedule itself shows a lack of thinking about and engagement with the classroom processes. It needs to be more intensive; and differently focussed. The pointers to observe children's progress, or structures in the school are designed to evoke mechanical 'short' responses which cannot be used for discussion with the school teachers or staff. The observations from the visits are not organised or systematically captured and collated to feedback into textbooks, other materials or inservice trainings. In fact the observations themselves are not carefully thought through as the effort is directed towards covering more and more institutions and classes in some kind of inspection spirit rather than in the spirit of empowering them and improving the components of their understanding and their programs.

The DIET staff need a vision, a focussed direction and a further capacity building in pedagogical knowledge. They need to be better attuned to current discourses in education aligned to national and state aspirations, to be able to meaningfully contribute to quality. More time is needed for the faculty to undertake follow up visits to the same set of schools more frequently. There needs to be a detailed discussion on the purpose and meaning of the observations and how they would be collated, analysed and used.

6.8 D.Ed. Curriculum:

The D.Ed curriculum had been recently revised in Karnataka where the aim of the revision exercise was to "reduce conceptual load and promote meaningful learning, emphasis is to be placed on integrating theory with relevant practical activities, intensive classroom discussions and reflections and formative assessment practices.

The curriculum revision exercise has been fairly participatory and thoughtfully planned, spread through the year, arriving at perspectives to papers before the curriculum, with emphasis given on the background work that goes in before preparation of a curriculum. The D.Ed curriculum uses NCFTE as a frame and builds on it. It places teacher education in a social reconstructionist frame of humanism, reflective praxis and addressing concerns of diversity. Inclusion and engaging with field based realities are running thread through the courses. Both theory and practicum have been planned in tandem for each course. The syllabi spells out readings for each course and there is representation of local materials. A handbook for teacher educators has been prepared giving suggestions for transaction and assessment strategies. A series of class-talks in the form of video recordings

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of short lectures by leading experts in the field, panel discussions and workshops have also been prepared. The pedagogy based courses build on conceptual knowledge base and then draw coherent linkages. The attention to foundation courses is not rigorous but since it is a diploma, it is indicative of decisions and choices made in favour of pedagogy.

There are many ideas that do not synchronise with NCFTE, the NCF 2005 and the rest of the KESET itself (including vision and goal statements) that still persist in the curriculum. For instance, microteaching, formative summative assessments, Bloom's taxonomy and its modified version still hold a dominant space. There are many aspects that have not been emphasised enough. These include engagement with schools, CCE and perspectives to ideas in disciplinary areas respectively. Some crucial aspects of children's health, theatre, children's literature, developing the self as a teacher have not been given place, which may be relevant and crucial. The EVS course does not align with a clear perspective on how it views EVS per se and the approach to the study of environment – both natural and social. It also appears that the perspective and thinking behind CCE and the spirit of NCF is not captured in assessment and evaluation paper, where scholastic and co-scholastic aspects are separated out.

Deep understanding of Language and its meaning to humans which is a thrust area for the NCFTE and NCF has not been given adequate space in the curriculum and is rather planned in a piece meal approach. Besides language development for the teacher also is not addressed adequately. Preparing teachers need sustained inputs on communication especially skills, reading and proficiency; this is an aspect which holds true for the entire country. Even though this hasn't been integrated systematically, there is guided and independent readings of a variety of texts suggested in TE Handbook. It is encouraging that Peace and education, Work and education and ICT have been included in the curriculum.

School internship has been given due importance and is fairly detailed. It is understood as engagement with the school(s), in the spirit of NCFTE, 2009. The Internship programme does place the students in the school for the entire school day, but does not 'immerse' the intern in the role and responsibilities of an elementary school teacher. The student teachers are expected to teach for only one-two periods in a day, four-five days a week. The brief window of interaction and transaction of teaching-learning with children may not be enough to build capacities and understanding of the school as system in the interns. The other issue is that of assessment of Internship. The curriculum lays out a detailed assessment of Internship, which includes linkages with block resource personnel. This means that the Teacher Educator, the school and block functionaries all may need to be on the same page for assessing the Intern. This may be difficult to achieve because assessment of internship is

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fairly subjective and needs consensus not only on parameters of assessment but also how each 'evaluator' sees the criteria play out in the classroom. Moreover, as it is the identity of an intern is very nebulous, and the three-tier assessment may further pressurize them. There is no mechanism in place for building this common understanding and this does not emerge as even a concern in discussions.

Reflection is an important part of the whole curriculum, as articulated in the mission statement and objectives. However, reflections have been very loosely pitched in the Internship programme.

There are many useful and significant features of the new course but in some places it seems to follow the conservative approach of focus on teacher behaviour through emphasis on microteaching terms like formative-summative assessments, etc. There is a need to address these and the issue of the lack of focus on content knowledge. This could create problems as the students may not have competence in the subjects they are teaching. The DIET Faculty needs specific reasonably long training in transacting the new curriculum. This must include beside the syllabus and material discussion on the conduct of the project activities in the new curriculum.

5.9 Management Practices and Institutional Capacities

The DIETs work within the framework set in the Central Scheme and continue to be primarily supported by the Central Government with 75 percent of funds coming from Central Government and the remaining 25 percent from State Government. The DSERT is the nodal agency for the DIETs in the state of Karnataka and has an oversight responsibilities for the DIETs. The funding from the Central Government is routed through the state government treasury.

Planning Process

All DIETs are mandated to prepare an annual work plan and budget (AWP & B). The DIETs prepare the plans accordingly in consultation with the DSERT. The DSERT consolidates the plans of all the DIETs and present the plans to the MHRD for their approval.

The annual planning exercise should present an opportunity for the DIETs to reflect upon the year past and prepare programmes for the year ahead. The JRM discussed the process of planning with the DIET Faculty and also reviewed some of the annual plans submitted for 2013-14. The DIET Faculty are expected to undertake a need based planning for each year.

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The process for preparing the plans for 2013-14 at two of the DIETs we visited are given below as a case in point.

DIET , Mysore

- Preparatory workshop for preparing plan involving DDPI, DyPCs of RMSA and SSA, A BEO, BRC's and DIET Faculty
- Identification of Teachers' felt needs at Block level
- Identification of Block level needs
- Presentation and discussions at the district level
- Presentation and fine tuning of Block level plans
- Identification of wing wise needs of DIET
- Consolidation of block level plan and prioritising the training needs
- Preparation of the district level plan
- Presentation of the plan at the state level
- Incorporating the suggestions of the state office and fine tuning of the Plan
- Final presentation by both the DDPIs (Development and Administrative)

DIET, Chitradurga

1. Involve all district and sub district institutions concerned with education, in particular the BRCs and CRCs, and within the framework of an educational plan for the district
 2. Be participatory in its approach, involving all its faculties.
 3. Participatory planning would be supported through use of digital methods.
 4. Be based on the review of previous year AWP and reflection on achievements
 5. Plan in advance for various state programmes impacting on DIET Faculty time and resources
 6. Consider the parallel efforts of other agencies at district level including NGOs and other departments
 7. Have a mix of both training and capacity building workshops and activities as well as research studies and material development
- Include the faculties own capacity building and reflective review, planning and meeting requirements. Sources used for identifying problems and issues are KSQAO examination of previous years, assessment of basic skills conducted by DIET, pre-test for all children, assessment from QMT, feedback from teachers, opinions and studies, conducted by different agencies include DIET, sharing meetings with educational supervisors, feedback from community, trainers and supervisors identified problems, feedback from visitors to schools, opinions collected from news other media

The broad framework for a need analysis appears to be etched in the minds of the DIET faculty and the plans seems to have all the elements. There are detailed plans for 2013-14 made and submitted the plans to DSERT. This may appear to indicate that the planning activity is reasonably well established. However a closer look at the type of programmes that have been enumerated in AWP reveal that there are significant challenges in the planning process. The DIET is not actually planning and conducting most of the activities shown at its

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initiative. The activities and their conceptualisation is driven from outside. They do not analyse or even keep the data that they collect and hence are in position to benefit from the data gathered.

The training agenda also is driven from the state level with very little room for the DIETs in any aspect. The focus of district specific training needs as articulated by DIET Faculty seem to focus on value based education without any serious engagement with the complexity of value development. The few programs slated around cultural and historical specificities of the district also did not appear to be preceded by any serious efforts to uncover these. There was very little in terms of content based training programmes or sessions on understanding of children, their learning process or on multilingual classrooms or such concerns. The DIET faculty itself seemed short on ideas about how to help improve quality and what are the kind of ideas that are being talked about in the national documents.

The experience of Programme Advisory Committee in the DIETs has been mixed. In DIETs like the ones in Hassan, Yadgir, Gulbarga, Ilkal and Raichur, it has not been constituted at all or has not been constituted effectively. But in Mangalore, Chitradurga, Tumkur and Bellary, the PACs have been constituted and the meetings are being conducted with recording of the minutes.

The DIETs appear to be working very closely with the SSA system of DPC, BRCs and CRCs. There were regular monthly meetings between them and also frequent formal and informal communication between the DIET Faculty and BRCs. The scope of this communication is limited. The close linkage has not been used for preparing a strong priority framework for engagement with teachers.

Review and Monitoring

There is regular review and monitoring of the physical and financial targets that are to be achieved. However, a qualitative review of the programmes appears to be lacking currently. There are action research topics that are evaluative in nature. The cursory review of some of the studies suggest that these studies do not even yield a critical feedback on the training programmes. The capacities of the DIET faculty in understanding leave alone conceptualising and conducting quality research has to be also considerably strengthened. A regular process for the research helping understand and feeding into practice has to be designed.

Fund Management

The funds for the programmes, on approval from the MHRD is transferred to the DIETs through the DSERT. The DIETs pointed out that the programme funds for the last two years

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(2012-13 and 2013-14), excluding salary and basic recurring expenditure, had not been made available to the DIETs. They were primarily implementing only the D.Ed programme (with very few students enrolled) and also the trainings under SSA and RMSA.

The DIET Principals do not seem to have a firm grasp on the sanctioning process or even the details regarding sanctioned amount¹. No detailed sanction letter with heads for which funds have been sanctioned is being sent to the DIET Principals. The Principals have to find detailed information from the release orders issued by the DSERT. Therefore, mapping the sanctioned amounts to the proposed plans of the DIETs become a difficult exercise for the DIET Principal. There is a need for a clear communication of the sanctioned amounts between the DSERT and the DIETs.

The adequacy of funds for trainings was also highlighted as a concern. The current allocation was Rs. 200 per person per day to cover all expenses including food, material and if need be accommodation. The amount suggested was at least Rs.400 as this includes the preparation of SRG, DRG, module and materials to be provided.

Long term vision and capacity building

A key descriptor used by all the DIETs to describe themselves is 'autonomous academic institutions'. The journey towards this vision is beginning in the state of Karnataka. The Programme Advisory Committees have been formulated in many of the districts with a view to set a district specific agenda for the DIETs. However a few DIET's did not have PAC's in place (for instance, DIET Hasan) The DSERT has developed a proposal for a separate cadre for Teacher Educators. While these can go a long way in the development of the DIETs as autonomous institutions, currently there does not seem to be a concerted effort to develop a long term vision and build institutional capacities in that direction. The reasons for these are varied for this could be the relatively short tenure of DIET Principals, the lack of capacities in various areas like research, programme design and development, curricular and pedagogic issues, lack of autonomy for the DIETs in the current structure for programme development etc.

Inter linkages with other institutions

1

When the JRM examined budget release orders from DSERT which shows release of funds it was found that funds towards travel, contingency and vehicle maintenance were released to all DIETs uniformly during October, November and February. The major amount under released was towards salary under Teacher Education (CSS) plan, ie Rs. 1 crore on an average to each DIET.

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DSERT: The DSERT is the institution with which all the DIETs are strongly connected. The DSERT provides mentorship and guidance to the DIET in their programme planning and execution. The DSERT also conducts workshops for the DIET Faculty's capacity building and also involves the DIET faculty in developing material for workshops and trainings to be conducted at the district level. The DSERT meets with the DIET Principals frequently to review the progress on the work that has been done.

It was observed that research studies (for instance, on quality indicators of CCE) are planned at DSERT and carried out by DIET faculty and Block level functionaries at the district level. Research capacities of DIET faculty and the autonomy given to them is limited. These need to be augmented and opportunities given to them to conceptualise their own studies. The studies taken up by the DSERT are also largely dictated by what is done at the national level. There are very few quality studies visualized and structured by the DSERT itself.

The second important played by the DSERT is that of monitoring and liaison with other organisations who work with the DIETs in district level programmes. These other organisations are both from within the government education system and those outside. These include the SSA and the RMSAas well as IT For Change (IFC) and Azim Premji Foundation (APF) . The DSERT works with the SSA and RMSA to develop the annual plans for training and supports the DIET in implementation of the trainings. However, subsequent interactions on implementation happen through the DIETs and district structures of SSA and RMSA.

Sarva Shiksha Abhiyan: The DIETs interact with the Sarva Shiksha Abhiyan around the In-Service Training programmes. This includes both the class room training as well as the in school support system for teachers. The DIET Faculty provides training to CRCs and resource groups identified by SSA for various subjects. Each Block has one DIET Faculty assigned to it and the DIET Faculty is responsible for working closely with the BRCs and CRCs in the block on all academic programmes. The DIETs seem to work very closely with the district level structures of SSA. They also have monthly meetings (described above). However, the focus of discussions tend to be more of administrative than academic.

Linkages with Institutions of Higher Education:

The DIETs do not seem to have a clear plan for engaging with Universities, Colleges, College of Teacher Education (government and aided). There are isolated examples of a Faculty from

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these institutions coming as a resource person but nothing more than that. The Faculty does feel the need to have stronger relationships with the Institutions of Higher Education, even for their capacity building in research. This isolation has adverse consequences for their professional growth and development.

5.10 Recommendations:

Restructuring: Most of the faculty had very little clarity on the stipulates of the Guideline for restructuring and reorganization of the Centrally Sponsored Scheme for Teacher Education. The success of the restructured programme hinges on the readiness of the system, and therefore, it is pertinent restructuring is carried out as a more participatory exercise, taking in DIET faculty on board.

The restructuring exercise needs to be revisited to imagine ways in which teacher education especially DIET's link with higher education institutes, and also develop as multi programme institutions. This would lead to more possibilities of dialogue between the faculty as the number of each faculty from a particular disciplinary background would increase.

Institutional revival of the DIET: The responsibilities of the DIET at present seem to be a programmatic response to the state/centre schemes. There is no organic process of systematically understanding the needs of children, teachers and block functionaries at the district level, and building this back into programme planning and implementation.

DIET's should have more autonomy to plan, where single plan processes could be put in place which can be done collaboratively at DIET, keeping in mind the district specific needs. A systemic dis-aggregated analysis on educational needs of the districts could be planned and carried out by the DIETs. This could be used for building a long range (5 years) projection and plan.

The libraries need a strong revival plan. Appointing a librarian would be the first priority. Following which the DSERT can initiate the revival through a centralised purchase for the first two or three years. A good beginning would be to make available all readings in KESET. Good cataloguing and issuing systems are to be developed and implemented. It would be good to opt for ICT based solutions for this as it might also be possible to facilitate sharing of resources between DIETs. The DIETs also have to promote a reading culture amongst the faculty. One method could be setting in place regular reading sessions. Help of the leading institutions in Bangalore and elsewhere can be taken to build the libraries.

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Research capacity building: The DIET Faculty must be provided opportunity to build their capacities in research, both qualitative and quantitative. This will be of immense value in building their own understanding of educational issues and planning effective programmes for the district.

Empowering faculty for material creation and preparing resources: While some faculty have been involved in these activities, more exposure and sustained engagement with current theories of knowledge and learning are required to enable them to come out with good quality resources.

ICT and Teacher Education: The DIET's have ICT readiness in the form of infrastructure and also Faculty with basic computer knowledge. There are also ICT enabled programmes for teacher professional development. For example, the Karnataka Open Educational Resources adopts the 'community of practitioners' idea and has a common access educational resource portal along with a mailing group and discussion forums. The systems for ensuring the quality of discussions have to be built with strong teams for academic support and guidance to the discussions.

Defining Roles and Responsibilities

The roles and responsibilities of each institution, be it the DSERT, DIET or the IASE/CTE needs to be clearly defined. The DSERT needs to assume responsibility of all academic matters related to education.

The academic activities of the Department need to be prioritized and other administrative duties like conduct of examinations should be handed over to other departments in the State.

The DSERT should take a lead in development of the textbooks and assign only the printing and publication tasks to the textbook society.

Planning, Governance, Autonomy and Functioning

DIETs should have more autonomy and effective capability to plan keeping in mind the district specific needs. A systemic disaggregated analysis on educational needs of the districts could be planned and carried out by the DIETs. This could be used for building a long range (5 years) projection and plan.

More efforts to decentralise the training programmes should be undertaken instead of confining the activities towards the agenda of the State or Centre. The pedagogy for in-service teacher education programmes needs to be more systematically thought through. It should be consistent with the nature of the principles and concepts expected to be shared with teachers through these.

The institutions need to work on developing an understanding of the funds allocated to them, developing annual work plans, and budgets accordingly.

Specific academic activities need to be compulsorily scheduled in the work plan for the DSERT faculty to enhance the academic potential.

Capacity Building

Capacity Building should be re-conceptualized to ensure continuous professional development through intertwined pre-service and in-service education.

There are very few trainings for faculty in SCERT and DIETs and almost none for the IASEs/ CTEs. Concept and content based trainings should be organized rather than merely methodology and technology based ones.

The DSERT needs to carry out an envisioning exercise with the help of other teacher education institutions to put in place their priorities and objectives.

SCERT, DIET and University Dept. faculty need to be empowered for material creation and preparing resources. More exposure and sustained engagement with current theories of knowledge and learning are required to enable them to come out with good quality resources.

The DIET Faculty must be provided opportunity to build their capacities in research, both qualitative and quantitative. This will be of immense value in building their understanding of educational issues and planning effective programmes for the district.

Reading culture among the faculty of DIETs, SCERTs, IASEs/CTEs and TEIs has to be

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promoted. Help of the leading institutions in Bangalore and elsewhere can be taken to build the libraries.

Adequate opportunities for continuously updating the capacities of IASE faculty should be created so that they can discharge their responsibilities effectively.

Restructuring of DSERT and DIETs

The DSERT needs to be restructured in such a manner that it fulfil its role as the academic authority for the State and also effectively function as a potential resource centre for teacher education.

It is pertinent that DIET restructuring is carried out as a more participatory exercise, taking DIET faculty on board.

State Government should play a proactive role in revitalizing the functions of the IASE through administrative and resource support. At the same time, the Central Government should provide greater resource support to the State Governments in enabling them to revitalize the IASE and come up with a rigorous program for teacher educators.

State Government needs to fill the vacancies at the IASEs and CTEs. Adequate and necessary infrastructure should also be provided.

Networking and Linkages

Institutional linkages, regular visits and trainings by the DSERT could also be occasionally conducted at the districts and blocks centres rather than inviting the local personal to the Head quarters.

Each CTE/IASE/DIET should be adequately linked with Schools and other higher education Institutions. Academic platforms or online forums need to be created to provide opportunities for institutions at different levels to come together, share experiences and initiate collaborative ventures.

ICT and Teacher Education:

While the DIETs have ICT readiness in the form of infrastructure and also Faculty with basic computer knowledge, the systems for ensuring the quality of discussions have to be built with strong teams for academic support and guidance to the discussions.

Acknowledgment

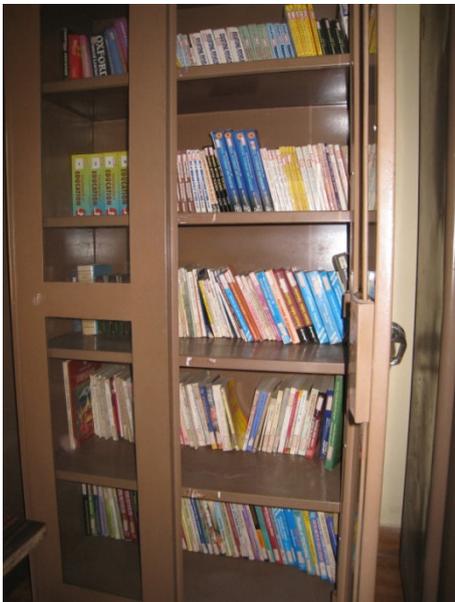
We must place on record, the gratitude we owe to Director SCERT and the entire SCERT team for their readiness and the zeal with which they cooperated with us. We acknowledge the time that the Secretary to the Govt. of Karnataka gave to us and the patient hearing to our observations and suggestions. We felt a desire to raise the bar for quality. We are also thankful to the Principals and the entire faculty of the IASE, CTE and DIETs who shared their concerns, hopes and ideas openly and helped us to understand in depth the context and state specific issues of community aspirations, teaching-learning, teacher education etc. We are also grateful to the MHRD for giving us this opportunity to study the Teacher education contours in Karnataka. The support of the MHRD and the TSG in this work made the task easier. We are also hopeful that this report would be able to excite some discussion on teacher education in Karnataka. We would be happy to engage with the effort to improve the institutions and their impact on schools in whatever way the MHRD and the State Govt. find useful

- Karnataka JRM Team

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Annexures

Glimpses of some Institutions Visited by the Team



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DSERT

Existing Structure	Proposed Structure
Teacher Education Unit	Division of Curriculum Studies
Educational Technology Unit	Division of Teacher Education and Foundation
	Division of Technological Services (ICT)
	Division of Educational Surveys, research and policy perspectives
	Division of special needs and social justice

DIET

Existing Structure	Proposed Structure
DRU	Department of Educational Leadership & Management
PSTE	Department of PSTE
IFIC	Department of Humanities
CMD	Department of Science & Mathematics
ET	Department of Languages
P&M	Department of Education
WE	Department of district-specific needs (Local Wings)

Proposed re-organizations in the DSERT & DIET