



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Impact of In-service Teacher Training on Classroom Transaction

INSET Training Centre : A Microview

Principal Investigator

S.K. YADAV

2012

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एन सी ई आर टी
NCERT

Department of Teacher Education

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FOREWORD

Quality school education requires teachers of quality. The world that teachers are preparing children to enter is changing rapidly, and the teaching skills required need to evolve likewise. No pre-service course of teacher education can be sufficient to prepare a teacher for her whole career of 30 or 40 years. Thus, in-service teacher education is an essential process by which teachers (like other professionals) keep themselves up to date. Realising this need, the Sarva Shiksha Abhiyan guidelines provide for in-service training (INSET). The study entitled, *Study of Impact of In-service Teacher Training under SSA on Classroom Transaction*, though covering only the twenty-day training programme, is much needed. As part of the report of the study, Professor S.K. Yadav and his team have prepared an exclusive thematic report entitled *INSET Training Centres: A Microview*. This provides details of the functioning of some training centres, and has implications for planning and organisation of INSET.

It is hoped that this report will be of interest to researchers, policy planners and practitioners across India and elsewhere.

PARVIN SINCLAIR

Director

National Council of Educational
Research and Training

New Delhi
April 2012

PREFACE

The flagship scheme of Sarva Shiksha Abhiyan was initiated during 2000-01 for improving the quality of elementary education and also to fulfill the constitutional commitment of Universalisation of Elementary Education. Teacher Training was one of the important components of SSA for achieving the goal of UEE. The provision for 20 days in-service training was made for all the elementary school teachers every year under this scheme for their professional growth and development. Since this programme was being implemented in the country for over a decade, it became necessary to evaluate the scheme for assessing its impact in classroom transaction and on students. This compendium is based on the case studies of 27 training centres in the sampled states in order to supplement quantitative perspective with qualitative input on critical issues.

I am indebted to state coordinators and field investigators who conducted the case studies of the training centres. I am grateful to Professor Parvin Sinclair, *Director*, NCERT and Professor B.K. Tripathi, *Joint Director*, NCERT for providing suggestions and guidance from time to time.

My thanks are due to Professor N.K. Jangira, *Former Head*, DTEE and Dean (C) and Professor Saroj Bala Yadav, *Head*, DESS, NCERT for extending continuous professional support for the construction and finalisation of guidelines for conducting the case study. I appreciate the efforts made by Dr Vijayan K. and Dr. J.K. Patidar, *Assistant Professors* for completing this task.

It is hoped that the case study methodology to supplement the quantitative finds relating to critical issues in researches will be widely used by the researchers and practitioners who are interested in studying the impact of INSET at macro and micro levels.

NCERT
April 2012

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1

Study Context

SSA Framework 2001 (revised in 2008 and 2011) made a provision for 20 day training (10 day block training at BRC and follow on training in 10 monthly meetings at CRC) under In-service Education for Teachers (INSET) for all Primary and Upper Primary teachers every year for the improvement of the quality of elementary education. The quality of INSET and its transaction depends on the training design, human resources, training material, physical facilities and equipment. Training transaction impacts teachers in terms of their perceptions about training and learning achievement. It also impacts their classroom transaction. Classroom transaction, in turn, is influenced by teachers and interaction with CRC co-coordinators in monthly meetings. Student perceptions and learning achievement are also impacted by classroom transaction. MHRD entrusted the study of INSET impact on classroom transaction to NCERT.

OBJECTIVES

The following objectives were formulated for the study of impact of INSET on classroom transaction:

1. To assess the adequacy of training inputs including process of planning, preparation and content of modules and materials used in training programmes of 2008-09, 2009-10 and 2010-11 and to find out changes in training strategy and programmes during the last three years.
2. To study the transaction modalities of the training programmes organised during 2010-11.
3. To study perceptions of the teachers about the relevance and usefulness of in-service training.
4. To study the capability of resource persons in terms of their training, experience, preparedness and their views on the impact of training on classroom processes of teachers.
5. To study the impact of training in terms of change in classroom practices of teachers.
6. To study whether students observe any change in the behaviour and method of teaching of teachers after training.
7. To analyse the opinion of other functionaries such as BRC/CRC coordinators on the impact of teacher training on classroom processes.
8. To find out the constraints or problems, if any, in using training inputs in classroom transactions.
9. To suggest measures for improving training programmes and ensuring greater utilisation of training outcomes by teachers in classroom teaching.

METHODOLOGY

The present study has attempted to assess the quality of training as well as its impact on students' learning outcomes. The quality of

training has been assessed on the basis of the perceptions of participating teachers, resource persons, observation of training centres, observation of training sessions, and the impact of INSET has been assessed on the basis of classroom observation and discussion with students of teachers who had undergone training under SSA. However, it was felt that in order to assess the quality of training imparted, the data obtained through structured tools needed to be supplemented by in-depth case studies of selected training centres in the sampled states. It was decided to make on-the-spot study of some training centres in each state. The scope of the study included appraisal of the adequacy and appropriateness of available infrastructural and instructional facilities, professional competence of the centre coordinator and resource persons and assessment of the training transaction, etc.

The study was a combination of pre- and post-test design, observation of classroom transaction, observation of follow on training in monthly meetings, desk analysis of documents and focus group discussions. The impact was studied in four phases. In phase one, impact of INSET on achievement and perceptions of teachers was studied by employing pre-and post-test design. Only post-test design was employed in the states where INSET had been completed before the launch of the study.

In phase two, impact of training on teachers was studied through parallel group design by observing the classroom practices of teachers in experimental and control groups to compare performance of teachers in the two groups. In phase three, impact of follow-on training on teachers was observed in monthly meetings in CRCs. In phase four, impact of training on student perceptions about change in school practices and teacher behaviour was also studied on the basis of focus group discussions. In addition, ranking of states on Class V student achievement based on NCERT survey conducted during 2010-11 was compared with the ranking on INSET

variables emerging from teachers' perception as well as classroom transaction variables. The case studies of some training centres, both primary and upper primary, in each state were also conducted for triangulation.

Fifteen tools were developed to realise objectives of the study one of these along with guidelines was meant for conducting case studies of primary and upper primary training centres in each of the sampled states. The purpose of conducting case studies was to provide a micro view of the training centres, its establishment and evolution over time, infrastructure including human resources and the training programmes organised in the centre. A closer look at different aspects reinforces findings of the study yielded by quantitative data collected from other tools. The focus was on the issues not fully covered by information collected through using other tools. Guidelines for conducting the case studies have been provided in ISTT 9 given in annexure II. The case studies aimed at assessing the concerned training centre and its functionality to realise the stipulated SSA INSET goals; supporting the qualitative analysis relating to the training centres; and eliciting issues not emerging from the use of other sources.

TRAINING OF FIELD INVESTIGATORS

The field investigators responsible for conducting the case study were oriented by the state coordinators in the state. The principal investigator provided guidelines in the form of ISTT 9 backed by sample case studies of one primary teacher training centre and another for the upper primary teacher training centre. Some case studies were conducted by the state coordinators themselves. In the case of combined training centres for both primary and upper primary teacher training centres, one case study was conducted. Therefore, this report is based on 27 case studies completed in the sampled states. The training centres for the case studies were selected through random sampling based on a draw of lots

Table 1.1
Training Centres for Case Studies

Name of the State	Primary	Upper Primary	Elementary
Andhra Pradesh	-	-	ITDA School, Utnoor, Adilabad
Bihar	BRC Kuchaikote, Gopalganj	DIET, Bhagalpur	-
Chhattisgarh	BRC Abhanpur, Raipur	DIET Ambikapur, Sarguja	-
Gujarat	CRC Kamana, Mehsana	CRC Babapur, Amreli	-
Haryana	BRC, Helimandi, Gurgaon (Educomp)	Sr. Secondary School, Thanesar, Kurukshetra (New Horizon)	-
Jammu and Kashmir	-	-	<ul style="list-style-type: none"> Govt. Girls Hr. Sec. School, Bakshi Nagar, Jammu Govt. Girls Hr. Sec. School, Beerwah, Budgam, Kasmire
Madhya Pradesh	-	-	<ul style="list-style-type: none"> DIET, Shivpuri DIET, Sagar
Maharashtra	-	-	<ul style="list-style-type: none"> Marathawada Prashaskiya Avam Vikas Prasikshan Prabodhani, Jayakwadi, Paithan Taluka, Aurangabad Training Centre, Mojhari, Amravati
Meghalaya	-	-	<ul style="list-style-type: none"> BRC, Rongram, West Garo Hills, Shillong BRC, Mawryngkneng, East Khasi Hills, Shillong
Nagaland	-	-	Educational Block Resource Centre, Doyapur, Dimapur
Odisha	BRC, Barigobindpur, Satyabadi Block, Puri	BRC Chatrapur, Ganjam	-
Rajasthan	BRC Kuchaman Block, Nagaur	BRC Burja, Umrein Block, Alwar,	-
Tamil Nadu	-	-	Reddy Chaitram, BRC, Vandipalyam Block, Cuddalore,
Uttar Pradesh	-	-	<ul style="list-style-type: none"> BRC Birno, Ghazipur BRC, Mainpuri
West Bengal	Jagacha Board Primary School, Howrah	Junior High Madrasa, Labpur, Birbhum	-

from the shuffled slips of training centres in the state by a Class I student. Table 1.1 specifies the training centres sampled for the case study.

FORMAT OF THE REPORT

The report has been divided into four chapters including the present one. The second chapter entitled *Critical Focus* provides the essence of the case studies. For the convenience of the busy readers a micro view of each of the case study in

the sampled state has been provided in Chapter three. The penultimate chapter *Expanded View* of each of the case studies is meant for users having a little more time to go through the case studies for specific purposes, research, development, and planning. The *Way Forward* comprising the last chapter stresses the need for the use of case study methodology to complement the quantitative data and explaining the unexplained issues.

2

Critical Focus

CRITICAL ISSUES

Case studies of training centres conducted in different states yielded several critical issues that have been used to complement data based findings in the national and state reports. These issues have implications for design and delivery of the INSET for its planning and organisation. The lessons learnt from the case studies, if put to use in a meaningful way, shall go a long way in improving the quality of training which in turn may lead to improvement in students' learning. More specifically, the following focal points require serious consideration.

The case studies point to the gaps in the mix of supply and demand side the training packages. Wider gaps were discerned in their availability and timely distribution. In Haryana the training was outsourced to two private companies. Case study of a training centre under each of the companies pointed to the non distribution of the training material even when the training centres were visited for the case study on 2-3 days after the training programme began. The training centres were not visited by the supervisory staff of the SPO or other nominees of the SPD. In Nagaland training material was not prepared. In Maharashtra training material was not provided to teachers receiving training in *Jiman Vidhya*. In Tamil Nadu, Andhra Pradesh and Madhya Pradesh it was, however, provided. The development of quality training packages and logistics of its timely distributions needs immediate attention.

The training centres for the in-service education of teachers are located in DIETs, BRCs, High/Higher Secondary schools, and upper primary and primary schools. In some cases, training venues are hired from other Government departments or Non-Government organisations. The DIETs and BRCs have been specifically established for the training of primary and upper primary teachers. The available institutional infrastructure remains underutilised for in-service education of teachers. These institutions are better equipped in comparison to primary and upper primary schools. It has been observed that the quality of training imparted in DIETs is higher in comparison to the quality of training imparted in BRC which, in turn, is higher than the quality of training imparted in primary and upper primary schools. A well equipped training centre in possession of all the essential infrastructure and instructional facilities is a pre-requisite to the organisation of effective in-service education of teachers. Therefore, only the institutions specially established for the training of teachers should be selected as training centres. In case, there is requirement for a training centre in institutions other than the BRCs and DIETs, then bigger High or Higher Secondary schools should be preferred to primary and upper primary schools.

The BRCs have the potential to become vibrant institutions of teachers' in-service education, if essential infrastructural and instructional facilities are ensured and the faculty of the institutions is prepared to make optimum use of the available facilities. A comprehensive

project document detailing the vision, goals, functions, requirement of human and non-human resources, eligibility qualifications for appointment as BRC, ABRC core faculty and RPs, selection process for the recruitment of staff and incentives for participation in training, etc. needs to be prepared. The project document shall provide essential guidelines to the administrators responsible for setting up BRCs and also to the BRC staff for its operationalisation and effective organisation of teachers' in-service education and training.

Mere availability of land, training halls, seminar rooms, laboratories, workshops, furniture, teaching learning aids and equipments, etc. cannot guarantee conduct of effective in-service education, if properly qualified and adequately motivated persons are not engaged for running the centre. The foremost requirement in this regard is to appoint the BRC Head on full time and regular basis. In some states, Block Education Officer, Inspector of Schools, who is responsible for administering primary education in the block, is also required to hold the additional charge of the BRC and it's functioning. This arrangement is detrimental to the quality of in-service education as the B.E.O is overburdened with the administration of schools and invariably is not in a position to devote time to the academic functions and responsibilities of the centre.

The system of deputing administrative officers to serve as the Head of an academic institution needs to be discontinued. An experienced training specialist having long experience in teaching and educational administration should be posted as the full time Head of the BRC. A part time Head cannot be expected to evolve the centres' vision and then translate it into concrete action plans.

The Head of BRC or any other training centre should have a strong team of core faculty to organise in-service education in different areas of school curriculum and special areas of education. The core faculty should be continuously engaged in the collection of feedback from teachers, assessment of training needs of teachers, refinement of training material

etc. The qualifications and functions of the core faculty should be discussed at length in the project document suggested above. The RPs engaged for the duration of the training cannot be a replacement for the full time core faculty and as such they can at best be a part of the support system of the core faculty.

The huge investment made in the establishment of training institutions like DIETs and BRCs is not likely to yield the desired results if the BRC coordinators and core faculty members are not provided induction training of long duration followed by short duration training tuned to the training designed every year. The design of the induction and refresher training should be prepared on the basis of detailed task analysis of the functions of the training faculty

The overall ethos of the training institutions should be such as motivates the teachers to participate in the training wholeheartedly. They should return to their schools with a sense of having acquired some worthwhile experiences. It is imperative for the training centre to ensure teachers' satisfaction not only with the teaching of the RPs but also with the physical facilities like clean toilet facilities, availability of safe drinking water and availability of chairs and tables for the use of teachers during training. It is indeed disturbing to note that in many states, teachers have to sit on *durries*, and wherever chairs without writing tops are available, teachers find it difficult to write notes.

A perusal of the case studies of training centres included in the present study has revealed that participation rate of teachers in the in-service training in many centres is less than satisfactory. The competent authority in the state education department sends invitations to the identified teachers for participation but it has been observed that many teachers do not turn up sometimes intentionally and sometimes due to reasons beyond their control. This implies that the capacity of a training centre is not fully utilised and the cost of training per person goes up as there is not much difference in the expenditure of a training programme for 40 or 50 persons.

The case studies have further revealed that almost all training centres located in BRCs or High Schools have failed to develop their own distinct identity for which full time faculty headed by a visionary training specialist is required. The BRC is expected to develop an understanding of the type of training required by the teachers attached with the centre and should have the ability to integrate the local specific requirements with the training curriculum prepared at the state or district levels. It is too much to expect a BRC to develop its own vision about teachers' in-service education in its totality. But it can certainly have a vision about the strategy to provide training to all teachers in the block in a time bound manner and also about the strategy to identify and fulfill the specific training needs of the teachers in the block.

Case studies reveal that the follow on training through CRC is weak in most of the states. CRC coordinators were not willing to work since they have been posted without their willingness. In

others, dual responsibility as CRC coordinator and Head of the School further aggravates the situation making follow on INSET effective. Onsite support to teachers in schools was mostly conspicuous by absence. They did not receive training in classroom observation and providing feedback to teachers to improve their teaching. This grassroots institutional structure and professional manning needs strengthening if quality of teaching-learning is to be improved.

In sum, the case studies have revealed that the quality of training can be improved if the training is organised in a well-equipped institution by a group of RPs who are motivated, well qualified and properly trained for the task they have to perform. The overall ethos of the training institution should be such as stimulates the RPs and the participants to think, discuss and learn together. In order to enable a training centre to evolve its own vision of in-service education and its implementation, the centre should be headed by a full time training specialist.

3

INSET Training Centres: Synoptic View

The major highlights and findings of the case studies conducted in different states are briefly presented here.

ANDHRA PRADESH

In Andhra Pradesh, separate training programmes are conducted for primary and upper primary teachers. The upper primary teachers' training is conducted either in the local Mandal Resource Centre or any other school with the required facilities under the overall guidance and supervision of the Deputy Educational Officer of the Division. The Resource Persons are selected on the basis of the performance of interested teachers in the 'recruitment test and interview'.

As part of the INSET impact study, the case study of the training centre located in the Integrated Development Authority (ITDA) School in Utnoor in Adilabad District has been conducted. The Centre has a big training hall with the dimensions of 35x20 sq.ft and with seating capacity for 50 persons. There is sufficient space for organising group activities. The separate toilets for men and women are in bad shape because of poor maintenance. The water drawn from the bore well is used as drinking water. The school building has electricity but during power cuts no back up arrangement is in place. In the training hall only one blackboard and a few charts and maps are available. During training, teachers sit on benches but for the teachers' convenience writing tables are not provided. The three RPs drawn from local schools through selection test-cum-interview have no separate place to sit and work.

The centre does not have the authority to plan its own programmes as the training design and training calendar are finalised at the state level. The centre has no role in the selection of RPs who after selection through a test-cum interview process are provided training prior to their induction as RPs. All the training programmes organised at the centre in batches of 35-40 teachers are non-residential.

In short, the centre does not have its own vision of providing training to teachers. It simply implements the vision of training evolved and finalised at the state level.

BIHAR

In the state of Bihar, case studies have been conducted of three training centres located in three different institutions, namely, (i) Block Resource Centre Kuchaikote, Gopalganj, (ii) District Institute of Education and Training Bhagalpur Manjhi, and (iii) Cluster Resource Centre Tilka. The BRC building Kuchaikote has seven rooms but because of poor quality of construction and poor maintenance, it is not in good shape. In the absence of chairs and tables, teachers sit on *Durrie* during training. Teaching aids and equipments like science kit, mathematics kit, TV, OHP, Computers, etc. are not available. In the name of teaching aids, only one small blackboard is available. Two Block Resource Persons (BRPs) available with the centre appear to be under pressure of work, and they are not compensated adequately. The resource persons are mostly men as women teachers are reluctant

to work as RPs. The teachers are seldom required to provide feedback about the suitability of RPs and no other mechanism for the evaluation of the performance of RPs is in place. Though there is space for providing training to 60 teachers at a time but space for group work is not available. Lodging and boarding facilities and adequate library services are not available. It has been observed that teachers are not adequately motivated for training as they do it under compulsion. The training materials are not supplied to the teachers because of which the purpose of training is defeated.

The training centre does not have its own vision of teacher training and professional growth. It simply implements the policy and programme of teacher training finalised at the state level. The centre, by and large, functions as an administrative unit and not as an academic institution and teachers do not perceive training as an opportunity for professional growth.

The District Institute of Education and Training (DIET) Bhagalpur has been organising training of teachers, headmasters, B.E.O. and other educational functionaries since 1993. The centre has a good building with adequate facilities like training halls, library, and big classrooms with adequate space for group work. Although computer room is available but it is mostly used for office work, and laboratories are not available. Besides benches and desks, *Durrie* is also used for seating teachers. Teaching aids like science kit, mathematics kit, charts, globes etc. are available.

For each training programme, three resource persons with background in different subjects are available. Being adequately qualified and experienced teachers, they are in a position to provide quality training. Teachers, by and large, were found to be satisfied with the quality of training. However, there is need to further augment the training facilities by providing technological aids. A good number of teachers were found to be demotivated and disinterested in training.

The training centre located in the CRC Tilka

Manjhi was functioning in a primary school. The centre lacked essential facilities like own building, electricity, furniture, materials, etc. Above all, the centre found it difficult to arrange the services of good resource persons. Neither the teachers nor the resource persons were found to be satisfied with the quality of training.

The above discussions concerning the quality of training imparted at the BRC and DIET level suggests that the quality of training is directly related to the availability of the quality and quantity of human and non-human resources. Being a district level institution, DIET is better equipped in all respects and hence it has the potential to provide training of better quality in comparison to the BRC which in turn is relatively better equipped than the CRC.

CHHATTISGARH

In Chhattisgarh, case studies of two training centres, namely, Block Resource Centre (BRC) Abhanpur, district Raipur and District Institute of Education and Training (DIET) Ambikapur were conducted. The BRC Abhanpur provides training to primary teachers and DIET Ambikapur provides training to upper primary teachers. Since its establishment in the year 2000, the BRC Abhanpur has provided training to 756 teachers out of 839 teachers who were invited for participation. Thus, the participation rate was around 90 per cent. The centre has suitable furniture as chairs are available for teachers. The training materials are made available to the teachers on the first day of the programme and training content is transacted, and appropriate teaching learning aids are used, wherever necessary. At the end of training, a written test is given to the teachers to assess their learning outcomes. The BRC has four rooms which are used for different purposes. Though a separate room for library is not available but 1000-1200 books are available. In the absence of a full time librarian, one of the staff members maintains the library records. The District Resource Group (DGR) has provided the services of seven to eight resource persons. The centre has an LCD

projector, computers and internet facility. Some of the available facilities are used during training.

The centre does not function as an autonomous unit. As such it does not have its own vision about the content of training and that of training material. Its sole responsibility is to implement the training policies and programmes finalised at the state level.

The DIET Ambikapur, district Sarguja was established in the year 1989. During the year 2010-11, the DIET planned INSET for 3752 upper primary teachers, out of whom only 1952 teachers could attend the training. Thus the participation rate was only 52 per cent. The training materials are provided on the first day of training and available teaching learning aids are used during training.

The Centre had adequate infrastructural facilities comprising two halls, seven rooms, library room, laboratory, computer room, 5 toilets etc. In addition to adequate number of chairs, tables, almirahs, the centre has LCD projector, DVD/VCD players, science and mathematics kits, globes, charts, maps, etc. and these are appropriately used by the RPs during training. Eighteen resource persons selected on the basis of educational qualifications and teaching experience are attached to the centre.

In short, the centre is well-equipped to impart training to upper primary teachers. However, it does not have its own vision of INSET. Its role is limited to the effective implementation of the training plans and programmes finalised at the state level.

GUJARAT

In the State of Gujarat, case studies of two training centres, namely, CRC Kamana, district Mehsana and CRC Babapur, district Amreli were conducted. While the CRC Kamana organised training for primary teachers, the CRC Babapur was responsible for providing training to upper primary teachers. The CRC uses the facilities of the school where it is located including its classrooms. It has the satellite receiving facility comprising television set, dish antenna, set-top box, camera, etc. The centre does not have

sufficient number of chairs and therefore the teachers have to sit on the floor. The CRC has a computer with printer. The services of the members of the CRC are utilised as RPs for different subjects like Mathematics, Gujarati, Hindi, Social Science, English, EVS, etc. The CRC members are trained every year by the DIET.

Even the minimum essential facilities required for training like writing boards, LCD, public address system are not available. In spite of these deficiencies, RPs could succeed in motivating the participating teachers by encouraging them to share their experiences related to the training themes. However, some of the RPs expressed the view that persons reluctant to work as RPs should not be compelled to undertake the assignments. The teachers participating in training at the centre opined that it should be organised in the beginning of the session. Further, they pointed out that the RPs were not well prepared for transacting the training content. The inclusion of a module on School Management Committee (SMC) was necessary.

The CRC Kamana enjoys good reputation in the department. It receives sufficient encouragement and guidance from district authorities. In future the CRC would like to make increasing use of technology for the conduct of teacher training. Further, the CRC attempts to make the training more meaningful by encouraging the teachers to undertake innovations and experimentation in their professional work.

The CRC Babapur established in 1995 is located in the building of primary school, Babapur. Besides primary teachers, it also provides training to other functionaries like members of VEC, CMC, DRG and CRG. The Centre has an impressive building including a training hall with a seating capacity of 70 persons, a library, science laboratory, computer centre, and has equipments like LCD projector, other teaching learning aids, internet connection, musical instruments, sports material, etc. Sufficient numbers of chairs without writing facility are available.

In short, the centre is well equipped for conducting training of teachers. However, its training capacity could not be utilised fully as between the years 2005-06 and 2011-12 it could provide training to approximately 350 teachers only. The RPs attached to the CRC were properly trained as in addition to lectures, they could also make use of group work, group discussion, demonstration etc. The centre gets sufficient encouragement and guidance from the district level educational authorities. The CRC is keen to improve the quality of training through the maximum possible use of technology.

HARYANA

In Haryana, case studies of two training centres, namely, senior secondary school Kurukshetra and Block Resource Centre Haily Mandi, district Gurgaon were conducted. At the Kurukshetra Centre, training of upper primary teachers was organised by the New Horizon India Limited in two phases of 7 days each and at Haily Mandi centre the training was organised by another company, named, Educomp under an agreement with the Education Department of the Haryana Government. As per the terms of agreement, the state Government had agreed to provide training venues alongwith required facilities and to depute teachers, and the training companies were required to develop the training material, hire training staff and organise training at the designated centres.

The training centre located in the senior secondary school Kurukshetra has a room that can accommodate 50-60 teachers and has sufficient space for group work, if needed. The room has been provided with 60 chairs and tables for teachers in front. There is, however, no support for the participant to write. The District project coordinator had arranged a laptop and projector for power point presentation. The computer provided to the centre by the SPD last year has not been installed by the HCL as yet.

The 14 days' training provided in two phases is not subject based. It is considered motivational training aiming at attitudinal change and refreshing

of general pedagogy and psychological basis of teaching. At the end of each day feedback is received from the teachers. The provision for conducting pre-test and post-test has also been made.

The case study team observed that many teachers were arriving late at the centre. The participating teachers were critical of the scheduling of training in the month of March, and that too on a short notice. Some teachers expressed their reservations about the utility of general training. The training material was not given to the teachers during the first phase.

The training company had appointed the District coordinator and master trainers and provided them training of 14 days duration in order to equip them to deliver the training to teachers. The use of constructivist and reflective approach to teaching was not illustrated during the training.

The Centre does not have its own distinct identity with its own staff. The venue is placed at the disposal of an outside agency temporarily for the specified period. In such a situation, a training centre cannot have its own vision of INSET as this task is left to the state education department and the concerned training company.

The training centre at the BRC Haily Mandi was established in 1997 in the second phase of DPEP to provide training to teachers of Pataudi Block and other functionaries like VEC and SMC members. The centre has an impressive building and has a training hall with a seating capacity for 60 persons and enough space for group work. The furniture in terms of number of chairs seems to be adequate but there is no provision for the teachers to take notes with ease. No teaching learning equipment except the Whiteboard was functioning. Edusat equipment installed in 2005 is also not functioning.

The Block Education Officer (BEO) who is the ex-officio BRC coordinator, because of heavy administrative responsibilities, is not able to devote enough time to look after the affairs of the training centre. A teacher from the local senior secondary school has been temporarily brought

in to assist the BEO in the ongoing training of teachers. Two RPs hired by the Training Company (Educomp) and trained by them were conducting the training. The training material could not be provided to the participants during the first phase. The communication gap regarding timings of the training between the state education department and the training company affected the smooth conduct of training. The training centre is expected to train all the primary school teachers in the block numbering 218 but in the first programme only 59 teachers could attend training. A number of teachers were found to be critical about the quality of training provided to them.

In the absence of a full time training coordinator at the block level, it will be too much to expect the centre to develop its own vision about the content and nature of teachers' in-service education. This task will have to be left to the state education department and the hired training agency. However, it can prepare plans to provide training to all teachers in a time bound manner.

JAMMU AND KASHMIR

In the Jammu Region of the Jammu and Kashmir state, case studies of two Zonal training centres located in the Government Girls Higher Secondary School Bakshi Nagar and Government Higher Secondary School Beerwah, Budgam respectively were conducted. The Bakshi Nagar Training Centre provides training to Primary and Upper primary teachers, CRC coordinators and RPs. It serves as a nodal point for all the Clusters of the Jammu Zone. The Centre is headed by Zonal Resource Person (ZRP). The centre has linkages with the DIET and SIE of Jammu region.

The Centre has a big hall that can accommodate 65-70 persons at a time, and has enough space for group work. There is no provision of reading and library room and separate training rooms equipped with AV equipments and computers. In the name of teaching learning aids only blackboard, charts, maps, etc. are available. The basic training tools like dictionary, science kit, mathematics kit are

not available. Besides two training coordinators, seven RPs were available for conducting the training. During the year 2010-11, two training programmes were organised in which five male and 48 female teachers participated. The participation rate was 100 per cent.

The Zonal Training Centre located in the Govt. Girls Higher Secondary School, Beerwah also provides training to primary and upper primary teachers and other functionaries. It serves as a nodal centre for all the clusters of the Beerwah zone. The centre is headed by Zonal Resource Person (ZRP). The centre has a big hall that can accommodate 50-60 persons at a time. There is no library cum-reading room and separate training rooms equipped with AV equipments are not available. Sufficient furniture is available. The basic training tools like blackboard, dictionary, science kit, mathematics kit, charts, maps, globes, etc. are available and are used during training. The services of two training coordinators and 10 resource persons are available to the centre for the conduct of teachers' in-service education. The training material was provided to the teachers during training. During the year 2010-11, the Centre organised training in two batches, in which 90 teachers (65 male and 25 female) participated. The participation rate was 100 per cent

MADHYA PRADESH

In Madhya Pradesh, case studies of two training centres, namely, DIET Shivpuri and DIET Sagar were conducted. The DIET Shivpuri building has an attractive look with a garden in front of it. It has two big halls where training sessions are held. The halls have enough space for organising group activities. Besides the training halls, there are classrooms, communication teaching laboratory, seminar room, separate toilets for men and women, playground etc. The furniture available is adequate and appropriate teaching learning aids like computers, Eudsat equipments, and T.V are also available. But the photocopying machine and public address system were found to be non-functional. The faculty members drawn from different institutions, including DIET were worked

as RPs. The institution gets academic and administrative support from the SPD, SCERT, DPC, and DEO.

The training centre has a capacity to organise INSET for a group of 60-70 teachers at a time. The centre organises INSET for both Primary and Upper Primary teachers. During the year 2009-2010, it invited 7562 teachers out of whom 6534 teachers participated in the training. During the year 2010-11, the centre planned training for 2337 teachers out of whom only 1104 teachers turned up. Thus, the participation rate in the year 2009 and 2010 was 86 per cent and 52 per cent respectively.

During the year 2010-11, the DIET Shivpuri organised different types of training of varying duration such as ABL training of 7 days' duration for Primary teachers, ALM training of 5 days' duration for upper primary teachers, and Induction training of 15 days duration for newly posted teachers.

The training centre located in DIET Sagar is functioning in a two storey RCC building. It has large classrooms and big training halls, which have sufficient space for organising group activities. The centre has separate rooms for science, ET and computer laboratories, and the library. In the absence of a full time librarian, one of the staff members looks after the library services. However, it was observed that the library services are not utilised adequately by the staff members. The Institution has adequate and appropriate furniture like almirahs, seminar chairs, library chairs and tables, computer tables, bulletin boards, notice boards, etc.

Like DIET Shivpuri, this DIET also organised during 2010-2011 different training programmes of varying duration like ABL training, ALM training, Induction training, and In-service teacher training. The content as well as duration of such trainings are decided at the state level. As per the state policy, and like other training centres, this centre also conducted during 2010-2011 residential in-service training of 8 days' duration for 814 primary and 210 upper primary teachers. The state government selects DRG members for

all the elementary school subjects, that is, English Hindi, EVS, Science, Social Science and Mathematics. The DRGs are provided training by the government CTEs. The centre gets administrative, financial and academic support from the SCERT, SPD, DEO, DPC, etc.

MAHARASHTRA

In Maharashtra, case studies of two training centres, namely, Marathawada Prashaskiya Avam Vikas Parsikshan Prabodhani, Paithan and Akhil Bhartiya Shri Gurudev Seva Mandal, Mojhari Amravati, districts were conducted. The first centre is primarily meant for the training of government officials on a variety of themes and areas like accountancy, computer literacy, personality development, RTI, responsible administration, etc.

The training centre at Mojhari is run by a Non-Government charitable organisation, which works in different areas such as health, nutrition, child welfare, social welfare, women welfare, etc. The two centres are well equipped with all types of facilities for the organisation of training, seminars, conferences etc. The two training centres which are not located in educational institutions were hired by the State Education Department for the organisation of in-service training for school teachers during the year 2010-2011. The Jivan Vidya training was organised by a specially trained Resource Person, who in place of centrally prepared training module, distributed self-written material on different aspects of Jivan Vidya.

MEGHALAYA

In Meghalaya, case studies of two training centres located in two Block Resource Centres at Rongram (West Garo Hills District) and Mawngkmeng (East Khasi Hills District) were conducted. The BRC Rongram has eight rooms and one big room which can accommodate 60 persons at a time and has enough space for organising group activities. The chairs with writing tops are provided in the training hall. In addition to the classrooms and training hall, separate rooms for the RPs and BMC are available. The

toilet and drinking water facilities are available but lodging and boarding facilities are not available. The Block Mission Coordinator (BMC), who heads the BRC, there are six full time RPs, who conduct the in-service training programmes.

During the last three years, the centre conducted training on themes like micro teaching skills, phonetics, mathematics education, child psychology, EVS teaching, indiscipline and unrest among children, inclusive education and lesson planning. In the year 2010-11, a total of 410 teachers (245 lower primary and 165 upper primary) were invited in six phases comprising 68 teachers in each phase. But all of them could not attend due to a variety of reasons. A special programme for the absentee teachers was organised from 23.03.2011 to 24.04.2011. It is this programme which is the subject of the present case study. The programme was meant both for primary and upper primary teachers and covered topics like teaching skills, child psychology, lesson planning (micro and macro) value education, mathematics education, maintenance of school records, etc. The whiteboard was the only teaching equipment used throughout the training. Although science and mathematics kits, charts, etc. were available but were seldom used. The teaching aids like projector, computers, etc. were not available. The training package developed at the state level was received in the centre on the first day of training and hence it could not be distributed on time. The resource persons of the BRC conducted the entire programme in a systematic manner. However, they need to be more enthusiastic and punctual and should try to make teaching learning activity based. The BMC, being an experienced person, is able to run the centre efficiently. During 2009-2010, the centre provided training to 130 teachers (75 lower primary+ 55 upper primary in the first phase and 125 teachers (65 lower primary, 60 upper primary) in the second phase. During the year 2010-2011, the centre trained 410 teachers (245 LP+165 Upper Primary).

In the performance of its functions, the centre has experienced some difficulties. Due to poor road connectivity, teachers from remote areas find

it difficult to attend the training and this affects the participation rate. Non-availability of experienced resource persons, lack of motivation among teachers, late receipt of funds and training material are some other problems which the centre experiences every year. The construction of the building of the BRC Mawryagkneng was completed in May, 2005 and since then; the centre has been conducting training both for lower primary and upper primary teachers. The centre has a two storey building, the ground floor of which is used as BRC and the first floor is used as a CRC. The BRC has a big room which can accommodate about 50 participants at a time. Though the centre has adequate furniture, it lacks facilities like landline telephone, fax machine etc. The teachers have to travel long distances every day to reach the centre. Apart from Block Mission Coordinator (BMC), six resource persons are on the staff of the BRC. It has been observed that BRPs are busy in filling the DISE forms, SLF and CLF forms and have little time to take classes.

The furniture available with the centre is hardly adequate. It has only ten chairs with writing tops and the rest are plastic chairs. The only teaching aid available is the whiteboard and hence it is frequently used by the resource persons. The other equipments like TV, VCP, VCR, projector DVD players, science and mathematics kits, etc. are not available. The centre does not have library and reading room and even drinking water facilities. The training material developed by the state, though available, was seldom referred to by the BRPs. Instead, they often referred to the source book entitled 'Effective Classroom Processes' developed by IGNOU. It was also observed that the RPs often used 'lecture method' and allowed little time for discussion.

The training programme organised by the BRC from 28th February to 9th March 2011 was observed for the present study. The themes covered during the training were Role of an Effective Teacher, Child Psychology, Child Abuse, Classroom Management, Lesson Planning, Mental Health, Teaching Skills, etc. In the programme 50 teachers were invited but the

participation rate was around 50 per cent. The low attendance rate was attributed to the late receipt of information about the programme.

In the performance of its responsibilities, like the other centre, this centre also experienced the same problems and difficulties, such as the late delivery of the training material, too much centralisation in the selection of RPs, non-existence of a mechanism to evaluate the performance of RPs, absence of proper training for RPs and low participation rate due to problems in commuting from for off places.

NAGALAND

In Nagaland, the case study of the training centre located in the Educational Block Resource Centre (EBRC) Doyapur has been conducted. The EBRC, though established in the year 2003, started conducting training of teachers in 2005, when its new building was completed. The centre covers a total of 33 schools having 207 teachers (105 male and 102 female). The sub-inspector of schools (SIS), deputed as Block coordinator, is responsible for arranging in-service training of teachers. The centre has a training hall which can accommodate a unit of 60 persons at a time. It has sufficient space for organising group activities. But Library and Reading room is not available. The building is not maintained properly.

The furniture available with the centre is adequate in terms of quantity as plastic chairs are available for teachers. However, chairs with writing tops are not available. The only aid available in the training hall is the whiteboard. Besides the EBRC coordinator, one Assistant Coordinator, two IED volunteers and three RPs are responsible for organising in-service training programmes. The selected RPs are provided training by the State Government.

Since its inception in the year 2005, the EBRC Doyapur has provided training to 788 elementary school teachers against a target of 1120 teachers. Thus, in terms of numbers, its achievement has been approximately 70 per cent. However, its achievement during the last three years from 2008-09 has increased to 93 per cent

(485 against a target of 520).

The training programme conducted from 16th March to 26th March 2011 was observed for the present case study. The themes on Inclusive Education, TLM, EVS, Mathematics, Evaluation, Planning and Administration were covered during the training. After five days of training at the centre, the teachers were sent back to their schools with the directions to prepare three lesson plans and submit the same at the EBRC on the last-day of the training. The training programme is common for the primary as well as upper primary teachers. Though 50 teachers were invited for the programme, only 27 teachers turned up. The low turn out is due to transportation and communication problems. The training was based on a training package which was prepared by SCERT Nagaland in 2003. There is a need to prepare new training material to meet the present day training needs of teachers.

In short, the training centre located in the BRC Doyapur lacks essential facilities required for conducting training. Though, it has no role in the preparation of training material, it can play an important role in improving the quality of training as well as in improving the participation rate of teachers.

ODISHA

In Odisha, case studies of two training centres, namely, BRC Chatrapur and BRC at Satyabadi, Puri District have been conducted. The case studies are in respect of the training programmes conducted for primary and upper primary teachers at BRC Chatrapur and Satyabadi respectively.

The training centre located in BRC Chatrapur has a big hall which has no ceiling fans but has arrangement for ventilation. The chairs are not available and therefore, teachers have to sit on cotton durries. In the training hall there are two blackboards, a few charts and a few science related diagrams painted on walls. The hall can accommodate 50 persons at a time but enough space for group activities is not available. The open space in front of the building is not clean as it is littered with all kinds of garbage. The tube

well in the open space is the source of water for the school and the BRC. The centre has only two tables and five chairs.

The Block Resource Coordinator, the Head of the Centre, is selected on the basis of a written test and viva voce. The BRC is assisted by a Pedagogy Coordinator and RPs in the organisation of in-service training, the training programme conducted from 27.01.2011 to 31.01.2011 for Primary teachers in science was observed for the present study. The number of participants in this programme was 47. All the primary and upper primary teachers except the teachers of single teacher schools have to undergo training. The teachers of the above mentioned training programme was, by and large, satisfied with the quality of training imparted. There is a need to augment the facilities of the centre, especially convenient seating arrangement for teachers must be ensured.

The training centre at Satyabadi in Puri District was constructed during 2006-07 as BRC and CRC building on the campus of Model Upper Primary School Biragobinalpur under the Satyabadi Block. The BRC has an independent entity as it has a separate entry. The centre is responsible for imparting training to both primary and upper primary teachers in the block whose number at present is 419.

The centre is located on the first floor of one of the Blocks in the model upper primary school. It has a big hall which can accommodate 50 teachers at a time. The hall is fitted with ceiling fans, tube lights and electronic speakers. In the hall there are five blackboards which are used by the RPs during training and also for display of information relating to 15 BRC, and CRCs. The furniture and other equipments available in the centre are not adequate to conduct a good training programmed. Teaching aids supplied under SSA like charts, flash cards, geometry box, science and mathematics kits, etc. are available at the centre. The training modules are supplied to the RPs but not to the participant teachers.

In the training programme observed, three RPs (two female and one male) were associated.

The male RP has been perceived to be more effective than the females.

The BRC Satyabadi trained a total of 480 teachers in 12 training programmes during 2010-2011. In the performance of its responsibilities, this centre also experienced the same problems as were experienced by the other BRC Chatrapur.

RAJASTHAN

In the State of Rajasthan, case studies of two training centres, namely, Block Resource Centre (BRC) Kuchaman, Nagaur district and BRC Burja (Umsein), Alwar district, have been conducted. The Head of the BRC designated as BRC Facilitator (BRCF) also holds the charge of Block Elementary Education Officer (BEEO).

The Burja BRC located at a distance of eight kms from the Alwar city, has an impressive building. It has one small and two big halls which can accommodate 100 participants at a time. The hall has sufficient space for organising group activities. The two toilets available in the centre need renovation and water supply needs to be ensured. In the absence of adequate number of chairs, the participants have to sit on *Durrie*, which is procured on rent for the training days. The modern technological aids are not available in the centre and the equipments supplied earlier under DPEP are not functional. The blackboard is the only aid which is put to frequent use by the RPs. The computer systems available in the centre are used only for official work. The LCD, if required by the RPs can be hired on rent ₹ Rs 750 only per day.

The BRC Facilitator is assisted by an Assistant Block Resource Coordinator (ABRC) who maintains various records of the BRC. However, there is no sanctioned post of ABRC; therefore, some sort of informal arrangement has been made to facilitate proper functioning of the centre. The IED teachers with HI+HB+MR specialisation have been posted in BRC. The district project coordinator selects the RPs in the district. The tentative schedule of training prepared by the District Project Office is sent to the BRCs, for finalisation and implementation.

The centre organises training for different groups like upper primary teachers, SMC members and on different themes like inclusive education, etc. The infrastructure and instructional facilities need to be augmented and well-qualified man power needs to be deployed.

The BRC Kuchaman, district Nagaur has an impressive building. It has three halls with attached toilets for men and women, which can accommodate 100 participants at a time. The hall has sufficient space for organising group activities, the lodging and boarding facilities for 100 persons are also available in the centre. The building is not maintained properly due to non-availability of adequate funds. In the absence of chairs and tables the participants have to sit on durrie which is procured on rent for the training days. The teachers find it difficult to write notes during the training sessions. The teaching learning equipments supplied earlier under DPEP are non-functional. The Blackboard is the only aid that is available and is used frequently by the RPs.

The BEEO, who heads the BRC, is the chief executive of the Block Elementary Education office as well as of the BRC. Besides the BRCF, the academic staff of the centre includes assistant BRC, IED teachers with MM specialisation and three teachers deployed as RPs. The teachers selected by the District Project coordinators are provided 3 days orientation at the state level before their posting in the BRCs. As per the policy of the state, the tentative training schedule is prepared at the district level which is finalised and implemented at the BRC level.

Besides the training of upper primary teachers, the centre is also expected to organise training for SMC members, parents of disabled children and selected teachers from LEHAR schools. The observation of a training programme has revealed that training modules were not made available to the teachers on time. It was a bit taxing for the RPs to take a session of three hours' duration. Restlessness among participating teachers was observed during the training sessions which may be due to several reasons including

lack of relevance of the training content and incompetence of the RPs.

In sum, the centre has a good building with a provision of training halls with sufficient capacity. However, the centre does not have proper furniture and essential teaching-learning aids and equipments like other centres, this centre too does not have its own identity as its only task is to implement the programmes assigned to it by the District Project Office. However, it could have evolved a strategy to train all the teachers in the block in a time bound manner.

TAMIL NADU

In Tamil Nadu, the case study of Reddy Chatiram Block Resource Centre located in Vandipalayam block of Cuddalore district was conducted. Like all other training centres in Tamil Nadu, this centre also conducts training of both primary and upper primary teachers. In addition, the Centre also provides training to VEC members, parents, schools Heads and Village Panchayat Union members. For the purpose of the present case study, the centre was visited from 7th to 10th February, 2011 and the training programme that was going on at the time of the visit was observed.

The training located in the campus of the upper primary school has a separate building with two rooms which can accommodate 50-60 teachers at a time but the space is not adequate for group activities. In addition, there is a separate dining hall and a separate room for video conferencing. The building has basic amenities like drinking water facility, electricity, separate toilets for males and females. All the participating teachers had chairs to sit but table tops for writing purposes were not available. However, separate tables were available for placing equipments.

The audio-visual aids and equipments like TV, DVD player, computer projector, photocopying machine, fax machine, science kit, mathematics kit, charts, globes, and maps are available in the Centre but during training, blackboard is the only aid which is used by the RPs.

The staff includes a BRC Coordinator and an Assistant BRC Coordinator. The course coordinator deputed by the Block office and designated as Block Resource Teacher Educator (BRTE) coordinates the organisation of a training programme. On the day of the visit of the study team, one hundred primary teachers in two groups were participating in the training programme on science teaching in two separate rooms. Two RPs demonstrated the science experiment (spider card) in their respective rooms. In the subsequent session, the teachers were engaged in field work. The RPs selected by the BRC coordinator had postgraduate qualification and teaching experience in high/higher secondary schools. The programme was non-residential and each participant was given a daily allowance of ₹50 only to meet day to day expenses. The teachers were by and large, satisfied with the place of training, timings, duration, content, and conduct of training.

The training package given to the RPs just before the training and to the teachers during training should be given well in advance. The adequate use of available equipments and evaluation of training including that of RPs must be ensured.

UTTAR PRADESH

In Uttar Pradesh, the case studies of two training centres, namely, BRC, Birno, district Ghazipur and BRC, Mainpuri, district Mainpuri were conducted. This centre caters to the training needs of teachers working in 79 Primary and 37 upper Primary Schools.

The BRC is located on the campus of the Birno Upper Primary School. It is a single storey two room accommodation including a hall with a seating capacity of 50-60 persons but extra space for organising group activities is not available. The toilets are almost non-functional and drinking water facility is there in the form of hand pump. The teachers are made to sit on mats during training sessions and they have to place their note books in their laps for writing. Teaching aids and equipments except a blackboard and a few charts and maps were not available.

The centre is run by two officials, namely, BRC coordinator and Assistant BRC coordinator. However, restructuring of BRC in Uttar Pradesh is in process. It is contemplated that Assistant Basic Shiksha Adhikari shall be the ex-officio BRC coordinator and shall be assisted by seven subject experts designated as ABRCs. Generally teachers teaching at the upper primary stage are selected as RPs and after selection are provided training as master teachers in DIETs. There is no formal mechanism for evaluating the performance of RPs. Non-availability of training package in time affects the quality of training.

The Centre organises training for both primary and upper primary teachers, which is non-residential and is organised for a batch of 50 to 60 teachers at a time. The training calendar prepared by the State Project Office is followed by the BRC. A large number of single teacher schools in the block affect the functioning of BRC as teachers of such schools are generally not invited for participation in training.

In short, the centre is not adequately equipped to organise quality training of teachers. Non-availability of training material on time and low participation rate also affects the quality of training. It is too much to expect a training centre like the one at Birno to have its own vision of teachers' in-service education. The Centre's primary focus is to implement the plans of the State Project Office.

The BRC Mainpuri caters to the training needs of teachers working in 186 Primary and 72 upper primary schools. The BRC has a training hall to accommodate 50-60 teachers at a time. Electrical wiring has been done but electric supply is yet to be provided. The drinking water facility is available through hand pump. During the training sessions, teachers have to sit on mats. Teaching learning equipments like TV, VCD/DVD player, etc., are not available. However, science and mathematics kits, globe maps, charts, posters, etc., are available at the Centre. The Centre is being run by three officials. The work of BRC Coordinator is looked after by SDIE. Generally, teachers working in Primary and Upper Primary

schools are selected as RPs and after selection, are trained as master trainers in DIETs. Like other training centres, in this centre also, no formal mechanism for the evaluation of RPs is in place. This centre also faces almost the same problems as are faced by the BRC Birno.

In short, the BRC Mainpuri is also not adequately equipped to organise training of good quality. However, it is slightly better equipped than the other BRC in terms of availability of teaching aids and also in terms of better road connectivity and availability of transport facility.

WEST BENGAL

In West Bengal, case studies of training centres located in Jagachha Board Primary School, district Howrah and Junior High Madrasa, Labpur, district Birbhum, were conducted. The centre located at Jagachha Board Primary School organises in-service education of Primary teachers. The centre does have a two storey building but its ground floor with a big hall remains unused, and therefore is not maintained properly. The first floor, which is in use, has a training hall to accommodate a batch of 60 persons at a time. However, there is no space for the organisation of group activities. The centre is without water supply for drinking and even for the toilets. The seating arrangement in the training hall is neither comfortable nor adequate. The participants are made to sit on benches or on coir mats. The AV aids like TV, Computer, Projector, etc., are not available. However, in the training programme under observation, teachers were supplied materials like chart paper, sketch pens, colour pencils, etc., to prepare TLMs.

The concerned School Inspector (SI) who is ex-officio training coordinator at the centre, is not able to devote time and energy for the organisation of training due to heavy administrative responsibilities. The training is conducted by four RPs who are assisted by four Shiksha Bandhus who look after organisational aspects. In spite of the infrastructural weaknesses, the quality of

interaction during training sessions was quite satisfactory as teachers participated actively in the teaching learning process by raising questions, participating in discussions and by advancing arguments in favour of their viewpoints. The teachers participated actively in group-work, collaborative learning, preparation of TLMs, etc.

In short, the poor infrastructural facilities and absence of the required teaching learning aids and equipments were compensated by the motivation and resourcefulness of the RPs and participants, to a large extent. This implies that if the deficiencies are made up, the quality of training shall certainly improve further.

The training centre located at Junior High Madrasa Labpur organises INSET for upper primary teachers. The training programme under observation was organised in a Hall on the first floor which was too small to accommodate 112 participants. The classrooms on the ground floor were used for group work after school hours. The bench cum-desks meant for school students are used by the teacher participants. A microphone and a blackboard is available but other teaching learning gadgets like TV, computers, DVD player, etc. are not available.

The Sub-Inspector of Schools (SI) who is the ex-officio Head of the training centre, is not able to look after academic aspects of training due to heavy administrative responsibilities. As many as eight RPs were responsible for conducting the training which included themes like disaster management, NCF 2005, etc. Some of the RPs were found to be less confident. It is perhaps because of a big batch of 112 teachers that lecture was the primary mode of transaction and as such group work, discussion, participatory approach were not used. The coordinator explained that the programme, being the last programme of the year, had to accommodate all the untrained teachers.

The quality of training at the centre could have been improved if the size of the batch was normal and the infrastructural and instructional facilities were reasonably adequate.

4

INSET Training Centres : Expanded View

ANDHRA PRADESH

Utnoor Training Centre

The Rajiv Vidya Mission-Sarva Shiksha Abhiyan (RVM-SSA) is conducting separate training programmes for primary and upper primary teachers. The upper primary teachers' training is conducted either in local Mandal Resource Centre (MRC) or any other school with the required facilities. The DyEOs are coordinating the training programmes at the identified place with the help of Resource Persons in that subject and State Resource Group (SRG) member of that district. The training programmes for upper primary teachers is done by the Deputy Educational Officer (DyEO) at the division level for different school subjects viz., Telugu, English, Mathematics, Science and Social Studies at any one centre at the division level. The case study of one training programme conducted for upper primary teachers at Integrated Tribal Development Authority (ITDA) school building in Utnoor in Adilabad district of Andhra Pradesh has been done as per the guidelines given in ISTT-9, and a report has been prepared.

Context

The training centre (ITDA) was established by the Government of Andhra Pradesh for educational and social development of Tribal people under the union government scheme. The ITDA project has undertaken many activities for the development of tribes. Under ITDA project-Utnoor, there are primary schools, upper primary

schools, high schools, a junior college and a tribal teacher training institute. The Government of Andhra Pradesh created a post of District Education Officer for ITDA project Utnoor. To achieve the goals of universalisation of elementary education, ITDA project is collaborating with RVM-SSA, Adilabad for the capacity building of their teachers. The upper primary teachers' training for mathematics is arranged in ITDA school building. There is no permanent training centre at the division level. This training centre will help to provide continuous in-service training to all primary and upper primary teachers and to orient the School Education Committee (SEC) members of the division. The ITDA is also providing support to School Complexes (CRCs) in the division, especially to monitor the one day monthly meeting at School Complexes (CRCs). The purpose of setting up of School Complexes (CRCs) was to provide an academic platform to support the teachers to face the academic problems in that locality. The DyEO was entrusted the responsibility to undertake the follow up training programmes to face the challenges in actual classroom practices. The MRCs and School Complexes (CRCs) were providing links between the field level to the district and state levels.

Sarva Shiksha Abhiyan (SSA) was initiated by the Government of India to sustain the activities initiated under the DPEP for the entire elementary education. The educational administrative structure created under the DPEP was retained for implementation of SSA

interventions also. The Rajiv Vidya Mission- Sarva Shiksha Abhiyan (RVM-SSA) with the State Project Director at the State level and The District Project Officer, RVM-SSA is the chief administrative officer at the district level. There is one Academic Monitoring Officer (AMO) in the district to look after the pedagogical issues like capacity building of teachers and planning and preparation of district perspective plans. The DyEO at the divisional level and three subjects RPs in the division will concentrate on supporting the educational activities at the Mandal.

Upper Primary Teachers' Training Centre, Utnoor

The case study of the training centre at ITDA School, Utnoor in Adilabad district of Andhra Pradesh should be viewed against its proper background. The sources of information for the study include observation, collected documents and interactions with the Academic Monitoring Officer (AMO), Teachers, RPs, MEO, School Academic Monitoring Committee members, Headmaster of School Complex, SRG members, DRG members, DIET lecturers and participant primary teachers. The training centre was visited by Ms. Indira Ramani Janapati, Junior Project Fellow on 4th April 2011.

Infrastructure at the Training Centre

The Training centre is located in the campus of ITDA High School, Utnoor. It is a big hall with the dimensions 35×20 sq. feet for seating of 40-50 persons comfortably in a batch. There is sufficient place for organising group activities. The hall is used for training purposes. The centre has separate two seated toilets for women and men. The toilets were in a pathetic condition and almost non-functional. In the premises of school the bore well is used as drinking water facility for school. The school building has electricity but during power cuts it does not have any back up arrangement. The DyEO said that earlier they would hire the generator but due to shortage of funds the practice of hiring the generator had stopped. There is only one blackboard, and a few

charts and maps were available in the hall. Refreshment and food for the teachers is being supplied by the caterer.

Furniture: The school has benches in the hall. The same benches were used during the training. Furniture is uncomfortable and inadequate as there are very few benches and tables. The DyEO is hiring some plastic chairs in addition to the benches during training. There is no practice of providing tables to keep the teachers' notebooks. They keep the notebook in their lap and write, which is very inconvenient. Adequate furniture is needed to add to the quality and efficiency of training.

Audio-Visual Aids and Equipment: There was no aid or equipment available except the blackboard, a few charts, and maps. The school does not have a computer.

Staffing: The training centre has only one room for training purposes. The DyEO who is the head of the divisional office of the education department is the coordinator of teacher training programmes. Three RPs are drawn from the local district schools based on selection test cum-interview, and are attached to the division. They have no separate place to sit in the school building. The office staffs of school were helping to provide administrative support whenever it is needed. There is one attendant working on temporary basis. The DyEO has a provision to appoint one attender on daily wages/monthly contract basis. The salary is paid to the attender out of the attender allowance of DyEO.

Resource Persons for Mathematics (RPs): The field level teachers teaching at upper primary level in the division are coordinated by DyEO with the help of RPs. In the Andhra Pradesh state generally teachers teaching at upper primary level or high school level are selected as MRPs based on written test and interview by RVM-SSA office of the concerned district. The qualification for appearing at the MRP recruitment test is degree with B.Ed. and he/she should have three years experience. The DPO, RVM-SSA will conduct the test to know the content competence and pedagogical knowledge for the appointment of

Resource Person for 85 marks. The remaining 15 marks will be for interview. The selection committee consists of DPO, RVM-SSA, District Educational Officer (DEO), Principal of local DIET and One Senior Lecturer of DIET nominated by the DIET Principal. The marks allotted for the interview will be given some weightage in addition to marks for experience in module preparation and experience of working as resource person earlier. This procedure is used to select three teachers having good content knowledge as well as communication skills as MRPs. These MRPs have undergone master trainers' training at DIET, Karvetinagaram. All three resource persons are male. There is no mechanism to evaluate the performance of resource persons except occasional observations by DRG/SRG/DIET faculty or any other state observers. In the interaction with teachers during the data collection, the MRPs revealed that no feedback is obtained from them during the training. However SPD, RVM-SSA says that they were obtaining feedback regarding the effectiveness of resource persons. Regarding the suggestions to improve the quality of training, MEO and MRPs said that resource persons should be of high quality for training given at DIET.

Financial Support: The exact budget details of Uttoor division are not known. The allotted amount is released in two installments. The division gets financial support for upper primary teachers released by the District Project Office (SPO), RVM-SSA in two installments. The first installment is in June and the second installment in December. The expenditure for face to face teacher training is given as an advance to DyEO during the training programmes.

Training: The ITDA High School building is the training centre for upper primary teachers. Uttoor is the headquarters for educational division in Adilabad district. It has the responsibility of providing in- service training to upper primary teachers of Uttoor educational division. Training is organised in batches of 35 to 40 teachers. All the training programmes are

non-residential. Training calendar is prepared by State Project Office, RVM-SSA, Hyderabad, which is to be followed in the training centre. The training on the acquisition of mathematical abilities is conducted for the upper primary teachers teaching mathematics for Classes VI to VIII. Adilabad is a predominantly tribal district with Gondus. These tribal children speak their own language at home. The Uttoor division has a good number of schools managed by ITDA. The RVM-SSA has separate programmes in addition to the 20 days training known as Multi-Lingual Education Programme. The trainings programmes under the Learning Enhancement Programme (LEP) are conducted for 2010-11.

Vision of the Training Centre

The vision of the training centre could not be envisaged by the DyEO and RPs. The DyEO is of the opinion that his work is to implement the decisions taken at upper level and that there is no scope to plan and think for considering specific issues. The DIET, Adilabad and Government Teacher Training Institute, Uttoor are in close proximity; they help to undertake the training based on local specific issues. It seems that some training which was to be conducted at Government Teacher Training Institute, Uttoor was also conducted in this school building. The DyEO and RPs have a major role in implementing these trainings as per schedule.

BIHAR

Bhagalpur and Kuchaikote Training Centres

The context

The training centre was established in 1960. It is located on the bank of Ganga river khirighat and is situated in Mohalla Bari khanjarpur of Bhagalpur town. The training centre was functioning as DIET for women but it was stopped in the year 1993 by the order of Bihar Government. It has been conducting training programme under SSA and DPEP in the state. The DIET is organising regular training programmes since 1993 for teachers, Headmasters

of the primary and middle school, Block Education Officer, panchayat teacher and other educational functionaries. The main charter of the DIET centre is organising in-service training of elementary school teachers for capacity building and development of professional skills. The programmes are being organised by Bihar Education Project officer and Principal of the DIET centre.

The training programmes are mostly organised under Sarva Shiksha Abhiyan (SSA). It was accelerated by Bihar Government, but now is running under SSA. The centre has been entrusted many responsibilities like conducting BEO meeting, project meeting, finance meeting, etc. This centre is now playing a pivotal role in in-service teacher training in the Bhagalpur District of Bihar.

The case study of the training centre at Bhagalpur should provide a clear understanding about the training programme, infrastructure, financial support, administrative support, etc. In this centre, the following programmes were organised during the last five years

- Reflection of training programme for BEOs
- Reflection of training programme for BRCCs
- Reflection of training programme for CRCs
- Subject specific training for primary, and upper primary on various subjects like – English, Hindi, Mathematics, Science, etc.
- Science kit training for middle school teachers
- Judo-karate one month residential training for middle school girls of model cluster school(MCS)
- Residential bridge course for *Mahadalit* girl child (one month)
- Residential course for Hearing Impaired (HI) and visually impaired (VI) students (both boys and girls) of middle schools
- Residential vocational course for disabled students of 6-14 years.
- Accounting training for Teachers, Warden and Office Assistant of Kasturba Gandhi Balika Vidyalaya of Bhagalpur and Banka district.
- Community Mobilisation team Training

- Evaluation of textbooks of Elementary school level
- 2 years correspondence Teacher Training for in-service Panchayat Teachers of District Bhagalpur, since 2007. It enrolled around 3500 teachers, sponsored by the State Government through IGNOU.

Objectives of the centre

- To improve quality of education
- To provide content based knowledge
- To develop teaching skills of the teacher
- To clarify doubts in the related subjects
- To provide new methods of teaching
- To provide new innovations in the field of in-service teacher training
- To provide knowledge about the use of science kit in the classroom
- To give knowledge of use of ICT in the classroom
- To provide new ideas and new things in the related subject.

Infrastructure

Building: The training centre has a good building. The centre was established by the Bihar Government. The structure of the building is 'U' shaped. It has two floors — ground floor and first floor. On the first floor there are three halls. These are used for training classes/sessions. During the visit, two training programmes were running in the centre. The centre has a library room, principal's chamber, office and staff room, toilet, and one room for SSA office. On the ground floor there are rooms for BEP office room, computer room, DSE chamber and any other staff room and toilet.

Adequacy of the room and office

- **Classroom** Size of the classroom is adequate for conducting training and there is sufficient space for conducting activities like group discussion, practical work, group reflections, presentation, etc.

- **Office** Office is adequate for the existing staff and provides sufficient space for work.
- **Library** The condition of Library is not satisfactory and is insufficient space for self-study of teachers.
- **Computer Room** Although a computer room is available, there is no computer room for teachers. Computers are available only for official work.
- **Laboratory** Laboratory facilities are not available for teachers at the centre.
- **Toilet** There are separate toilets for men and women—two toilets for men and two for women. The toilets were in good condition and properly cleaned and hygienic.

Furniture: Furniture is available in the form of benches and desks. *Durrie*/carpets were used for seating of teachers during the training programme. These types of materials are helpful for organisation of group activities in the classroom. There was sufficient number of chairs and tables available for resource persons and other staff members.

Aids and Equipments: There were no special aids or equipments functioning except whiteboard and science kit. The list of aids and equipments available in the Bhagalpur Upper primary centre (DIET), is given below:

- Mathematics kit was available and it was in good condition.
- Science kit was available and it was in good condition.
- Globes were available.

The aids and equipments listed below are available but not in working condition in the Bhagalpur Upper Primary Centre.

- TV was available but not working/functioning.
- VCR was available but not working.
- CD player was available but not working.

Other resources

- **Water** There was adequate water facilities. It was available in the form of water tank

and supply water. They have their own bore-well in this centre.

- **Electricity** Electricity is available. The facilities are provided by Government's fund. A generator was available. In case of power failure the generator was used.
- **Hostel** The hostel was established on the same date as that of establishment of DIET in 1993. It was used for students of primary teacher's training but now it is used as lodging for teachers. The hostel is adequate and about 60 to 70 participants can be accommodated at a time.
- **Food** Food was good and it was prepared in the hostel mess. Menu was fixed for every day, though it may be changed by the mess in-charge. Food was prepared in a neat and clean environment.

Staff: The training centre has the following staff:

- Principal in-charge plays an important role in the training centre as an administrative person, supervisor, head, and training coordinator in the DIET.
- Lecturer- Three lecturers were available.
- Clerk- two were available for the training programme.
- Accountant- An accountant was available.
- Peon- Two peons were available.
- Guard- Night watchman or care taker was available for night duty.
- Attendant- Two attendants were available.
- Sweeper- Three sweepers were available.

The staff seems to be busy. Training coordinator is burdened with lots of regular work. On both visits all staffs members were present. On the first visit, we had informal interaction with the staff and collected relevant information about the centre. According to Principal in-charge, there are so many things which are needed for training programmes i.e. staffs and resources.

Resource persons: There were three resource persons available for one training

programme. The resource persons were trained under SSA by BEP, Bihar. Two resource persons were related to science subject and one Resource Person was handling mathematics. Resource persons were competent to deliver lessons with limited resources as observed during the training sessions.

Administrative support: The administrative support in the DIET, Bhagalpur is provided by BEP, Bihar Education Project Officer, DSE cum DPC, District Superintendent of Education/ District Project Coordinator. BEP officer plays an important role in the training programme as an administrator. The main responsibilities of BEP are to organise and fix dates of training programme, preparation of the list of the teachers, invitation to teachers for the training programme, decide the type of training etc. and other related duties entrusted by BEP. DSE or DPC work as administrator, authority, fund provider, supervisor, etc.

Financial support: Financial support for training programme is given by central government and Bihar government (MHRD). The fund is given for the development of quality education. For each training programme, expenditure is about ₹ 1000 only per teacher per day. This expenditure is incurred under all heads excluding TA and DA.

Training Capacity of the Centre: The training centre has facilities for organising three trainings at a time. Two training programmes are organised at a time presently because lodging facilities are available for about 60 persons only. During DPEP implementation, training was organised for all teachers simultaneously. Thus, this centre organised training of one batch of 30 teachers in one class. Fifteen to twenty training programmes on an average are organised in a year in this centre.

Quality of Training

The training programme in Bhagalpur, DIET centre has been organised in a systematic manner. The resource persons are qualified and experienced to deliver quality training under SSA. They are equipped with good communication

skills, good presentation, lively demonstration, practical skills, and expertise in the use of science and mathematics kits, etc. The field investigator observed all the 10 days transaction. All teachers were motivated by the resource persons in each session. When field investigators interacted with teachers, most of them stated that this type of training programmes was very helpful. But they are not well prepared to participate in the programme due to short notice/invitation. Modules and training packages were not distributed either before or after the organisation of training programme.

Interaction with BEP, Teachers, and RPs

- **Interaction with BEP** BEP had given a number of suggestions about the centre i.e. how to organise training programme, fund allotment, how to inform the teachers for training, etc.
- **Interaction with RPs** Resource Persons said that, there is lack of Books, TLM, Computer, Internet, LCD projector, TV, CD player, CD related to teaching learning, Practical instruments and Laboratory for practical work.

According to the Resource persons, the teacher or trainer is not interested in this type of training because only a few years are left for their retirement and the burden of the official work is substantial.

- **Interaction with Teachers** Many teachers had little or no interest in the training programme because of the burden of the government work and official work such as election duty, census work, involvement in mid-day meals etc as it is evident from the interaction with them. Many types of non academic work depress the teacher for teaching-learning

Infrastructure of the CRC

One of the CRCs situated on the Tilka Manjhi was visited. The centre had no rooms of its own for meeting, and the venue has been the

primary school. The infrastructure is inadequate because of:

- Lack of own building
- Lack of electricity
- Lack of furniture
- Lack of materials
- Lack of books
- Lack of qualified trainer, etc.

Role and Responsibilities of the CRC Coordinator and other staff

The role of CRC coordinator is both academic and administrative. Some of them are –

- Academic support for different school
- Monitoring and distribution of free textbooks and other resources to school
- Evaluation of teachers' and other staff members' performance and suggestions for improvement
- Support to increase enrolment and academic achievement of students, etc.

Vision

The centre was visited during the training programme. On the first day there were 23 teachers and three Resource Persons present. The schedule was fixed. After interaction with principal in charge, all teachers, and staff and through personal visit, it was concluded that there were good infrastructure and facilities for training programme. But in the present scenario, it is neither proper nor sufficient for this type of training because it is based on traditional mode. Today as there is more technological advancement everywhere, there should be reformulation of teacher training programmes using ICT. The centre in charge was conscious about the roles and responsibilities.

Suggestions for improvement of the training programme

There is no doubt that the quality of education can be improved through teacher training. If SSA wants to improve the quality of education through

teacher training programme, the following suggestions may be considered:

- Should provide recent teaching learning materials
- Should provide computer facilities to every centre
- Should provide internet facilities
- Should provide LCD projector
- All resource persons need to be directed to stay with participants to promote interaction and discussion among them.

Training Centre Kuchaikote

Block Resource Center at Kuchaikote was established in the year 2005.

Objectives

- Teacher training (in-service) like “Bodhi Sambad”, “Ujala”, “Prerana”, Samaweshi (for Physical challenged students) etc.
- Multipurpose work of SSA.
- Collection of data from 16 CRCs
- Arrangement of training materials.
- Conducting timely meetings for teachers and resolving the problems of CRCs and schools.
- Arrangement of free of cost government books and their distribution to CRCs and schools
- For enhancement of teacher's knowledge there has been management of books in library.
- Management of M.D.M.
- Conducting half yearly and annual examinations in primary and upper primary schools.

Location

Block Resource Centre, Kuchaikote is situated 16 kms from District H/Q Gopalganj and 01 Km. from national highway 28.

Training centre Infrastructure

The building is spacious with seven rooms which are good for B.E.O programme, but there is a need of a store-room to store government books. Three halls are there which are full of government books

and files, which affects the meetings and training programmes. Lastly, pink colour of Block Resource Centre building is very attractive.

Structure: Construction of Block Resource Centre is not so good, as there are some cracks in the roof. There is seepage of water through roof because of lack of repair and maintenance, indifference and faulty work.

Furniture: The Block Resource Centre has no furniture to support teacher trainings. There is a great crisis of furniture in Block Resource Centre. The teacher used to sit on the *durrie* in teacher training programmes. Sufficient number of chairs and tables are required for teacher training. But some tables, chairs and almirahs are available in B.E.O office.

Aids and Equipment: There is a scarcity of aids and equipment in Block Resource Centre. No learning kits (science kit, mathematics kit) are available. Proper arrangement of computer, Projector, OHP, globe, TV, DVD etc are also not there. There is a blackboard but its size is very small. As black board is very essential for teaching and learning, there is an urgent need of a blackboard.

Staff: In Block Resource Centre Kuchaikote there is one B.E.O, two BRPs, one BGC (Block Girls Coordinator) for girls and one peon including co-night watchman. Because of it, a lot of work pressure is there. There is no proper completion of work by two BRPs. Thus, there is need for at least four BRPs. There is proper coordination between all the staff members as observed during the field visit.

Resource Person: In Block Resource Centre Kuchaikote there are four resource persons who are responsible for conducting in-service teacher training. According to B.E.O every member is co-operative in nature and is capable of conducting quality teacher training. According to RPs, they are not getting proper compensation for their work. For one day training, they receive 40 rupees only. Generally, teachers teaching at upper primary level in the block are selected to work as resource persons at BRC. It is observed that mostly resource persons are male. There is no formal

mechanism to evaluate the performance of resource persons except occasional observations by BRCC or District level officials. Interactions with teachers revealed that no feedback is obtained from them regarding the effectiveness of resource persons. However, they said that it should be done regularly.

Administrative Support: According to BEO, the administrative support of Block Resource Centre is good and all the related officers are supportive and co-operative by nature. In total seven staff members were there—three academic (during training), three administrative and one peon.

Training Capacity of the Centre: 60 teachers at a time can be trained but the facilities at the centre are not adequate. Lodging and boarding facility is not available at all. Safe drinking water is available. Library room is not available. Though the training hall is there, there is insufficient space for group work.

Frequency of Training Organised: Knowledge based training conducted four times in a year and it is finished in time, as well as the inclusive training for PH has also been finished.

Quality of Training

As per BEO's suggestion, quality of training is good but the quality of training is not as visible as observed by the Investigator. Training is attended by the teachers for the sake of training, but the attitude to learn is found only among a few teachers. There is no residential training (for primary). In residential programmes, teachers and resource persons get opportunities to discuss among themselves. However, accommodation facilities are not available in the centre. Similarly neither before nor after training relevant resource materials are supplied to the teachers, which defeats the very purpose of training under SSA, which focuses on group discussion and activities.

Results

As suggested by the BEO's, Teachers, RPs and others the impact of in-service training is good. Whatever new ideas, methods or techniques

learned during the training, teachers are implementing in teaching. According to their opinion, they can achieve quality education only through teacher training.

Infrastructure of the CRC

Building is very old, having two rooms; one room is for CRC coordinator and the other for meetings. Its construction started on 25.09.2004 and it was completed in six months. Due to no repair and maintenance, condition of the floor is not satisfactory for students. It is broken at many places, no wall painting is found in the school. There is also boundary wall around the school. It is also observed that the school has not been white washed for many years.

Infrastructure

The basic facilities like drinking water and separate toilets are available but these are not maintained properly. There are two rooms. Often the students sit on *verandha* and teaching learning process goes on there. Sufficient space is not available to sit and organise group assignments. The condition of room is not satisfactory as there is leakage of water through roof. The condition becomes worse in the rainy season. There is no other person to help CRCC. Required furniture is not available. Aids and equipments like science kit, mathematics kits are also not available in the centre.

Roles and Responsibilities of CRC Coordinator

The role of the CRC coordinator is very important. He is required to solve school problems, arrange monthly meeting, coordinate and impart trainings, collect the notice from schools and send it to Block Resource Centre. Distribution of textbooks, distribution of MDM, organisation of programme, preparation of written document, responsibilities to carry out inner school activities as well as outer school activities of 15 schools (eight primary and seven upper primary) are also among his duties.

Vision of the Training Centre

The incharge of the centre, the BEO in response to the question what he thinks about the utility of the training programme, said that his work is to implement the decisions taken at upper level and not to think. They are getting adequate support from top level from BEPC, at the state level to district level authorities. The institution, it seems is functioning more as an administrative institution than academic one. Among the teacher participants, training is not perceived as an opportunity for academic growth but a compulsion. Some of them viewed that in many circumstances they are informed about training on short notice i.e 2-3 days. In teacher training this has implications under SAA. The authorities should see that teachers should be informed well in advance.

CHATTISGARH

Abhanpur Training Centre

The Context

Abhanpur is located near the Rajiv temple, one of the famous temples of Chhattisgarh. The centre is located on a natural site. The training centre was established in the year 2002 under the SSA programme. One of the objectives of the training centre was to provide in-service training to the Upper Primary and Primary teachers of the block. There are seventeen (17) CRCs in the block. This BRC serves as a resource centre for all these CRCs. Under this BRC, there are 154 Primary schools and 87 Upper Primary schools. The total number of teachers under the BRC is 1226 of which 848 are Primary and 378 are Upper Primary. As per the provision of the SSA in the state, ten-day training of teachers is imparted at the BRC level during April-June every academic year. Ten-day training is also, provided at the CRC level, but, not at a time but one-day each in every month for 10 months. The centre organises meetings for the Primary teachers and Upper Primary teachers once in a month, separately.

These BRCs and CRCs are linked to DIET, SCERT and SPD for training and development activities.

Block Resource Centre has the following functions to perform:

- Building BRC into a resource centre where books, discussion papers, etc. are available.
- Training
- Developing teaching-learning materials
- Visits to schools and monthly meetings
- Planning, organising, co-ordination and administrative role
- Planning and organising training programmes, workshops, review meetings, monthly meetings at BRC
- Collaborating and coordinating with BEO and DIET.
- Preparing AWP & B & training calendar etc.
- Providing support to activities undertaken at cluster level.
- Planning environment-building activities.
- Monitoring of CRC activities.
- Collecting reports of various meetings and submitting to DPC.
- Feedback from teachers through school visits.
- Attending review meetings.
- Supervision of civil works.

Training

As per the training provision of the state, ten-day training is provided to the Primary level teachers of the block at the BRCs. Therefore, this BRC also provides ten-day training to the Primary level teachers of the block every year during April-June in different batches in different subjects. In addition to the training, the centre also acts as an agency for disseminating information related to education. Since its inception, 839 teachers were invited for the training. Out of which 393 were men and 446 were women. The training programme was attended by 756 teachers. Out of 756 teachers, 354 were men and 402 were women.

The centre organises the residential training for the teachers. Before organising the training for

each batch, the coordinator sends the letter to the selected teachers, 10-15 days in-advance. Over telephone/mobile, also, he informs the teachers about the training. Training schedule is prepared for every batch and pasted on the notice board of the centre. The resource persons in various subjects deliver the topics. Training material/modules/ handouts are provided on the first day of the training to the teachers. Audio-visual aids were used in transaction of training content. The teachers used to sit in the chairs during the training. At the end of the training, a written test was conducted to evaluate the achievement of the teachers. As per the opinion of the Resource Persons the quality of the material supplied in the training and the quality of training was satisfactory. As the number of participants in every batch was nearly 40-50, therefore, the centre hired the hall nearby for their stay. The lady participants used to stay at the centre. During the training lunch, dinner and refreshments are provided to the teachers by the caterer.

Training Centre Infrastructure

The training centre has a building. The building is constructed on 2500 sq. ft. land. It has four rooms. Each room has a specific use, e.g. office, training, guest and store. Training room is the biggest room of the BRC. It has a seating capacity of 40-50 persons. There are three toilets. Out of these three toilets, two are for gents and one for ladies. The condition of the toilets is not good. No regular cleaning was done. There was no overhead tank for the supply of water. Water supply connection was there. The centre used to store the water for all purposes, i.e., for drinking, washing and toilet. The compound of the centre was clean. There was no telephone facility available at the centre.

Library: There was no separate room for the library. The books are kept in the racks and bookshelf. The number of books may be nearly 1000-1200. At the time of the training, the participants use the library. There was no librarian. But, one of the staff of the centre used to keep

all the records of the library. There was no separate furniture for use in the library.

Staffing: In total there were three staff members. They are as follows:

1. BRC Coordinator 2. Peon 3. Personnel for helping the Children with Special Needs (CWSN). Two posts are lying vacant, i.e., Accountant and Computer Assistant. Due to the shortage of the staff, the existing staff is over-burdened with work. The coordinator has requested the SPD/DPC for the filling-up of vacant posts for the smooth functioning of the centre.

Resource Persons: Seven to eight resource persons are provided by the District resource Groups (DRG) for the training purposes. As per the opinion of the teachers and the coordinator, their performance was satisfactory. They were co-operative, friendly and tried to solve the problems posed by the teachers. They were well-versed in their subjects. The teachers were of the opinion that more resource persons should be provided to the centre.

Financial Support: Financial support was provided by the DPC from the SSA fund allocated for the block. The amount ranges from ₹ 2,00,000 only to ₹ 3,00,000 only in a year. The funds are spent on of TA/DA, stationery, lunch, dinner, and refreshment for the participants and maintenance of the centre.

Furniture and Equipments: The centre has forty five chairs for the participants during the training. These chairs are used for the training programmes. In addition to these, there are four chairs, two tables, four steel almirahs for the office. There are two notice boards, two blackboards, and one green board in the centre.

Audio-visual Aids: The centre has an LCD projector. This is used during the training. The resource persons as well as the teachers used it for making presentations. The centre has a computer also. But, there was no computer operator. Therefore, the participants who have some operational knowledge of the computer use it.

Facilities Available: The centre has the facilities like internet and telephone. The

participants as well as the resource persons use these facilities for down-loading the educational material. Sometimes some information sent by the SPD and the DPC are also down-loaded through internet. The use of internet is limited.

Vision of the Training Centre

The vision of the training centre could not be envisaged by the training coordinator. When asked what his opinion was he only stressed the smooth functioning of the day-to-day activities of the centre. He also stressed the fruitful implementation of the government plans and policies in the area of elementary education.

Ambikapur Training Centre

The Context

Ambikapur is located in the district of Surguja. It is headquarters of the district Surguja. Surguja district has its own historical importance. Surguja district is on the northern part of Chhattisgarh State, bordered by the states of Odisha, Uttar Pradesh, Jharkhand, and Madhya Pradesh and has an area of about 16,359 sq. km. It is located between 23° 37' 25" and 24° 6' 17" north latitudes and between 81° 34' 40" and 84° 4' 40" east longitudes. The total population of the district as per the census of 2011 is 23, 61,329, out of which 11, 95,145 are males and 11, 66,184 are females. The total number of literates of the district is 12,16,795, out of which, 7,15,863 are males and 5,00,932 females. Therefore, the literacy rate of the district is 61.16 per cent. The percentage of male literacy is 71.23 and the percentage of female literacy is 50.88. According to legend, Lord Rama had visited Surguja during his 14 years of exile in the forests. There are many places in connection with the epic of Ramayana, which are named after Lord Rama, Laxmana and Goddess Sita such as Ramgarh, Sita-Bhengra and Laxmangarh. Prior to the arrival of the Mauryas, the area was ruled by the Nandas. In the third century BC, the region was divided into tiny kingdoms. Later, a Rajput king belonging to the Rakshal clan, attacked from what is now

Jharkhand, and took control of the area. In 1820, Amar Singh was crowned as the Maharaja. During the British period, Surguja was a princely state.

The centre, DIET, is located on a natural site. The training centre was established in the year 1989. One of the objectives of the training centre was to provide the in-service training to the teachers of elementary stage in the district. There are nineteen (19) BRCs and 239 CRCs in the district. The DIET of Ambikapur is trying its best to fulfil the training needs of the district. This BRC serves as a resource centre for all these CRCs.

As per the provision of the SSA in the state, ten-days training of the upper primary teachers is imparted at the DIET level during April-June, every academic year. Another ten-days training was, also, provided at the CRC level, but, not at a stretch but one-day each in every month for 10 months. These BRCs and CRCs are linked to DIET, SCERT and SPD for training and development activities. The major role of DIET is to:

- (a) Provide academic support and undertake capacity building of BRC/CRCs to identify the training needs and train the teachers.
- (b) Develop contextual training modules taking local knowledge and resources into consideration which children and teachers can relate to.
- (c) Develop exemplar material and activities for child-centric classroom transaction with due consideration of age, class, subject, equity and socio-cultural diversity of children.
- (d) Strengthen community, school, and teacher and CRC linkages
- (e) Conduct periodic research on the impact assessment of the teacher

Training

As per the training provision of the state, ten-days training is provided to the Upper Primary level teachers of the district. Therefore, this DIET, also, provides ten-days training to the Upper Primary level teachers of the district every year during May-October in different batches in

different subjects. For the year 2010-11, the duration of the training programme was from 2.5.2010 to 1.10.2010. In addition to the training, the centre, also, acts as an agency for disseminating information related to education. Since its inception, the centre was conducting both in-service and pre-service training for teachers. But, now only in-service teacher training is conducted. For the year 2010-11 training programme, 3752 upper primary teachers were invited to attend the programme. But, 1952 teachers attended the programme. Although, the centre organises the training programme, yet no residential facility is available at the centre. Before organising the training for each batch, the coordinator sends the letter to the selected teachers, 10-15 days in-advance. Over telephone/mobile, also, he informs the teachers about the training. Training schedule is prepared for every batch and is pasted on the notice board of the centre. The resource persons in various subjects deliver the topics. Training material/modules/ handouts are provided on the first day of the training to the teachers. Audio-visual aids were used in transaction of training contents. The teachers sit in the chairs during the training. At the end of the training, a written test was conducted to evaluate the achievement of the teachers. As per the opinion of the Resource Persons the quality of the material supplied in the training and the quality of training was satisfactory. As the number of participants in every batch was nearly 40-50, therefore, the centre hired the hall nearby for their stay. The lady participants used to stay at the centre. During the training lunch, dinner and refreshments are provided to the teachers by the caterer.

Training Centre Infrastructure

The training centre has an area of 8000 sq. mts. It has its own single-storey building. The building is constructed on about 3000 sq. mts. land. It has two halls and seven rooms. The two halls are used for the teaching purposes. It has a seating capacity of 40-50 persons. There are labs computer and science. There are five toilets. Out of these five

toilets, three are for gents and two are for ladies. The condition of the toilets is good. Regular cleaning was done. There was overhead tank for the supply of water. Water supply connection was there. The centre used to store the water for all purpose, i.e., for drinking, washing and toilet. The compound of the centre was clean. There was telephone facility available at the centre. There is a small but beautiful garden in the centre. It has a compound wall.

Library: There is a separate room for the library. The books are kept in steel almirahs, wooden almirahs, racks and bookshelves. The number of books may be nearly 4000-5000. The participants use the library at the time of the training. There was no librarian. But, one of the staff of the centre used to keep all the records of the library. There was no separate reading room. But a portion of the library is used as reading room. There are tables and chairs in the reading room. Furniture in the reading room is not adequate in number. The library is neat and clean.

Staffing: There are eighteen academic staff members including Assistant Professors and lecturers in different subjects, five administrative staff and eight other staff. There are staffs for CWSN, Guidance and Counseling.

Resource Persons: Eighteen resource persons trained the teachers at the centre. As per the policy of the state, these resource persons are selected on the basis of the educational qualifications, teaching experiences and have to undergo a written test as well as interview. The advertisement for the appointment of the resource person is published in the state newspapers by the directorate of education. As per the opinion of the teachers and the coordinator, their performance was satisfactory. They were co-operative, friendly and tried to solve the problems posed by the teachers. They were well-versed in their subjects. The teachers were of the view that more resource persons may be provided to the centre.

Financial Support: Financial support to the centre was provided by state government, the MHRD, and the DPC from the SSA fund. The salary of the staff is paid by the state govt. The

MHRD provides the fund for carrying out research projects. The funds are spent on the payment of TA/DA, stationary, lunch, honorarium, refreshment for the participants and maintenance of the centre.

Furniture and Equipments: The centre has adequate number of chairs, tables, almirahs, racks etc. There are four notice boards and blackboards in each class room. The centre has no LCD projector. Power Point presentation facilities are not available in the centre. There was no DVD/VCD Players at the centre. Dictionary, Science kit, Mathematics kit, globe, maps/charts, computers, etc. are available adequately in the centre. These are also used frequently by the teachers and resource persons. The resource persons as well as the teachers use it for the presentation purposes. It has a computer also. But, there was no computer operator. Therefore, the participants who have computer operational knowledge use it.

Facilities Available: The centre has the facilities like internet and telephone. The participants as well as the resource persons use these facilities for down-loading the educational material. Sometimes some information sent by the SPD and the DPC are also down-loaded through internet. The use of internet is limited.

Vision of the Training Centre

The vision of the training centre is to fulfill the expectations of the teachers of the districts and also to fulfill the objectives set by the SSA. When asked what his opinion was, he stressed the smooth functioning of the day-to-day activities of the centre. He also stressed the fruitful implementation of the government plans and policies in the area of elementary education.

GUJARAT

Kamana Primary School No 1, Visnagar

The Context

Kamana was a village having a population of 8000. The village had three schools from which the School Number 1 has been identified as pay

centre school and also functions as CRC. The Kamana CRC was established in year 1998-99 by DIET Mehsana. One of the objectives at the initial stage was to provide in-service training to all primary teachers in the cluster through one-day monthly meetings. The centre did not have any physical infrastructure or even an organisational status at the initial stage. One of the teachers was given charge of CRC Coordinator for conducting one-day monthly meetings. However, the center has been conceptualised as an institution after SSA implementation. Initially, the DIET was the main resource centres for all the CRCs as BRCs were not in place. After SSA, BRC also was made functional and CRC Coordinator also was appointed separately.

Therefore, the case study should be viewed keeping the above in mind. The main objective of the case study was to assess the impact of in-service teacher training under SSA. Since, CRC is the main institution at cluster level to provide in-service training to teachers; the Kamana CRC was studied during the teacher training.

CRC Coordinator Mr. Rasikbhai was interviewed. Mr. Rasikbhai was working as CRC Coordinator since the beginning of CRC. Initially, he was a teacher and given an additional charge of CRC Coordinator. Initially, the teachers' training was organised only at cluster level in which once in a month, all the teachers used to come at CRC and CRG (Cluster Resource Group) members were provided training. The CRG were trained by DIETs in the beginning of the year. The one-day cluster level meeting was aimed at reviewing of last months' work, next month' planning and preparation of TLMs required for next month as well as model lesson demonstration.

Training Centre Infrastructure

The Kamana CRC was not provided even a CRC Room which can generally be used as an office of the CRC Coordinator. The CRC Coordinator used the school room as a CRC room. The infrastructure facilities of the school also were used by CRC. For example, drinking water facility and sanitation facility were not provided

separately to the CRC, the facilities provided in school were used by CRC also.

CRC is given satellite receiving centre facility through which broadcasting of training from state level is received at CRC. Teachers of the CRC were benefited by this facility. The facility includes a television set, a dish antenna, set top box and a camera.

While, discussing with CRC Coordinator, it was felt that a separate room should be provided to CRC which can be used as training centre as well as an office for CRC Coordinator also.

Furniture: The CRC has been provided 10 plastic chairs and a steel cupboard. Other than these, no other furniture has been provided. It was felt that at least 60 more chairs are required at CRC since many of the trainings and meetings are held at CRC. Presently, teachers sit on the floor for the training or meeting. Two more steel cupboards also are required for keeping the records safely.

Aids and Equipment: The CRC has been provided a computer along with the printer. The Computer table also has been provided to the CRC. The compute is utilised fully by the CRC coordinator. However, when we visited, the printer was not functioning. The CRC Coordinator told that he uses the school printer for taking printouts. Stationery items are procured by CRC Coordinator from the contingency budget provided for the year.

Staffing: No additional staffs have been given to CRC. Only CRC Coordinator is in place. This centre required Data Entry person, Account Officer, IED Teacher, and two peons but unfortunately the staff is missing and there is no provision of staff in the centre from the discussion it appears that government has not provided any staff. There is also lack of staff in primary school. According to the other reports about the lacking of the staff in many elementary schools, BRC centres and CRC centres are suffering. This prima facie insufficiency of staff and resource persons affects the training qualities.

Resource Persons: Since CRC was a training centre for primary and elementary teachers,

resource persons were a crucial part of the training. The resource persons were not deployed separately for the training but from among the teachers themselves, the resource persons were selected. The cluster level resource persons were called CRG (Cluster Resource Group) members. They were selected on the basis of their competence and interest. DIET selects the CRGs for subjects like Mathematics, Gujarati, Hindi, Science, Social Science, English, EVS, etc. The CRGs were provided training by DIET every year and for every training package. The CRG accordingly provide training to teachers.

Ten resource persons were trained as CRG (Cluster Resource Group) members. They were working as teachers in a primary school or upper primary school. These teachers were trained by KRP and KRP with trained by MRP.

Administrative Support: The Head Teacher of Pay Centre School coordinates and tackles all administrative issues related to primary schools and primary teachers. CRC is mainly involved in academic issues. However, very good coordination was seen between CRC Coordinator and the head teacher of pay centre school. Mainly the administrative issues are tackled by Assistant District Education Inspectors and not by CRC Coordinator.

In organising the training, District Project Coordinator issues an order to all the teachers and teachers accordingly attend and participate in the training.

The DPO provided symbolic financial support of ₹ 100 for block level training for each teacher and ₹ 50 for cluster level training for each teacher. The BEO and the DIET person nominated the teachers for training. The training in this centre was from 18th April to 5th May, (14 days) but for some reason the SPD office declares the programme 18th April to 30th May of 10 days training and remaining 4 days training will be covered in the monthly meeting of CRC. The time for the training was from 8:00 AM to 2.00 PM. There was a provision of refreshment in the centre.

Financial support: Development and training delivery mechanism cost is to be provided

from the funding by the SPD according to the cost. Ancillary funding for stationery, Refreshment, TA and DA to the teachers is provided by the DPO through the BEC to CRC. An amount of ₹ 62,000 was provided to the BEO/CRC for meeting contingent expenditure. Funds for minor repairs and maintenance of the training centre were needed immediately.

Training: There are 62 teachers in this CRC. As mentioned above, no separate room was available as CRC room. Therefore school's classrooms were used for training. Generally the training is organised simultaneously for all the teachers. Teachers of standard 1-2, 3-4 and 5 to 7 are seated in different classrooms at a time (for monthly meeting and for standard or subject specific training). Though, the CRC essentially has been established for training of teachers, adequate facilities are not available at CRC. The minimum requirement of training hall also is not separately provided to the CRC. Other facilities like board, mike system, LCD, etc. also is not there in the CRC. In discussing the matter with CRC Coordinator, he said that the school facilities are used for training. However, school always gives support to CRC which also needs the facility under the control of CRC.

Cluster Resource Centre

The CRC was visited during teachers' training. Primary Teachers from two CRCs (Kamana and Kada) were provided training in Kamana, while upper primary teachers were provided training at Kada Centre. The Focus Group Discussion was done with teachers, head teacher of Kamana School and ADEI (Assistant District Education Inspector). The training material was very limited. The modules also were too less for ten-day training. The teachers told that due to scanty material for training, the resource persons motivated the teachers to share their experiences related to the topics. Accordingly, teachers were benefited a lot through discourse among themselves about innovative practices.

The teachers also provided feedback that the modules prepared were not of very good quality.

The teachers were of the opinion that experienced and innovative teachers should be involved in module preparation. Fortunately, one of the teachers interviewed was also involved in module preparation. He said that the module was prepared in one sitting, but after preparation the module should have been sent to some experts for review.

The module writer also gave his opinion that the writers were not informed in advance regarding module preparation. They were just called to the workshop and were not given enough time for module preparation.

One of the resource persons also gave feedback regarding selection of resource persons. The teacher said that he was not willing to become a resource person even though he was sent to the training of CRG members. In the selection of CRGs, teachers' willingness also should be the criteria.

One of the positive feedback points was that the training topics covered during year 2011-12 were covered in year 2007 also. But this time, teachers' involvement and participation was very high.

'Integration of subjects' was highly appreciated by teachers. The content part was being covered everyday in the second half of the day. The discussion paper given in the module regarding ADEPTS was not proper according to the teachers. Teachers had stated that the discussion paper needs modification. Teachers said that training should be organised in the beginning of the session rather than end of the session, because, the training was implemented in the classroom after one month of vacation. The training module and other reference material for the training should be provided well-in-advance to all the teachers so that they can prepare and participate well in the training. Teachers said that resource persons had not prepared well for the training. For example, the group work 'school-community linkage' was done in the training. The material used in the trainers' training itself was used in the teachers' training also. The trainers did not prepare new material for the group

work. The teachers said that the training on SMC could have been included in this training since its members will be formed in next academic session.

Vision of the Training Centre

The vision of the training centre could not be envisaged by the training coordinator and BRCs. The resource persons were also active. The image of CRC centre Kamana was impressive for last so many years. CRC coordinator had a good mastery over all the subjects. Their planning and management were also effective. Sufficient encouragement and guidance were provided by the District level officers. In future, the training programmes will be organised through the latest use of technology BISEG.

Major achievements of the training programmed were:

- The classroom work had increased effectively.
- The innovative activities were performed in the classroom.
- The activities which are given in the textbook had been organised in the different classroom performance.
- The practical work was done in the classroom.
- The general discussion and educational discussion were organised for quality enhancement.
- There were the physical facility but some more was needed.
- Innovative experiments were demonstrated and thereafter conducted by the teachers.
- Connections with the latest changes were available in the state.

The reasons for good achievement in the centre

- Women literacy rate of the Kamana village was 70 per cent at the district level
 - All the schools of the cluster had fundamental education since many years
- Textbook had been used by the teachers to:
- Sample content of the lesson.
 - Dramatise

- Relate to the earlier experience to the unit
- Such as a teaching material

Asking students to read individually and in groups to increase understanding

- Organisation of competition
- Reading experience
- Grammatical knowledge

Giving home assignment to consolidate learning

- for self learning
- for Providing experiences
- for real understanding
- for moral education.

The constraints at the centre

- The Training material was very limited and less in number.
- The modules were too small for 10 days training.
- The teachers were of the opinion that experienced and innovative teachers should be involved in module preparation.
- The burden of other work on the teachers was very high as compared to teaching responsibility.
- Frequent transfer of parents from one place to other place.
- Limited action in the monitoring system.

In general, teachers were satisfied with the training as they themselves found a way to make the training useful. While discussing with teachers it was felt that they were familiar with the training module as well as the schedule of the training.

CRC, Babapur, Amreli (Gujarat)

The Context

The training centre was established in the second phase of DPEP in 1995 in the primary school building of Babapur. One of the objectives was to provide in-service training to all primary school teachers in Babapur block and orienting other functionaries like VEC/SMC/CRG group/

Musical Training/State level Training/ECO Club training/Self Learning Book Composition Training etc. It also serve as a support mechanism cluster for resource center (CRCs) especially to organise one way training at the CRCs. The BRC and CRCs become organs of information flow from schools to DPO and finally to SPD and flow from SPD through DPO school and VECs/SMC. One academic from the training centre was linked to DIET, SCERT and SMC for training and development activities. The vision of the BRC with the Central Focus on in-service training of primary school teachers grew into a dynamic institution. Block education office was a parallel institution for administrative work like posting and transfer of teachers, payment of salaries and account procurement and supply of materials and equipment of children under education for all. Planned as complementary BRC mechanism, in practice, BEO was perceived as a competing organ of the education department.

Sarva Shiksha Abhiyan (SSA) was conceptualised as an extension of the DPEP from classes 6 to 8 to cover the entire elementary stage of school education. The duality of the DPEP and the regular education administrative structure were reviewed during the formulation of SSA. Integration leading to convergence of administrative and academic institutions under DPEP and the regular instructors under the education department at various levels become the guiding force of SSA vision. The BRC functions were subsumed by the block education office. CRCs were relocated secondary schools with primary and middle stage of elementary education. Against this background BEO was located in the BRC building. The BEO was entrusted the composite charge of functions of the BEO and the erstwhile BRC coordinator. BEO also become the training coordinator from 2003-04.

The case study of the training centre at Amreli should be viewed against this background. It is based on data collected from the documents, interaction with the training coordinator (BEO), Assistant Block Resource Coordinator (ABRC)

at the headquarter, ABRC in the CRC visited, a resource person from GCERT, teachers, teachers drafted by the BEO to assist in the organisation of the training, teachers undergoing training on the dates of training centre visit. The Babapur centre was visited on 28 April, 2011. The state coordinator, the national coordinator, the member of advisory committee all together visited the training centre.

Training Centre Infrastructure

Training centre had an impressive building. It had a hall which could accommodate training unit of 70. It had sufficient space to organise group activities. The infrastructure was about 12 years old. There was sufficient arrangement of laboratory, Library, Computer lab with the data entry person and the space for non-functional Edusat unit. It had also LCD Projector, Internet connection, Telephone facilities, sufficient classroom, drinking water facility with water cooler, and sanitation for both man and women separately. There was also small sports ground facility behind the building.

The building had a good facility as learning aids, eco club, mathematics-science group, gardening, TLM, Posters. There were special sketches of great persons. There were facilities of C.D player, musical instrument, sport instrument, and nurture of 243 trees in the campus. There was a facility of resource person for the primary and the upper primary teachers. The activities suggested by SSAM were beautifully organised, for example, Meena campaign, Kite Festival, Science Fair, Vanche Gujarat, Gujarat Quiz, Ramta-Ramta, Women Day, Summer Camp, National Festival, Pravesottsav, etc. There was no separate building but with pay centre school building was shared. There was lack of cleanness around the water tank, Sanitation and the playground was not nurtured properly. The open space with the ground and vacant space do not present a pleasing site. It was strongly suggested that there should be an attractive building separate from the school campus. The teachers who come for training are expected to keep their school spaces hygienic and

pleasant to look at besides being functional for educational activities.

Furniture: Furniture was adequate. Sufficient chairs were available but chairs with writing facilities were not available. The facilities for writing by the teachers during training are needed urgently. To add to the quality and efficiency of training the seating arrangements should be flexible to allow smooth shift to group work. The design aspect should receive special attention when the furniture is to be replaced.

Aids and Equipment: There were sufficient equipments and all are functioning. All the equipment (Video Player, TV, Photostat machine, Genset) supplied under DPEP were utilised properly. Edusat installed in 2005 was in good condition. Five computers were in working condition and all were in use for teacher training and developing skills for imparting training. One special computer person for data entry was there. Even the BEO knows the computer operation very well and there were some pictures regarding computer labs in appendices. There was an LCD Projector, CD player, and VCD Musical Instrument in the centre. There was a good laboratory, a library and the internet connection in the centre.

Staffing: The training centre had the following staff:

- BEO with the dual role of acting as training coordinator, administrative and supervisory head in the block.
- The CRC Coordinator the BRC coordinator, data entry person and the school principal and the teachers of the adjoining schools were working the centre. The post of account officer was vacant.
- IED teachers, one with MM specialisation and one with LD specialisation, were vacant and they were transferred in the other senior primary schools.
- Against sanctioned 20 posts, 16 were in place. Thus 4 places were vacant. Out of these 16 one was positioned at the BEO. Obviously, 5 CRCs were without ABRCs.

One Computer Operator, Clerks (1), Attendants (1), and Safai Karmchhari (1) were regular staff in BEO office. But unfortunately most of the posts were not filled up. The CRC coordinator was also in need of supporting staff of one clerk, one computer operator and one office attendant. But there was no provision of these staff in the centre. From the discussion it appears that government has not been providing BEO as well as CRC. There was lack of staff in the primary school also. There was no provision of clerk, peon or sweeper in the primary schools. According to the other reports due to this lack of staff many elementary schools, BRC centres and CRC centres are suffering. This insufficiency of staff and resource persons affects the quality of training.

Resource Person: 10 resource persons were trained teachers. They were working in primary schools or upper primary schools. These teachers were trained by KRP for the training and KRP were trained by MRP by GCERT and DIET members. More information was needed from organisers of training of the master trainers. Interaction with a couple of teachers was encouraging. It showed that they liked resource persons other than their own peers for the possibility of getting newer ideas. The information received from analysis of data from teachers' perception of training will be interesting to examine to further assess the quality of the resource person. The resource persons play their role properly. They trained teachers by group work, demonstrations and group discussion.

Administrative Support: The DPO provided symbolic financial support of ₹ 100 for block level training for each teacher and ₹ 50 for cluster level training for each teacher. The BEO and the DIET person nominated the teachers for training. The training in this centre was from 18th April to 5th May, (14 days) but after for reason the SPD office declared the programme from 18th April to 30th May of 10 days training and remaining 4 days training will be covered in the monthly meeting of CRC. The time for the training was from 8:00

AM to 2.00 PM. There was a provision of refreshment in the centre.

Financial Support: Development and training delivery mechanism cost was provided from the SSA funding. Ancillary funding for stationery, refreshment, TA and DA to the teachers were provided by the DPO through the BEC to CRC. An amount of ₹ 55,000 was provided to the BEO/CRC for meeting contingent expenditure. Funds for minor repairs and maintenance of the training centre are needed immediately.

The facilities

Physical facility: Government planning – SSAM

Teaching aids and resource material and modules: DPO, BRC, DIET, GCERT

Availability of Resource Persons: DIET, BRC, BRP, CRC, GCERT

Financial Support: SSAM, SPD Office

Administrative Support: NCERT, GCERT, DPEP, SSAM Amreli, DIET Amreli, BRC Amreli, DPO Amreli.

Support from the other sources: Donors (Help of Computer), Members of Community, Cluster schools (Training Material & TLM), Snake Dishes and other Refreshment materials: from the teachers, head of the village, VEC members, etc.

Training: The training centre had a capacity of training of 50-60 persons at a time. However, the training hall must have the facility of seating arrangement and it must be separated from the school. In this centre the training room was separate but it was in the school campus. During DPEP implementation training was organised for all teachers simultaneously. Thus the centre organised training of one batch of 60 teachers in one day training. One batch of SSA training was also organised during summer vacation of 2005-06, 2006-07, 2007-08, 2008-09 and 2010-11. The table 4.1 shows, picture of utilisation of training centre.

Table 4.1
Utilisation of Training Centre for Upper Primary Teacher

Year	Target Group	Target	Attendees	Gap
2005-06	Primary/Upper Primary	50	48	2
2006-07	Primary/Upper Primary	50	48	2
2007-08	Primary/Upper Primary	48	47	1
2008-09	Primary/Upper Primary	50	48	2
2009-10	Primary/Upper Primary	50	49	1
2010-11	Primary/Upper Primary	48	48	0
2011-12	Primary/Upper Primary	50	49	1

This training centre expected to train the entire primary school teachers numbering 296 from its establishment. In the first training programme 50 teachers were invited out which 48 attended. Two teachers were unable to attend due to personal/maternity reasons. The same in second and third year of training programmed. 48 per cent teachers were invited in remaining years. In the current year 50 teachers were invited and 1 is absent due to some reason.

Utilisation of about 4 per cent of the training capacity available at the training centres was dismally low. This may be the capacity utilisation level in other training centres too. Utilisation of the infrastructure created under DPEP and SSA needs serious review. This may not be due to the requirement of training several target groups like training of upper primary teachers school management committee members, training in inclusive education, trainings of parent group, training of parent of disabled, parents of disabled motivational groups are a case in point. It requires planning and the manpower to organise training in these centres since resources are available under SSA and other schemes. Right to elementary education act is strong trigger. If it is not possible to utilise the training capacity of the training centres, it will be worthwhile to rent it out to other departments and agencies for training.

Quality of Training by Resource person seems effective. It was observed that the training was given not only by lecturing but good group work,

demonstration work and group discussions were arranged more than once. The resource person must be from the outer agencies like DIET, Training Colleges or GCERT other than peer groups. The effect of peer group is slightly low as compared to the experts. The SPD would like to examine the Training centre and get the review from the teachers regarding the training.

Interaction with the BRC and CRC revealed there had been some problem due to the infrastructure of the room facility. There must be separate seminar room for the training with full seating facilities and other infrastructure facilities. Without these it is difficult for the teachers to learn from the training in the classroom practice. SPD may like to develop a strategy on follow up facilitating transfer of new learning by the teachers during to classroom practice.

In the training centre content base and standard wise training was organised. General topics like management, community, mobilisation, summer camp, TLM workshop, puppet show learning process, child psychology, CCE were also included in the training package. During the training achievement level of teacher was 85 per cent and the impact was reflected in their classes during observations.

Cluster Resource Centre

Babapur is a Cluster Resource Centre of this district. Here one very active teacher acted as RPs during training. She demonstrated through

computer and also maintained computer lab nicely in the centre. She has visited schools to collect data required by the BEO. She was aware of 14 out of the 16 functions communicated by the SPD through the BEO. The main function was to collect information from schools, compile it and send it to the BEO. No Assistant was doing this work. The CRC is badly in need of computer operator, clerk and two ABRC for her centre.

In the previous year BRC were appointed according to their experience and qualification. But last two years they are appointed through test and based on the merit of the entrance test. There was some dissatisfaction from the CRCs. They did not like to work under ABRC selected from upper primary school and perceived as humiliating. They preferred to work under Headmaster.

Vision of the Training Centre

The vision of the training centre could not be envisaged by the training coordinator and BRCs. The resource persons were also active. The image of CRC centre Babapur was very impressive for last so many years. Moreover now-a-days it performed best in the district as a centre. CRC coordinator had a good mastery over all the subjects. In addition to it she has good leadership as a class organiser and she got the award for the best teacher among the district. Moreover the cooperation of the principal of the Babapur school and the principal and teachers of the subsidiary school were very cooperative and their performance in the CRG group was quite effective. Their planning and management were also effective. Sufficient encouragement and guidance were provided by the District level Officers. In future, the training programmes will be organised through the latest use of technology BISEG.

Major achievements of the training programme

- The classroom work had increased effectively.
- The innovative activities were performed in the classroom.

- The use of different activities and TLMs were properly implemented in the Classroom.
- The project work was done by the teachers.
- Special visits (science city, police station, bank, etc.) were organised.
- The activities given in the textbook were organised in the different way in classroom.
- Computer education was provided to the teachers.
- The practical work was done in the classroom.
- The general discussion and educational discussion were organised for quality enhancement.
- There was increase in the physical facility but some more was yet needed.
- At the state and national level the participation in the science fair and mathematics quiz had increased.
- The quality of teacher education had improved.
- Innovative experiments were demonstrated and thereafter performed by the teachers in their classrooms.

The reasons of good achievements in the centre

The reasons behind the above achievements:

- The women literacy rate of the Babapur village was 67 per cent the highest at the district level

Textbook were used by the teachers to:

- Sample content of the lesson.
- Dramatise
- Relate earlier experience to the unit
- Serve as a teaching material

Asking students to read individually and in groups to increase understanding

- Organisation of competition
- Reading experience
- Grammatical knowledge

Giving home assignment to consolidate learning

- Self learning
- for Providing the experiences
- for real understanding
- for moral education.

Constraints at the centre

- Irregular attendance of students.
- The burden of other works on the teachers was very high as compared to teaching responsibility.
- Frequent transfer of parents from the one place to other.
- Limited monitoring system.
- Neglecting the school activity by parents as well as students for the sake of their earning.
- Social evils in some villages.
- Social beliefs and the ignorance of girl child for education.
- Financial problems and poverty affects a lot.

Thus, Babapur is a CRC centre and it was very effective and live centre as compared to other centres.

HARYANA

Senior Secondary School, Thanesar Training Centre

The Context

In-service training of teachers covered by SSA is patchy. It started with the advent of SSA in 2001-02, discontinued after a couple of years and revived in 2010 in the new Avtar. Primary teachers were provided training under DPEP through Block Resource Centres (BRCs) established to cover all teachers every year. The block training was supported by Cluster Resource Centres (CRCs) through monthly staff development activity and onsite supervisory visits. Under SSA CRCs were mainly located in Secondary schools to support training of upper primary school

teachers through subject teachers. At present primary school teachers receive training in BRCs and upper primary school teachers in the restructured CRCs. In DPEP internal capacity of institutions in the department of education were mobilised for in-service of primary teachers. The policy on in-service training of teachers has undergone substantive change. The task of in-service training has been outsourced to two private companies, New Horizons India Limited and Educomp Solutions. The SPD provides facilities for organising training, inviting the teachers for training, pays TA and DA to teachers attending training, provide refreshments, arranges technology aids facilitating training transaction. The companies prepare training material and distribute to individual teachers in training centres (TCs). The companies are also responsible for the recruitment of training staff and training them for organising the planned training programmes. Evaluation and feedback from the teachers is to be submitted by to the SPD.

The TC was visited on 5th day of the current phase two training on 7th March 2011. Classroom transaction of “lesson planning” was observed. The Principal of the secondary school, the coordinator of the CRC being in SCERT for the counseling of newly appointed primary teachers, interaction with his associate who shares responsibility for him was fruitful. In addition, had a meaningful interaction with the district coordinator of New Horizons India Limited, two teachers from the CRC, two teachers receiving training, representatives of the State Coordinator collecting observing classrooms, was done.

The restructured training, study documents and interaction with stakeholders, organisers of training and research workers enriched this case study.

The Training Centre

With the resumption of IST under SSA the training centre for upper primary teachers was activated in October 2010. The TC has a room that can accommodate 50-60 teachers and has sufficient space for group work, if needed. It has

been provided with 60 chairs and a table for the trainer in front. There is however no support for the teachers to write. Seminar chairs with provision for keeping papers/books and writing strips are now available at reasonable cost. It would have added to the convenience and efficiency of the training arrangements. District Project Coordinator (DPC) arranged laptop and projector for power point presentation. Computer was arranged from the schools to explain its components and function to the teachers. The computer provided to the TC by the SPD last year has not been installed by the HCL as yet. The fear of warranty withdrawal in the event of installation by others is reported to be the reason. It seems warranty will lapse anyway even if the computer sits idle in the idiot box. Indifference is reflected from both fronts, CRC as well as DPO since both seem to be passive. Conceptualisation of the CRC and the aids and equipment required for training sufficient for group work and individual use is needed. If IST is outsourced can aid and equipment also be outsourced? Trade-off between outsourcing and capacity building of departmental institutions needs to be studied for making a rational decision.

Training

The seven day first phase was completed with the training of the planned 240 teachers since October 2010. Each training program is meant for 60 teachers. If there is shortfall in attendance on the first day of the course, the deficiency is made up by inviting corresponding numbers from schools. The seven day second phase of the training is in progress. This year's training is not school subject based. It is considered motivational aiming at attitudinal change and refreshing of general pedagogy and psychological basis of teaching. How subject oriented training will be managed is not clear at present. The subject-wise distribution of the teachers present on the day of the was: Science four; Maths: two; Eng./SS: 26; Hindi: seven; Sanskrit: nine; Panjabi: three; Drawing/Art: three; and Home Science: one. It requires advance planning and keeping a panel

ready, if shortfall is to be made up. It will also require mobilising subject based Master trainers. Conceptual paper for organisation of subject oriented pedagogy training should be prepared and need assessment done in advance.

A positive feature of the training program as reported by the District Coordinator from the NHIL refers to **evaluation and feedback** from the teachers. At the end of each day feedback is received from the teachers on a sheet and discussed the next morning. Pre-test and post-tests are also reported to be have been administered. He could not share with the case study team the results of these activities since these were not scored in the TC. The sheets and tests are sent to NHIL for onward transmission to the SPD after compiling and analysing. It is not known how district education office views this activity. It may not however be out place to mention an unusual incident that occurred in another TC in Kurukshetra. The teachers were filling up schedule about their perception about the training they were undergoing as a part of the MHRD sponsored study on the impact of IST on classroom transaction. One of the senior officers of the district education office came to the TC and shouted that no teacher should give criticism of the government policy on IST. The teachers handed over the schedule without completing it. Critical review is meant for improving the quality such an important input which can bring smile to the children whose parents cannot afford private school fees for educating their children. The district office intervention blocked the potential flow of information.

Visit to the TC was quite instructive. The case study team reached the centre at 9.45 am. A total of 58 teachers were present. The teachers continue to trickle in up to 11.30 am when the number reached 46. Sunday as training was cited as the cause for late coming. On all remaining four days all 58 teachers were reported as present according to the signed attendance. Presence aside **late-coming** on all days was acknowledged. The reason advanced related to early timing at 8.00 am to accommodate Census work in the

afternoon. The reason may be valid for some but not for all late-comers. Interaction with a couple of teachers was revealing. One of them was forthright in asserting that **scheduling of the training** in March is improper since the year is closing and they have to prepare students for annual examination. “Why was training not held earlier,” asked another other teacher. The organisers claim need assessment the why not time training through consultation. Scheduling skills are available plan and deliver training taking availability of all stakeholders.

The teachers also moaned the **short notice for the training call**. They are not given even a two day notice. Some got it the morning they were to attend the training program. Arrangement to make up for the shortfall on first day is self-defeating since a days delay is inevitable. There can be no apology for the managers of training for this act. Can they pledge that such a situation will not arise in future programs?

Some teachers doubted **utility of the general training** being organised for them. “The lesson planning presented to-day was repetition of what we had learnt in B.Ed. From the back I cannot even see the power-point presentation. It could have been illustrated with an imaginative example from the curriculum.” Said one teacher teacher with whom the team interacted. Another teacher was more vocal about the general training. The issue is about not knowing about the steps in planning a lesson, the issue is how to translate into classroom practice. I could get nothing on this core issue in the session. The process of need assessment and decision making about the training design needs review. Involvement of stakeholders is the key to motivate them which is basis of the training modules this year. What looks effective to the organisers may not be effective in real terms. The presumptions may not be valid. Look through the perception screen of the clientele. Focussed need— based and practice oriented in-service training should be the goal. Efficiency and effectiveness of IST should guide its design and delivery. Policy formulators, agency involved in organising IST and stakeholders should be in sync.

Distribution of Modules

The modules for the current training programmes were distributed to individual teachers. Interaction with facilitators of training in the centre and the training coordinators revealed that the modules were not distributed to teachers in the entire first phase of training. Training modules were not distributed in the first training programme of the first phase as well. Only copies of the power-point presentation were supplied. Teachers missed an opportunity for self-study. This is serious omission. How this is to be addressed is an issue for the SPD to consider.

Training Staff

New Horizon India Limited had appointed District Coordinator who has M.Phil Degree in History with B.Ed training. He also has computer skills and several other professional accomplishments. He received 14 day training last year from the company institute at NOIDA. The training covered transaction of each of the 14 modules to be transacted in the IST. The Master Trainer was an MA with B.ED who had undergone 14 day master trainer training for transacting the 14 modules in NOIDA. Training staff seemed qualified and trained to transact the modules. Little other than power-point presentation in explanatory mode was noticed in observed transaction. The constructionist and reflective approach to teaching in SSA was not reflected in training. It seems that it will continue to elude classroom teaching in upper primary schools. The coordinator and the master-trainer could not explain the concepts and their relevance to teaching. NHIL and the SPD may like to consider it for training in the coming year. Being new area to the teachers, it requires special exemplified training material and skill based training.

Financial

The companies are paid directly by the SPD according to the contract while CRC receives funds from the SPD, through the DPC SSA. Furniture desktop was purchased centrally and

provided to the TC. CRC received Rs.1.30 lakh excluding TA and DA of the teachers. This provision is for meeting CRC local expenses, including organisation of training. **Refreshment** is to be provided to the teachers but it was not being provided. Some problem not specified to the case study team precluded arranging refreshment. This a serious issue to be addressed with a sense of urgency if passivity during classroom transaction is to be arrested. In continuous four sessions without refreshment is a sort of punishment.

TA and DA have not been paid to any teacher who attended the training since last year. An amount of Rs.6.0 lakh is reported to be lying with the DPO. The reason for non-payment mentioned by the CRC seems to be the absence of accountant. It was reported that payment will be made soon. Whatever be the reason, it is a serious lapse in the organisation of training. The CRC coordinator, or DPC SSA, or both may be responsible for the unusual in making payment to all teachers who had undergone IST. On the one hand motivational training is said to be organised for teachers but the other they are not receiving refreshment and paid TA and DA immediately after training. A strange contradiction in services indeed! SPD may like to examine the financial management of its side of obligation in the context of IST.

Training Centre of Today and Vision for Tomorrow

The profile of TC today is hazy. It may be due to lack of professionalism in IST policy. It may also be true of SSA implementation policy in general. In hazy professional policy and climate for implementation IST scenario cannot be different. The training centre should be viewed as a nerve centre for lifelong staff development. It should be developed as a repository of teaching learning innovations. Each teacher within a school in the CRC be responsive to the learning needs of each child in a variety of situations for mastery of the basics and apply them to generate knowledge for meeting the emerging development needs of

challenging times of not only today but of the times ahead. The constructionist and reflective view of school curriculum and its transaction is a point in this direction. The quality of school graduates will not be judged by the number of facts he can reproduce but by the number of new ideas he/she generates. This training centre should build its vision around this need. It should treat each teacher in schools around as an asset that develops each child under his or her charge as lively creative asset. Is this demand of the new vision too demanding to be a reality or a mere dream? This vision may appear to be a dream for a government teacher and not so rich parents but case study writer believes that dream of today is reality of tomorrow. Hey stakeholders! Stop dreaming and act fast to make dream a reality.

Helimandi Training Centre

The Context

The training centre was established in the second phase of DPEP in 1997 in the BRC building constructed in 1999. One of the objectives was to provide in-service training to all primary school teachers in Pataudi block and orienting other functionaries like VEC/SMC members, parents, school heads, etc. It also served as a support mechanism cluster for resource centres (CRCs), especially to organise one day training at the CRCs. The BRC also became nerve centre for follow up of the training transfer to classroom practice through CRC that were closer to schools. The BRC and CRCs became organs of information flow from schools to DPO and finally to SPD and flow from SPD through DPO to schools and VECs/SMC. On academic front the training centre was linked to DIET, SCERT and SMC for training and development activities. The vision of the BRC with the central focus on in-service training of primary school teachers grew into dynamic institution. Block Education Office was a parallel institution for administrative work like posting and transfer of teachers, payment of salaries and accounting, procurement and supply of materials and equipment from non project

government funds, monitoring teacher attendance, enrolment of children under 'education for all', and inspection of schools. Planned as complementary BRC mechanism, in practice, BEO was perceived as competing organ of the education department. DPC is responsible for facilitating the programme in the district and supervision of the delivery.

Sarva Shiksha Abhiyan (SSA) was conceptualised as an extension of the DPEP from Classes VI to VIII to cover the entire elementary stage of school education. The duality of the DPEP and the regular education administrative structure reviewed during the formulation of SSA. Integration leading to convergence of administrative and academic institutions under DPEP and the regular institutions under the education department at various levels became the guiding force of SSA vision. The BRC functions were subsumed by the block education office. CRCs were relocated in secondary schools with primary and middle stages of elementary education. Against this background the BEO was located in the BRC building. The BEO was entrusted the composite charge of functions of the BEO and the erstwhile BRC coordinator. BEO also became the training coordinator from 2003-04.

The Case Study of the training centre at Helimondi should be viewed against this background. It is based on data collected from the documents, interaction with the training coordinator (BEO), Assistant Block Resource Coordinator (ABRC) at the headquarters, ABRC in the CRC visited, a resource person from EDUCMP, teachers, teacher drafted by the BEO to assist in the organisation of the training, teachers undergoing training on the dates of training centre visit, and field staff of the State Coordinator located in the Department of Education, Kurukshetra University. The Training Centre was visited on 26 February and 1st March, 2011.

Training Centre Infrastructure

Training centre has impressive building. It has a hall which can accommodate training unit of 60. The hall has sufficient space for organising group

activities. About 110 sq. ft. of room is available for the BEO and similar room serves as a store. On the first floor is a hall which houses computer facilities with the data entry person, accounts unit and space for non functional Edusat unit. The centre has separate two seated toilets for women and two seated with one urinal for men. A bathroom has also been provided. The toilet and bathroom fixtures are damaged. The BRC was occupied by the BEO after DPEP till 2010 when it was got vacated for organising training. The BEO was shifted to a room in the on-camp-us secondary school which houses staff of the regular BEO staff. BEO as training coordinator still occupies office in the BRC. There used to be maintenance grant during DPEP implantation period but SSA does not provide specific allocation for maintenance of the building. An amount of Rs 10,000 was provided to the BEO by DPO for making drinking water facilities functional. Obviously much can be done to improve facilities with this paltry allocation. The result is that wear and tear of the building is conspicuous and broken or absent fixtures gives shabby look to the toilets and the bathroom. Whitewashing was done from the regular funds available to the BEO. The open space with the ground floor and vacant terrace spaces do not present a pleasing sight. The training centre should look attractive if teachers who come for training are expected to keep their school spaces hygienic and pleasant to look at besides being functional for educational activities. Though resources are cited as the reason for the dismal looks of the training campus, Will of the officials to improve also seems to be missing. This aspect requires urgent attention of the DPO and the SPD.

Furniture: Furniture seems to be adequate in terms of quantity except there is no furniture for writing. Sufficient chairs are available. Chairs with writing facilities are available. These are cost effective. The facilities for writing by the teachers during training are needed urgently. To add to the quality and efficiency of training the seating arrangements should be flexible to allow smooth shift to group work. The design aspect should

receive special attention when the furniture is to be replaced.

Aids and Equipment: There was no **aid or equipment** functioning except the whiteboard. All the equipment (Video player, TV, Photostat machine, Genset) supplied under DPEP has been junked into the store room. Edusat installed in 2005 is also not functioning. Three computers are in working condition, one is used for DISE data entry, one for use of MS Office. Computer was shown to the teachers to explain its components but these were neither used for developing skills or for imparting training. Only data entry person knows to operate the computer. None in the office has computer skills and it was surprising to find that no official approached the data entry person for help in learning to operate the computer.

Staffing: The training centre has the following staff:

BEO with the dual role of acting as training coordinator, administrative and supervisory head in the block.

ABRC located at the BEO headquarters for assisting the BEO for managing information flow from ABRCs to BEO and back. It is an informal arrangement since there is no sanctioned ABRC post for this work in the BEO.

Accounts Assistant: Against the vacancy of accounts officer. **Data entry** person for inputting DISE data and assisting the BEO with some work using MS office. **IED teachers**, one with MM specialisation and one with LD specialisation, who have been at present located in a Government Senior Secondary School. Against sanctioned 20 posts, 16 are in place. Thus 4 places are vacant. Out of these 16 one is positioned at the BEO. Obviously, 5 CRCs are without ABRCs. A **teacher** from the local secondary school to assist BEO for facilitating the training being organised by Educomp (expected to return to school after the completion of this cycle of the training programme).

Regular BEO staff is given below:

Clerks	4
Teachers	3 (by adjustment)
Attendants	2
Safai karamchari	1

The staffing seems to be messy. Training coordinator is burdened with lot of regular BEO work. On both visits he was not available. On the first visit on 26th February 2011 he was reported to be on school visits and joined the visiting team. We could have an informal interaction with him. He is new to the training centre and had limited knowledge about the development of the centre. The team was informed about the absence of any record of DPEP implementation of the training component. It seemed strange. Besides BEO regular staff, an ABRC, maybe two, and three teachers (one in the training centre and two in the regular BEO) are located through informal adjustment for managing information flow and office work. This raises two substantive issues. Is the training centre and BEO understaffed? If so, why the government is not approached for additional posts? Has work study been carried out to justify additional hands? From discussion it appeared that government has not been approached for augmenting the staff in BEO. The second issue is whether there is surplus staff in government school. Otherwise how staff from schools be informally taken for office work in the BEO. According to media reports there are vacancies in many elementary schools and students are suffering. The arrangements conflict with the quality dimension. Pratham survey is an eye opener. These informal arrangements call for scrutiny and audit by the SMCs, parents and community and the department. This prima facie is inefficient use of resources, especially in view of outsourcing of training.

Resource Persons: Two resource persons provided by Educomp to provide the outsourced Resource Persons were in action. They were handicapped by non-availability of the modules for teachers till end of the training of the first batch on 1st March 2011. Everyone connected with training were pessimistic about the availability of modules for the second training programme to commence from 3rd March 2011. From interaction with the resource persons it seemed that at least one of them was not confident and training the received at Rohtak was

inadequate. More information is needed from organisers of training of the master trainers. Interaction with a couple teachers was encouraging to find that they liked resource persons other than their own peers due to the stated reason of possibility of getting newer ideas. The information received from analysis of data from teachers' perception the training will be interesting to examine to further assess the quality of the resource persons.

Administrative Support: The DPO provided symbolic financial support of ₹ 10,000 for enabling drinking water arrangements. The BEO nominated the teachers for training by Educomp and made arrangements providing stationery and refreshments. Immediate support from other institutions was not required since training was outsourced to Educomp. Two issues need serious consideration. There was conflicting communication regarding timings of training. The Educomp communicated that the training should be organised from 8.00 am to 1.00 pm (letter dated 16 February, 2011) while the SPD communication reached halfway training programme that it should be between 9.00 am to 3.00 pm (letter dated 16 November 2011). There is a communication gap. It also raises the issue of the source of authority. The field staff seemed confused. The reason for change of timings should have been communicated to the training centre by the SPD. The training was running according to the timings communicated by Educomp. The communication gap should be avoided in the interest of positive teacher perception. The coordination mechanism between the agencies and the SPO is almost non-functional. Modules were not provided to the teachers. Was SPD informed by the BEO or DPO? Who monitors that the outsourced training is being provided according to the agreement between the two parties. If SPD was informed about the non-availability of the training module, what action was taken? What action will be taken? Probably Educomp may have committed to supply the teachers in their schools afterwards. The mechanism of sending them to schools seems hazy. Who will, provide? Has this additional cost

implication? Which party will bear it? Has absence material resulted in dilution of training? Who will take a decision and on what basis? What action will be taken? Will penalty be imposed on Educomp for not supplying the modules in time? The SPD is to act to make Educomp accountable for slip in efficient delivery of the training.

Financial Support: Development and training delivery mechanism cost is to be met by Educomp from the funding by the SPD according to the cost. Ancillary funding for stationery, refreshments, TA and DA to the teachers is provided by the DPO through the BEO. An amount of ₹ 225,000 is provided to the BEO for meeting contingent expenditure. Funds for minor repairs and maintenance of the training centre are needed immediately. Only 7-8 per cent of the annual provision for in-service training is expected to be spent by the end of financial year in the district of Gurgaon.

Training: The training centre has a capacity host training of 60-70 persons at a time. If two courses of 7-10 days are to be organised every month and these need to be organised for all the 12 months, it has a capacity to host training of 1440 to 1680. How has this facility been utilised over time since its inception? During DPEP implementation training was organised for all teachers simultaneously. Thus this centres organised training of one batch of 60 teachers in. One day training of about 300 VEC members was also organised. One batch of SSA training was also organised during summer vacation of 2006, 2007 and 2008. In-service training was then discontinued. The training has been resumed in the current year with outsourcing modality. This training centre is expected to train the entire primary school teachers numbering 218. In the first training programme 61 teachers were invited out which 59 attended. Two teachers were unable to attend due to valid maternity reasons. Training of the second batch is to start on 3rd March 2011. Another two batches will join training thereafter.

Utilisation of about 4 per cent of the training capacity available at the training centre is dismally low. This may be the capacity

utilisation level in other training centres too. Utilisation of the infrastructure created under DPEP and SSA needs serious review. This may not be due to the requirement of training. Several target groups like training of upper primary teachers, school management committee members, training in inclusive education, training of parent groups, training of parent of disabled, parents of parents of disabled motivational groups, training, etc. are case in point. It requires planning and the manpower to organise training in these centres since resources are available under SSA and other schemes. Right to Elementary Education Act is a strong trigger. If it is not possible to utilise the training capacity of the training centres, it will be worthwhile to rent out to other departments and agencies for training.

Quality of Training

Quality of training by Educomp seems doubtful. The absence timely delivery of modules in the hands of teachers has already been pointed above more than once. It was observed on the days of visit that allocation of three hours to a session was a bit more for the resource persons. Training of resource persons also seems to be under cloud as observed in the classroom. More light will be thrown by actual observation data. Content validity was doubtful. Lot of time the teachers were found to be out of control. There seems to be lack of content validity in some modules. For example, the conceptualisation of microteaching module is faulty. The practice was incorrect. Translation of modules contained many terms which the teachers could not understand. Transliteration was high. Many teachers wanted English modules to understand the terms. Analysis of the training package will throw more light on this. SPD would like to examine the assessment of the training package.

Interaction with the BEO or the ABRCs revealed that there had no specific **follow up** to transfer training gains to classroom practice. Without deliberate action to ensure use of learning from training in classroom practice the resources expended in the training are at risk. SPD

may like to develop a strategy for follow up facilitating transfer of new learning by the teachers during training to classroom practice.

Cluster Resource Centre

Cluster Resource Centre located at Government Senior Secondary School was visited. The ABRC has joined reluctantly in January this year. He has visited schools only to collect data required by the BEO and has not yet thought of any plan for improving quality education in the school. He was not aware of the 14 out of the 16 functions communicated by the SPD through the BEO. The only functions he knew were regarding the collection of information from schools, compile it and send to the BEO. Two ABRCs were noticed in the BEO submitting data. Quality mission, the right to learn was totally missing from their initial reactions.

It was surprising to face a request get the ABRC reverted to his teaching job. Other ABRCs were also eager to give up the job. Most of them complained that their consent was not taken. The decision of the administration was arbitrary. Further probing revealed that initially a couple of year back they were invited for a test and selected ones were appointed. After some times, their services were dispensed with. The position has been lately revived. This time redeployment is without consent. Unwilling ABRCs can be forced into information flow activity but quality improvement input is doubtful.

A couple of ABRCs perceive an anomaly. ABRCs from elementary schools do not mind working under a middle school headmaster but an ABRC selected from secondary school working under an elementary school headmaster perceive it as humiliating. Strange indeed! They are peer teachers. Probably counselling may help.

The ABRCs felt the need for training to perform their quality issue component of functions. The BEO just received quality monitoring tools that they feel not so competent to use. Training need seems justified. Training needs to be designed and delivered to motivate them to undertake the task entrusted to them.

Vision of the Training Centre

The vision of the training centre could not be visualised by the training coordinator and ABRCs. The resource persons were also passive. Outsourced training may have taken out the urge to think about training centre vision. Top down decision making seems to have discouraged them to think since all with whom interaction was organised passed on the buck to the seniors in the education hierarchy. Most of them were disappointed with the delivery of the training delivery mechanism. Where has the capacity build during DPEP disappeared? Why there is no enthusiasm for SSA training? It needs a serious thought and action.

JAMMU AND KASHMIR

Government Girls Higher Secondary School, Bakshi Nagar

Government Girls Higher Secondary School, Bakshi Nagar, serves as a training centre of Sarva Shiksha Abhiyan (SSA) for Jammu zone of Jammu district, during the summer vacation. This centre was established in 1995 with the aim to provide in-service training to teachers under the aegis of various teacher education departments like DIET, SIE, SSA, etc. The target group of the training includes primary and upper primary teachers, CRC coordinators and resource persons. It also aims at orienting parents, school heads and providing support to CRC for organising the one day training every month at the CRCs. Every year one training programme of SSA is organised in the centre in two sessions, mostly in the months of June-July.

This case study at Jammu district is based on the data collected from documents, interactions with the training coordinator, the resource persons, the cluster resource persons of the clusters in the zone and the visit to the training centre.

Networking

The training centre serves as a nodal point for all the clusters of the Jammu zone, which is mostly urban. It is headed by the training coordinator

who holds the appointment of ZRP. The training centre is linked on the academic front to the DIET and SIE of Jammu region for training and development related activities. It also provides information and guidance to the CRC and the schools in the clusters. The flow of information gets routed from SIEs, DIETs via the training centre (BRC) to CRCs and the schools and vice versa. The ZRP and his subordinate CRPs have a major job in the field areas i.e the schools. The job is more demanding especially in the rural areas.

Facilities at the Training Centre

Physical Facilities: The training centre has a large hall that can accommodate up to 65 to 70 teachers at a time. The hall is spacious enough to organise group activities. There is no provision of reading room or library and there are no separate rooms for training sessions especially those requiring computer and A V equipment. Adequate toilets are available for both men and women. Adequate drinking water facility is available for everyone. Though the size of the hall is big however there is a lack of boarding and lodging facilities. Provision of electricity is sufficient but the condition is very basic in terms of electric fitments. Sufficient furniture is present for all participants. The general look of the area can be improved and enlarged. Overall cleanliness needs to be spruced up in the training centre.

Aid and Equipment: There is no training aid and equipment available at the training centre. Only a basic blackboard was provided for training in the hall. Maps, charts and some handmade TLM were being used for training. In spite of there being a need for computers with power point presentation, internet, TV, VCP/VCR, DVD player there was no arrangement for them. The very basic training tools like dictionary, science and mathematics kits and globes were also not available.

Staffing: The training centre had the following staff. There were two training coordinators who conducted all the administrative activities at the training centre. They held the posts of ZRP respectively. They also acted as resource persons and attended the monthly CRC meetings. Besides

them there were 7 resource persons that included CRC coordinators of different clusters of Jammu zone and teachers from the local secondary school. Other staff included an attendant and a safai-karamchari.

Administrative Support: The training coordinator was responsible for appointing the most effective and experienced resource persons. The teachers for the training programme were nominated by the ZEO. The teachers were provided with training packages having modules, during the training. Also stationery like writing material and material for chart preparation was provided to the teachers.

Financial Support: The centre was aided by DIET and SSA. However, no funds were given in advance which lead to problems in smooth functioning of training activities. The expenditure had to be incurred by the ZRP himself and on submitting the bills they received the funds. The centre coordinator received Rs 45,010 for training for the year 2010-11. On interacting with the teachers it was concluded that none of them received any TA, DA. The procedural roadblock results in delayed organisation of the training programme and in the absence of timely payment of TA and DA teachers were reluctant to attend the training programme.

Training: In the year 2010-2011 training was organised in two sessions viz. 06-07-2011 to 15-07-2011 and 16-07-2011 to 25-07-2011. In this training 5 male and 48 female teachers were invited. All of them attended the training.

An issue that arose in many areas especially for the monthly training was that the teacher was unable to attend the meetings every month because of following problems.

- Firstly, there were certain primary schools that had only one or two teachers posted.
- Secondly, at times teachers were appointed for extra duties like local election, census duties, etc. So at times the school had one teacher to take classes and if he was invited to attend monthly meeting he could not attend.

- Thirdly, in certain schools there were many teachers and it was observed that teachers were sent one by one, every month for meetings even though they all had attended the training at the training centre.

Government Girls Higher Secondary School Beerwah

Govt Girls' Higher Secondary School, Beerwah, Budgam (J&K) serves as a training centre for INSET Sarva Shiksha Abhiyan (SSA) located in Beerwan zone of Budgam district, during the winter vacations.. The target group of the training includes primary and upper primary teachers, CRC coordinators and resource persons. It provides technical support to CRC for organising the one day training every month at the CRCs. Every year one training programme of SSA is organised in the centre in two sessions, mostly in the months of June-July.

This case study at Budgam district is based on the data collected from documents, interactions with the training coordinator, the resource persons, the cluster resource persons of the clusters in the zone and the visit to the training centre.

Functioning

The training centre serves as a nodal point for all the clusters of the Beerwan zone which is mostly rural. The training coordinator who holds the appointment of ZRP leads all kinds of activities at the centre. The training centre is linked on the academic front to the DIET and SIE of Srinagar Region for training and development related activities. It also provides information and guidance to the CRC and schools in the clusters. The ZRP and his subordinate CRPs have a major job in the field areas i.e the schools. The job is more demanding especially in the rural areas.

Facilities at the Training Centre

Physical Facilities: The training centre has a hall that can accommodate up to 50-60 teachers at a time. The hall is not spacious enough to organise group activities. There is no provision of reading room or library and there are no separate rooms

for training sessions especially those requiring computer and A V equipment. Adequate toilets are available for both men and women. Adequate drinking water facility is available for everyone. Though the size of the hall is big however there is a lack of boarding and lodging facilities. Provision of electricity is sufficient but the condition is very basic in terms of electric fitments. Sufficient furniture is present for all teachers. The general look of the area can be improved and enlarged. Overall cleanliness needs to be spruced up in the training centre.

Aid and Equipment: There is no training aid and equipment available at the training centre. Only a basic blackboard was provided for training in the hall. The very basic training tools like dictionary, science and mathematics kit and globes were also available. Maps, charts and some handmade TLM were being used for training. In spite of there being a need for computers with power point presentation, internet, TV, VCP/VCR, DVD player there was arrangement for them.

Staffing: The training centre had the following staff:

There were two training coordinators who conducted all the administrative activities at the training centre. They held the posts of ZRP respectively. They also acted as resource persons and attended the monthly CRC meetings. Besides them there were 10 resource persons that included CRC coordinators of different clusters of Jammu zone and teachers from the local secondary school. Other staff included 6 administrative staff and 4 other staff members (attendant and a safai-karamchari) to look after day-to-day activities

Administrative Support: The training coordinator was responsible for appointing the most effective and experienced resource persons. The participants for the training programme were nominated by the ZEO. The participants were provided with training packages having modules, during the training. Also stationery like writing material and material for chart preparation was provided to the teachers.

Financial Support: The centre was aided by DIET and SSA. However, no funds were given

in advance which lead to problems in smooth functioning of training activities. The expenditure had to be incurred by the ZRP himself and on submitting the bills they received the funds. On interacting with the teachers it was concluded that none of them received any TA, DA.

Training: In the year 2010-2011 training was organised in two sessions. In this training 65 male and 25 female teachers were invited. All of them attended the training. Following issues were raised in the meeting:

- Firstly there were certain primary schools that had only one or two teachers posted.
- Secondly at times teachers were appointed for extra duties like local election, census duties etc. So at times the school had one teacher to take classes and if he was invited to attend monthly meeting he could not attend.
- Thirdly in certain schools there were many teachers and it was observed that teachers were sent one by one, every month for meetings even though they all had attended the training at the training centre.

Impact of INSET

In-service education of primary teachers has been visualised to bring both qualitative and quantitative changes in the school system. The impact of INSET can be categorised into three areas namely input provided, processes followed and the outcome of the INSET. As per the guidelines of SSA all the teachers working at primary and upper primary stages are to be provided in-service training every year. The period of training is 20 days in split up model that includes 10 days of formal training and 10 one-day monthly meetings at CRCs. This component includes preparation of modules, the number of teachers who have been trained both at primary and upper primary level and the duration of the training at both ZRC and CRC. The procedure of organising various components includes the development of modules for teacher training, issue of guidelines for conducting the training, making provision for infrastructure facilities for smooth conduct of the

training of the DRG members; RP's and field teachers at the district, zonal and cluster level. Different parameters undertaken in the study include physical facilities; learning materials for the teachers; training curriculum and content; training transaction methodology; resource persons; and financial parameters. Impact of students has been observed through classroom observations of teachers' as well as focus group discussion with students.

MADHYA PRADESH

District Institute of Education, Shivpuri

The training centre was established in the BRC building (Madhu Chouk) in 2005. One of the objectives was to provide in-service teacher training to all primary and upper primary schools and orienting other functionaries like BRC, CRC etc. It also served as a support for CRC specially to organise one day training. The BRC and CRC are in the system which transmits information from schools to DPC and at last to SPD and from SPD through DPC to school level and other places also. The training centre is linked to SCERT for training and development activities. The DIET with main focus on in-service training of primary school teacher grew into dynamic institution as well as administrative work like posting of teacher and payment of salaries and accounting, Procurement and supply of materials and equipments from non-project government funds, monitoring, etc.

Infrastructure

DIET building has an attractive design and garden in front of it. The building has two halls of 24 × 89 ft. The hall has sufficient space for organising group activities. Other than this nine classrooms, two administrative rooms, one information communication teaching lab, one seminar lab, separate toilets for men and women and two 2100 sq ft. playground is present. The training centre should look attractive if teachers who come for training are expected to keep their

school spaces hygienic besides being functional for educational activities. Though resource are cited as the reason for the dismal look of the training campus, of the officials to improve it also seem to be absent. The various aspects of infrastructure are well established and maintained, and work properly.

Furniture: Furniture seems to be adequate in terms of quality except some tables of staff room. Sufficient number of chairs is available. Chairs with writing facilities are available. These are cost effective also.

Aids and Equipments: There was aid or equipment related to training like computer and also TV and Edusat facilities but photocopy machine is not working at present and sound system is also not functional.

Staff: The training centre has the following staff

Table 4.2

Training Centre Staff

Expected post	Staff	Pay scale
Principal	1	15600-39100 + 6600
Reader	1	15600-39100 + 5400
Senior Lecturer	4	9300-34800 + 4200
Junior Lecturer	5	9300 - 34800 + 3200
IT	1	5200 - 20200 + 1900
Accountant	1	5200- 20200 + 2800
Assistant Grade - 2	12	5200 - 20200 + 2400
Assistant Grade - 3	7	5200- 20200 + 1900
Other	9	4900 - 7420 + 300
Total	35	

Resource Persons: BRCC, BAC, CAC and other faculty of DIET act as Resource Persons. Other than this the institution person also works as a resource person in SCERT, NCERT, etc. The information received from analysis of data from trainer perception the training will be interesting to examinee to further assess the quality of the resource person.

Administrative Support: Administrative support from SCERT, DEO, DPC, BRCC, CRCH, and others organisations for providing facilities like drinking water and also for arrangement of stationery and refreshment.

Financial Support: Development and training delivery mechanism cost is to be met by SCERT from the funding by the SPD according to the cost 11 lakh and 7000 per month. Expenditures for the institute building funds are collected Rs 1000 in 2010-11 total Rs 1970706 fund collected.

Teacher Training

The training centre has capacity to organise training for 60-70 persons at a time. In-service teacher training was started at DIET from inception year. The training has been resumed in the current year without sourcing modality. This training centre is expected to train teachers.

Table 4.3
Details of Teacher Training during
2009 – 2010

Year	Target Group	Target	Attendees
2009	Primary teacher	4882	4643
	Upper Primary Teacher	1494	1806
	BMT	186	85
2010	Primary teacher		
	Upper Primary Teacher		
	Total	2337	1104

Various type of teacher training programmes are organised at DIET in a whole year session 2010-2011

Table 4.4
Details of Teacher Training during 2010-11

Theme	Target Group	Duration
ABL Training	Primary Teacher	7 Days
ALM Training	Upper Primary Teacher	5 Days
Mandatory Training	BMT	8 Days
Induction Training	Newly posted Samvida Teacher	15 Days
In-service teacher training	Upper Primary Teacher	8 Days

Other than this in 2010 need based training is not organised due to some administrative reasons.

District Institute of Education, Sagar

A major policy intervention under NPE-1986 was the establishment of District Institute of Education and Training (DIET). The state, therefore, upgraded the elementary teacher training institute; in the case of MP these were known as Basic Training Institutes (BTIs).

Objectives

- Provide academic support and undertake capacity building of BRC/CRCs to identify the training needs and train the teachers.
- Develop contextual training modules taking local knowledge and resources in to consideration which children and teachers can relate to.
- Develop exemplar materials and activities for child - centric classroom transaction with due consideration of age, class, subject, equity and socio-cultural diversity of children.
- Strengthen community, school, and teacher and CRC linkages
- Conduct periodical research on the impact assessment of the teacher

The training centre (DIET) is located at an open and natural surrounding 6 to 7 km away from the main city. The training centre was established on May 5, 1997 at district headquarters. It started functioning in some other building but shifted soon into the new campus. The training centre became operational under in-charge principal. Apart from providing the in service training to the teachers up to elementary level under SSA, the center organised pre-service and in service teacher training programmes involving teachers, NGOs and community leaders. It also undertook academic monitoring of the elementary schools in the district.

Sarva Shiksha Abhiyan (SSA) was conceptualised as an extension of the DEPP from Classes VI to VIII to cover the entire elementary school education. The duality of the DPEP and the regular education administrative structure reviewed during the formulation of SSA.

Integration leading to convergence of administrative and academic institutions under DEEP and the regular institutions under the education department at various levels became the guiding force of SSA vision.

Training

As per the provision of the state this year the training centres carried out 8 days residential in service training for teachers from primary and upper primary stages. During the year 2010-11 this training centre conducted in-service training for a total of 1024 teachers including 814 primary teachers and 210 upper primary teachers.

The case study of the training centres at Sagar is based on data collected from the document, interaction with the training coordinator, In-charge training, DRPs and teachers and through observation.

Training Centre Infrastructure

The training centre is functioning in a two storey RCC building with carpet area of 605 sq. metres. A two storey RCC hostel building (419.23 sq. metres) is available just opposite the main building. The building of training centre has large classrooms, big halls, chambers for principal and lectures and big size office rooms. It has sufficient toilets and drinking water facilities at each floor but the toilets were in poor condition as for hygiene is concerned. The halls have sufficient space for organising group activities. The principal's chamber which is about 192 sq. feet was well furnished to accommodate about 20 persons. The classrooms have a seating capacity for 80-100 students. The centre has science, ET and separate computer laboratories. It also has a big open area with volleyball poles/net on one side which appears in use. However, the playground was not maintained. There is a garden in front of the building with permanent structure for hosting the flag which is used on occasions like Independence Day, Republic Day etc. Though the training centre has sufficient infrastructural resources but this

requires regular care and maintenance to present an attractive and pleasing sight.

Library: The centre has a provision for library in a big room having space for reading facilities. It contains about 3780 books in different subject areas. One of the staff was made responsible to maintain the library as no librarian was appointed. It also gets newspapers. There are Hindi news papers and one is National paper (HT) in English. During the visit it was observed from records that the use of library is rare especially in case of teaching staff. Accession and Issue registers were maintained properly.

Furniture: The training centre has adequate furniture. Number of wooden/steel almirahs, open book racks, office cabins, Godrej steel chairs, wooden/iron stool, PVC chairs, desk and bench set, Tables—steel and wooden, lab tables, conference tables etc. are available. The classrooms were also furnished. Library has bulletin racks mounted on wall and newspaper stands. The quality of furniture was satisfactory.

Aids and Equipments: There was aid or equipment related to training like computer and also TV and Edusat facilities. Edusat functioning is problematic sometimes.

Staff: The training centre has the following staff:

Table 4.5
Training Centre Staff

Expected post	Staff	Pay scale
Principal	1	15600-39100 + 6600
Reader	1	15600-39100 + 5400
Senior Lecturer	9	9300-34800 + 4200
Junior Lecturer	1	9300 - 34800 + 3200
Programmer	1	5200 - 20200 + 1900
Accountant	1	5200- 20200 + 2800
Assistant Grade - 2	2	5200 - 20200 + 2400
Assistant Grade - 3	6	5200- 20200 + 1900
Other	10	4900 - 7420 + 300
Total	32	

Resource Persons: DIET is a training centre for primary and elementary teachers, Resource

Persons are very crucial part of the training but from among the teachers themselves, the resource Persons are selected. They are selected on the basis of competence and interest. State selects the DRG for subjects like Mathematics, Hindi, Science, Social Science, English, and EVS etc. The DRGs are provided training by Government CTEs every year. The DRG accordingly provides training to teachers. Teachers from each district are identified and trained.

Administrative Support: Administrative support for SCERT, DEO, DPC, BRCC, CRCH, and other organisations for providing facilities like drinking water, stationery and refreshment needs to be improved.

Financial Support: Development and training delivery mechanism cost is to be met by SCERT from the funding by the SPD.

Teacher Training: The training centre has capacity to organise training of 60-70 persons at a time. In-service teacher training was started at Diet from inception year. The training has been resumed in the current year with outsourcing modality.

Table 4.6
CRCs covered in Sagar

Block	CRCs
Banda	20
Bina	19
Deori	22
Jaisinagar	19
Kesli	19
Khurai	21
Malthone	20
Rahatgarh	21
Rehli	28
Sagar	32
Shahgarh	19
Total	240

MAHARASHTRA

Paithan Training Centre

The centre is proposed as training centre on 19 and 20 September 1995 after the recommendation of ministry of Maharashtra Government in a meeting in the presence of commissioner. After this decision a registration number that is –TRN/1095/EN/181/95/12 dated on 24-11-1995 has been provided to the training centre and finally it came in existence in 18 June 1996. The name of the training centre is '**Marathawada Prashaskiya Avam Vikas Prasikshan Prabodhani**'. It is an autonomous Institute. The objective of the training centre was to train Class II and Class III government employee. The Institute is situated at Nathnagar (Uttar) Jayakwadi, Taluka-Paithan, and District-Aurangabad near Nathsagar Dam. After the completion of basic needs like infrastructure, lodging and boarding facilities, mess facilities and training modules work had been started from 16 June 1997.

Training centre Infrastructure

It is a natural place situated near Nathsagar Dam. There are two buildings at the centre one is Lakeview and other is Administrative building. Area of the Lakeview building is 18805 square feet and the area of the Administrative Building is 9630 square feet. It means the total area of the training centre is 28435 square feet.

Description of Lakeview building

The Lakeview building is double storey building. On the ground floor, there are two training halls, 1 mess, and 1 seminar hall, 8 rooms for lodging and two rooms for official work. On first floor there is one recreation room, 10 rooms for lodging and 10 rooms for other activity. In all over building there are five halls, 18 rooms for lodging, two rooms for official work. The lodging room is to accommodate two persons. In total 36 teachers can stay in the building at a time.

Table 4.7
Description of Lakeview Building

Particular	Hall	Total Lodging room	Rooms for Activities	Rooms for office work
Ground Floor	2 Seminar Halls, Mess, Lecture Hall	8	8	2
First Floor	Recreation Room	10	10	0

Table 4.8
Description of the infrastructure of the building

Particular	Hall	Total Lodging room	Rooms for Activities	Rooms not in use	Rooms for office work
Ground Floor	Mess	16	5	3	8
First Floor	Training Hall, Computer Lab	16	15	0	1 Library (3000 books)

Description of Administrative Building

Administrative Building has two floors i.e., ground floor and first floor. On the ground floor 1 mess, 16 living rooms, 5 rooms are for different uses or other activities, 3 extra rooms and 8 rooms for official work. On first floor there is one computer hall, 1 seminar hall, 16 lodging rooms out of which 15 rooms for other activities and 1 for library. In the library 3000 books are available. So, in total, 3 halls, 32 living rooms, 20 rooms for other activity (to store the things), 3 extra rooms and 9 rooms (including library) for official work are there in the administrative building. 48 teachers can stay at a time in the building. At the training centre 32 rooms for living and the capacity of the training centre is 96 teachers can stay at a time.

Furniture: Furniture seems to be adequate in term of quantity. Sufficient wooden chairs with cushion seats and tables are available at the training centre. These are cost effective. 150 chairs and 2 round tables are available at the centre. Seven dining tables with 42 chairs of wooden material in mess are there.

Aids and Equipment: The centre has enough equipment. The available equipments: 2 overhead projectors, 1 LCD, 27 computer in working condition, 1 laptop(HCL), 1 scanner(HP), 1 xerox machine, 1 Fax machine and 1 connection of Internet with broadband facility. All the above equipments are in working condition.

Staffing: The training centres have responsible staff. The training centre has following staff as on 31/12/2010

Table 4.9
Details of Training Staff

Post/Designation	Accept Post	Vacant post
C.E.O.	1	0
Deputy Collector	1	1
Account Officer	1	0
Assistant Professor Class-1	2	1
Research Officer Class-2	1	0
Warden Class-3	1	1
L.D.C.Class-3	2	1
Driver Class- 3	1	1
Peon Class -4	2	2

Resource Person: There were different resource persons for different training in the institute. Government provides two or three resource persons for each training programme. In **Jivan Vidya Shivir** there was one resource person named Fakhira Siddiqui. She was from NGO Abhudaya Raipur. She had good content knowledge. She has completed objectives of training. She had good relation with teachers. Activities like group discussion, seminar and self evaluation were organised by resource persons during the training. Teachers were satisfied with the resource person.

Networking

Place of the centre in the networking is shown in figure below:

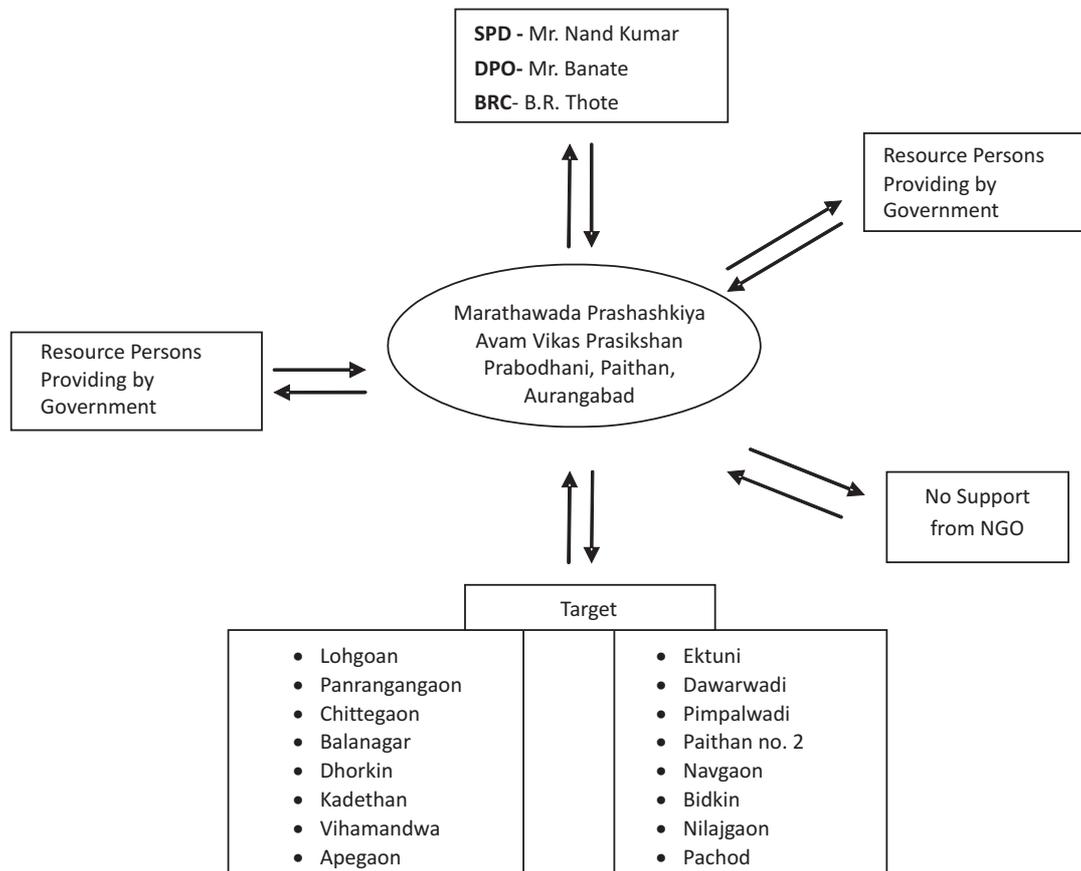


Fig. 4.1

Conclusion

The institute is situated in natural environment near the Nathsagar Dam. Plantation is proper in the institute. Show plants, Ashoka Trees, Mango Tree and many plants of Flowers are there. Two double storey building are there. Building has sufficient capacity for staying of teachers. Mess facility with a good quality of food (breakfast, lunch and dinner). Seminar hall has sufficient space with the enough quality of furniture and equipments. Centre has government financial aid. There was separate resource person for each training programme in the last year. There was

only one resource person in **Jivan Vidaya Shivir**. In each training there were different training module but in **Jivan Vidaya Shivir** there was no training module only xerox of the some self made material distributed by the resource person after training. We can say that institutes have sufficient land and infrastructure. Institute can do the progress in coming years.

Mojhari, Amaravati Training Centre

The Context

Tukdoji Maharaj (1909-1968) was a spiritual person from Maharashtra. The “Dharma Seva

Ashrama” established in 1936 by Tukadoji Maharaj at Mojhari in Amaravati District. Indian government gave him “Rashtasanta” degree for his great work in building a strong nation. In 1943 “Dharma Seva Ashram’s” name changed to “Akhil Bhartiya Shri Gurudev Seva Mandal”.

This Voluntary Organisation is working in different areas namely health; nutrition; child welfare; social welfare; women welfare; including adoption of street children; child labour; social defense, including trafficking; funding organisations; human development and education of scheduled castes/ scheduled tribes; and rural development.

The main Objectives of this organisation are:-

- To provide better health care facilities for the rural community and to make them aware of the need for proper sanitation.
- To work for the improvement of the economic status of the rural population.
- To work for the eradication of child labour and to work for the betterment of their economic and social conditions.

Tukdoji Maharaj wrote **GRAMGEETA** which describe means for village development. Many of the development programme started by him have continued to work efficiently after his death. Also he established the “All India Shri Gurudev Seva Mandal” and started many programmes for integrated rural development. He also established “Prathna Mandir” in 1937.

Infrastructure

There are many physical facilities available. The area of Gurudev Seva Mandal spread in 60 acre land. 100 rooms available for common uses. One auditorium is available for cultural function and educational activities. One room named “Sarva Dharma Mandir” for prayer. The centre has 36 common toilets and bathrooms. 12 toilets and bathrooms are only for ladies. 10 toilets and bathrooms are only for gents. There is one guest house in which 200 persons can accommodate. It has provided sufficient space for stay. There is one VIP guest house in which 15 rooms with good arrangements and other facilities are available.

Other Facilities: There was one library. This library has 10 thousand books, 200 chairs are available, 15 computers, 5 printers, 1 project, 5 blackboards, 1 television, 1 VCR, 1 DVD and 1 photocopy machine. All these things are in working condition. 500 people are members of this library.

MEGHALAYA

Rongram and Mawryngkneng Training Centres

The case studies given below covered two training centres located at BRCs Mawryngkneng situated in East Khasi Hills District and the Rongram in West Garo Hills of the state of Meghalaya. According to the census report of 2011, East Khasi Hills District ranks first in literacy rate (84.70 per cent) and West Garo Hills occupies the second last position (68.38 per cent) and interestingly in case of female literacy rate, West Garo Hills occupies the last position in this regard.

The two case studies given below would throw light on the kind of infrastructure and, the quality of the training programmes that was being conducted and provided to the teachers in the state.

Block Resource Centre, Rongram

In West Garo hills the SSA project was launched in the year 2003-2004, and since then the Rongram Block Resource Centre (BRC) has been conducting training programmes for the teachers. The BRC initially started to function in the old training/meeting hall of the Block Development Office or sometimes, programmes were held at the Rongram Gorkha Government L.P School.

In the year 2007, an amount of Rs Nine lakhs was sanctioned for the construction of the BRC. The construction of the building started in that year itself and about 70 per cent of the work was completed that year. Since then all training programmes are carried out in the centre.

Training Centre at Present

The training centre is situated at Asanang, a place blessed with natural scenic beauty. Just opposite

the centre is the Asanang playground where the famous Wangala dance (traditional harvesting festival) of the Garos is being held annually. Though the building was not a big one, yet the greenery of the natural surroundings added to it and made it an ideal place for teachers to be out of their schools for some time and get refreshed in the various programmes that it conducted from time to time.

In addition to conducting in-service training programmes to teachers, the centre also conducted various programmes such as community awareness programmes, training on low vision impairment, drawing and painting competition, observation of World Environment Day, Disability Assessment camps for CWSN.

Building/Rooms: The centre had ample space in and around it. There were eight rooms: one big room (which could accommodate sixty teachers at a time) was used as the training hall for the teachers. There was also enough space for organising group activities inside the hall and also in and around the centre. The teachers were being provided with chairs with writing top.

There were also two rooms meant for storage purposes, one of which was used for storing the textbooks provided by SSA. Two rooms were set apart for the BMC and the resource persons respectively and there were also three rooms which were not utilised. As informed further renovation and rearrangement was being planned in the near future.

The building however bore an incomplete look as there was no proper ceiling in all the rooms. Construction work was still going on at the centre and electrical work was also being done simultaneously.

Toilet Facilities: Altogether the centre had five toilets, with separate toilets for men and women teachers and similarly for the staff members also. The toilets were regularly cleaned with sufficient water throughout the day. Cleanliness and hygiene were maintained within the centre and this gave a very pleasant look to the place.

Drinking Water: Drinking water in the form of a water filter was made available to the

teachers, which was regularly cleaned and filled up with fresh water. However, since there was only one water filter in the centre it was therefore inadequate to quench the thirst of many especially when the summer temperature soars up.

Lodging and Boarding Facilities: There was no lodging or boarding arrangements for the teachers at the centre. This therefore posed a lot of problems to the teachers who came from very far/remote areas. It may be mentioned that some of them traveled as far as fifty kilometres one way. What adds more to the problem is that there was no proper/regular means of communication through out the day.

Staff: The centre had a total number of nine staff. It was headed by a Block Mission Coordinator (BMC), six Block Resource Persons (BRPs), an accountant and a clerk cum chowkidar. Initially, there were also no Block Resource Persons and hence resource persons were drawn from the, SEOs, LSEOs and faculty members belonging to DIET, Tura. In September, 2005, however six Resource Persons were appointed, and in the following year, an orientation programme was organised for them where the main resource persons were the lecturers from the DIET, Tura.

While conducting programmes, the BRC depended on the BRPs and also sought the academic support from the faculty members of the DIET, Tura, and government officials of other departments of the state government depending on the type of the programme.

Networking of the Centre

The BRC, Rongram falls under Tura Sardar sub-division. Like other subdivisions the Deputy Inspector of Schools who is in charge of the elementary education of the state is also the District Mission Coordinator (DMC), who is in-charge of the District unit SSA. The BMC works in close collaboration with the DMC.

Like other BRCs this BRC is further subdivided into Cluster Resource Centres (CRC); at present there are seven CRCs -Rongram CRC, Edenbari CRC, Chidekgre CRC, Watregre CRC,

Jengjal CRC, Oragitok CRC, Dollonggre CRC. This year, as informed by the BMC, five more CRCs will be opened in the Block.

Reorganised training programme for Absentee teachers

In 2010-2011, a total number of 410 teachers were invited for the in – service training i.e., 245 Lower Primary teachers and 165 Upper Primary teachers. Though there were six phases comprising of 68 teachers in each phase, they combined two phases in one so that they could complete the training programme within the financial year. In this way there were only three phases instead. However, there were some invited teachers who did not attend the training, so another training programme was reorganised for the teachers who did not attend the previous training sessions. The reorganised training programme for absentee teachers was conducted from 23 March 2011 to 2 April 2011. The observation and collection of data and information with regards to the present study was conducted during this phase

Duration and nature of the training programmed: The total number of days in conducting the programme was nine days, with more or less three and a half hours a day (210 minutes). This falls short of one and a half hours of what was mentioned in the schedule that there should be five sessions of 60 minutes duration (300 minutes a day). This training programme was meant both for both Lower and Upper Primary teachers

Availability and frequency in use of teaching aids/equipments: The whiteboard was the only teaching equipment used throughout the training programme. Other teaching aids like Projector, facility for power point presentation, etc. were lacking. Although teaching kits, maps and charts were available, they were never used during the training programme.

Training Materials: The BMC received the training modules developed by the state government only on the first day of the training programme. The training package was therefore not distributed to the teachers.

It may also be mentioned that during this training programme, there was only one Resource person who distributed handouts to the teachers.

Medium of Instruction in the training programmes: The medium of instruction mainly used in the training programme was the Garo language, since majority of the teachers were Garos. Thus most of the teachers did not face a problem in this regard. But to the small group of non-tribes like the Bengali, Assamese, Nepalese who formed a small group of the teachers it proved to be a sure wastage of time and energy.

Resource Persons: It may be mentioned that during the ten days training programme under observation, only the Block Resource Persons acted as resource persons. They were all found to be helpful and friendly.

However, it is felt that an improvement is required in the following aspects to be able to make the training more effective and fruitful-

- Proper planning of the lesson so that it could be completed in the stipulated time
- The content should be more enriched with examples and illustrations
- To show more interest and enthusiasm while taking the classes
- To be more punctual and regular (for e.g. there was a day when only one BRP was taking all the Classes)
- To make the teaching –learning process more lively, and making it activity based

Block Mission Coordinator

The Block Mission Coordinator has a vast experience of nine years of teaching experience at the Upper primary level, five years at the Secondary level, and having dual charge of being the sub-inspector of schools and also the BMC.

The BMC, Mr. Samuel. Ch Marak, was found to be very helpful and cooperative in spite of his busy schedule. All the information/ materials required for the study were made available to the supporting staff. It is also worth mentioning that even during the schools visits he personally escorted them and provided them with all the

support required in spite of his ill health at that time. His warm nature, created a very healthy atmosphere amongst the teachers, resource persons and project staff.

Refreshments

The teachers were provided with tea and snacks (puris, paratha, samosas, goja (local sweet) everyday. It appeared that most of them would look forward to it, not only to refresh themselves, but also to meet and interact with one another.

Funds for conduct of the programme

The said Training Programme was organised with the fund received from the District Mission Co-ordinator, SSA West Garo Hills, Tura @ ₹ 100 only per teacher per day for 10 days (both LPS and UPS Teachers) which was inclusive of all training cost (stationary, POL, refreshment and training allowance of teachers). As per state norms received from SPD, Meghalaya, Shillong, T.A. per teacher was paid @ ₹ 70 only per day.

Number of primary teachers trained in the centre from 2009 onwards

The following table shows the number of teachers trained from the year 2009 onwards

Table 4.10
Number of teachers trained from
the year 2009 onwards

Year	Primary Teacher	Upper Primary Teacher	Total
2009 (First phase)	75	55	130
2009 (Second phase)	65	60	125
2010-2011	410	245	655

Cluster Level Meetings

The BMC pointed out that no cluster level meetings were held after the ten days training programme, since funds were not sanctioned for it except only for the ten days training programme. Monthly teachers' meetings were held but members did not discuss on In-Service Teachers' Training.

In every Monthly Meeting, teachers used to discuss all the problems and issues relating to their

functions and responsibilities. The following were some of the agendas of monthly meetings. These were related to the implementation of the SSA Project:

- Short report of the project activities to be under taken during the month.
- Discussion on maintenance of various records and registers at the school level.
- Discussion on out of school children – Drop out and never enrolled.
- Discussion on CWSN enrolled in the school.
- Discussion on utilisation of school grant and maintenance grant sanctioned under SSA.
- Discussion on development and use of low cost teaching learning materials sanctioned under Teacher's Grant.
- Discussion on implementation of cooked Mid-Day Meal under MDM Scheme.
- Discussion on school timings.
- Discussion cum training on filling up of SLF-I, SLF-II and DISE Data capture format.
- Discussion on various co-curricular activities to be conducted at the school level.
- Discussion on holding of Parents-Teachers meeting
- Fixation of days/date for next monthly meeting

What needs to be accomplished?

The main target was on training of teachers and there is so much that needs to be done in this regard. A clearer picture on this is seen below:-

The following tables show the number of trained and untrained teachers in Rongram, Block Resource Centre, West Garo Hills District, Meghalaya. This number was drawn from the four schools- Government, Non- Government, Adhoc and SSA L.P. Schools.

Problems faced by the centre

The following were the main problems expressed by the BMC :

- The difficulty in getting untrained teachers from remote areas for such training programmes. A mention may be made that most of the villages under the block were

crippled with poor road connectivity. This therefore hampered the smooth conduct of programmes.

- The difficulty in getting qualified and experienced resource persons especially in the field of science and mathematics.
- Another problem faced by the BMC was while inviting teachers to the training programme. No prior information was given to him when teachers were transferred from one school to another. This affected the enrolment of the teachers in the training programmes where cent per cent enrolment in the training programmes was not possible.
- The training modules/source materials developed by the state did not reach the BMCs at the proper time i.e., prior to the commencement of the training programme. In this case the training module reached the centre only on the first day of the training itself.
- He was also of the opinion that involvement of teachers in other works, activities such as census duty disrupts the smooth conduct of training programmes and hence this affects the students since the schedule has to be changed and postponed to the dates which coincides with academic sessions of the schools.
- Another problem faced was in late release of funds for conduct of the training programmes. Usually the BMCs receive the funds/grants in the month of October or November and which needs to be completed within the financial year. The late receipt of grants compelled them to organise programmes during the winter months. This affects the attendance of teachers in training programmes since it is during the winter vacation.
- It was also pointed out that some of the teachers who attended the training programme did not show any interest in it since teaching was their last resort to them and many did not have the aptitude for teaching. There was also a lot of interference by the village community and school

managing committee in selecting/appointing of teachers.

Block Resource Centre, Mawryngkneng

The Block Resource Centre (BRC) at Mawryngkneng is located in East Khasi Hills District. It is bounded by Mawkynew Block, Myllem Block and Laskein Block of Jaintia Hills District. The centre is situated in Smit, a place well known in East Khasi Hills District, for the annual 'Nongkrem' dance which is held in the month of October. It is just a stone's throw from the main junction and this makes it convenient for the teachers to reach it. The approach to the centre is not very attractive because of the deplorable condition of the Government LP School which is in front of it.

In the month of December, 2004, the District Mission Coordinator (DMC) released the sanction for the construction of the BRC building at Smit Government LP School campus. The construction work was entrusted to the Village Education Committee, Smit, and was completed in May, 2005. Since then the centre has been conducting training programmes both for lower and upper primary school teachers.

Building: The Centre was a two storeyed building, the ground floor was the BRC building and the top floor was the CRC centre. In the BRC, there were only two rooms - one big room, where two thirds of it was used for the training (and which could accommodate about 50 participants at a time), and one third of the room was used by the BRPs and the Accountant.

Adjacent to this training hall, was a small room which was the BMC's room. The room was furnished with a chair and a table for the BMC, a few chairs for visitors, a wooden cupboard, and a computer table along with a computer and a printer. There was no telephone landline connection, therefore leave aside the provision of a fax machine. No form of communication was therefore seen in the centre and when enquired it was found out that the BMC used her personal mobile phone for making contacts to the CRCs and to the DMC's office .

Lodging and Boarding Facilities: The centre did not have provision for boarding and lodging facilities. This proved to be a very big set back to the teachers who had to travel long distances to reach it. As informed by the Block Mission coordinator, teachers traveled as far as 100 kilometres or even 120 kilometres every day from villages such as Mynriang, Mawsharoh, Kut Puriang, etc. to attend the training programme. This was further hampered by poor transportation facilities in these villages.

Networking: Like other BRCs in the state the centre functions under the direction of the Deputy Inspector of Schools who is also the District Mission Coordinator (DMC). This BRC has ten CRCs under it; the CRCs are Smit, Mawber, Nongkrem, Umphyrnai, Sohryngkham, Mawryngkneng, Mawlynrei, Tynring, Diengpasoh, and Lumdiengsai. They cover a total of 63 villages inhabited by the Khasi tribal population and each CRC monitors about 55 schools.

Staff: The total number of staff in the centre was 9 with the following breakup-

BMC (Block Mission Coordinator):	1
BRP (Block Resource Person):	6
ID Resource person:	1
Accountant:	1

The BMC has thirteen years of experience at the Upper Primary level, and has so far worked for five years in the centre. There were six Block Resource Persons whose work was mainly in filling up the DISE form, SLF, CLF, VER, household and giving information to the schools within the ten CRCs. So far till date the BRPs had not taken any Classes during the training programmes. The DMC's office (East Khasi Hills District) conducts orientation programme for the BRPs, but these programmes are only related to filling up DISE forms, SLF, CLF forms, etc. The BRPs did not take any classes for their academic qualifications did not permit them to do so. As informed by the BMC many of them had very little qualification and thus they did not feel comfortable to take the classes. In addition to the BRPs there was also the Resource Person for Integrated Education well qualified who had just

joined the centre. There was an Accountant who had been working since the inception of the centre.

Cleanliness: Since the centre did not have a peon, or a chowkidar-cum-cleaner, this work was being carried out by the BRPs. According to the BMC not much could be expected from them to see to the cleanliness of the centre. It was found out that the rooms and the veranda were clean, but the toilets and the compound required attention.

Facilities at the training centre

Furniture: The centre had only about ten chairs with writing tops, the rest were all plastic chairs. This made the teachers very uncomfortable since there were no proper tables given to them. This posed a problem not only to the teachers but also to the resource persons who found it difficult to conduct practical oriented/activity based sessions during the training programme.

Teaching Aids/Equipment: The only teaching aid available was the whiteboard, and since it was the only aid available, it was therefore used frequently by many of the resource persons. The following equipments were not available in the centre - facility for power point presentation, internet facility, television, VCP/VCR/projector, video-CDs, DVD player, dictionary, science kit, mathematics kit, globe, etc. Some charts were seen in the centre but these were not used during the training programme.

Drinking Water: The centre did not have provision for drinking water both for the staff and for the teachers. The staff brought their own drinking water. Tap water connection was there, but water was not available throughout the day.

Toilet Facilities: The centre had altogether two toilets. However, it was found out that only one was functioning. There were therefore no separate toilets for ladies. There was no water connection inside the toilet, but a water tank with pipe line connection was seen outside the toilets.

Library/Reading Room: The centre did not have a library or a reading room. It was felt that setting up of one was very important. This would motivate the teachers to set up/ use the library.

This would also have a positive impact in cultivating good reading habits both in teachers and in students.

Training Materials

The training module developed by the state was available in the centre, but neither the BMC nor the Resource persons referred to it. The materials that they referred to were mainly from the source book “Effective Classroom Processes” developed by IGNOU. When chalking out the sessions for the training programme, the BMC usually referred to the plan for In-service Teacher’s Training 2010-2011 provided by the state government.

Throughout the training programme it was found out that teachers were not provided with the training module (if so also it would not be in accordance with the sessions taken during the training programme) other materials, hand outs, were also not given to them.

It was also observed that in many cases the lecture method was mainly used with very little time given to the teachers to participate and interact in the classroom.

Training programme under observation

The following is the schedule used in the training programme under observation, which was conducted from the 28 February 2011 to the 9 March 2011.

Number of teachers who attended the programme

The number of teachers invited for the training programme under observation was 50, eight of which are males and 42 are females. However, it was found out that in most of the days during the training programme, the turn out was 50 per cent or a little bit more.

As informed by the BMC the usual practice in inviting teachers to the training programme was by informing the concerned CRC coordinator who would then pass the information to the headmaster/headmistress of the school. Sometimes notices were sent to the concerned teachers through the CRC coordinators.

Teachers however, informed that the information reached very late, some would have prior commitments, others found it very difficult to attend the programme because the centre was too far away and a few reported that they did not find the training helpful and when they went back they practiced the same old method.

Resource Persons

The resource persons invited for the training programme were mainly experienced teachers from the schools under Mawryngkneng Block. However, in other training programmes, sometimes lecturers from the DIET (East Khasi Hills) and some from the office of the District Mission Coordinator were invited.

Refreshments

Every day the teachers were being provided with light refreshment (a slice of cake or a sweet) and a cup of tea. The centre did not have provision for a kitchen; the refreshment was therefore supplied by a caterer.

Funds for conducting the training

The total amount received for the training programme was ₹ 50,000 only. According to the BMC, the teachers were being given an honorarium but it is not given as TA/DA.

CRC Monthly Meetings

As informed by the BMC, the monthly meetings were there but the main agenda was a discussion in filling up the DISE forms, SLF, CLF forms etc. It was said that in the monthly meetings there were no follow up short training sessions at the CRCs wherein the teachers could share their experiences through reflective and open discussions.

Problems

The training centre encounters the following problems:

- The BMC informed that they did not receive any training materials from the State Government, and as such the same could not be distributed to the teachers.

- The BMC did not have any role in selecting the Resource persons, as their appointment comes from the DMC's office.
- There was also no mechanism given by the state government to evaluate the performance of the resource persons.
- It was also pointed out that the training coordinator did not receive any orientation programme for conducting the training programme.
- As there were no specific guide lines in preparing the training schedule, some of the sessions incorporated in the schedule were taken from the Plan for In-service Teacher's Training 2010-2011 given to them from the DMC's office.
- The BMC opined that many of the teachers had to travel long distances to reach the centre, and this was one of the reasons that in most of the cases all the teachers especially those in remote places did not come or attend all the sessions.

Suggestions

For smooth conduct of the training programme the BMC felt that the following points would help greatly:

- Orientation programme for the resource persons
- Adequate and effective training modules.

Conclusion

From the two case studies given above, it can be said that emphasis has to be given to see to the improvement in the quality of the programmes that are being given to the teachers. This emphasis should be more on the academic enhancement, be it in planning of the schedule where a uniformity needs to be followed, or in the timings where regularity and punctuality of both the teachers and Resource persons need to be seen into, or in getting effective resource persons who would be able to bring a change in the attitude, mindset, and classroom practices of the teachers, or in providing the teachers with training modules, handouts materials, and so on.

To be able to bring a change in this the Block Mission Coordinators and the Training Coordinators need to play a more active role and realise the importance of organising and conducting these training programmes. Not only are they responsible to bring about this change but it also requires the collective efforts at all levels to make the training programmes effective. Then only will its impact be seen in the students, and to a great extent we will be able to provide quality basic education, which is one of the objectives of SSA.

NAGALAND

EBRC Doyapur Training Centre

The Educational Block Resource Centre Doyapur which is also known as Dhansiripar was established in the year 2003. However, the present building was constructed under the SSA grant of ₹ 4 lakh in the year 2005 and was inaugurated by Smt. V.Hekali Zhimomi, IAS, DC, Dimapur, Nagaland on the 28 September 2005. It started conducting training within the same year, under the supervision of SCERT. Before the construction of the EBRC building, the Village Council Hall of Doyapur was used for training purposes. The centre is located about 38 km away from Dimapur town.

The centre focused on conducting in-service training for Primary and Upper Primary School Teachers within the block. Since inception, the centre has imparted mass teacher training on the New Pedagogy and performed various other activities. It also serves as a centre for the collection of data and survey of schools, household survey, conducts meeting/orientation programme for the VEC/SMC members, parents, school heads, and others. The centre covers a total of 33 schools including 22 GPS, 8 GMS and 3 GHS, with a total of 207 teachers (105 male and 102 female teachers).

The vision of the EBRC with the central focus on in-service training programme for school teachers grew into a dynamic institute.

The present case study of EBRC Doyapur should be viewed against this background. It is

based on data collected from documents and official circulation, unstructured interview with the training coordinator, assistant coordinator, teachers of teachers, external resource person, teachers undergoing training and the non-academic staff of the centre.

Networking of the Centre

The EBRC Doyapur is administered through the District Mission Authority (DMA) to the State Mission Authority (SMA) at the district and state level respectively. The Directorate of Education, Government of Nagaland is responsible for new appointment and posting of teachers to schools. The Deputy Inspector of School (DIS) is incharge of the transfer of teachers and payment of salaries and accounting, etc. At the block level, the Sub-Inspector of School (SIS) is deputed as Block Coordinator who is responsible for arranging in-service training programme for teachers, administering of schools at the block level. After the launching of SSA, the EBRC personnel are given the authority of monitoring of teachers' attendance under their respective centres.

While conducting training programme, the EBRC depends on the block resource person/TOTs and also seeks the academic support of the IED coordinator of DMA, Dimapur and other resource person depending upon the type of the programme.

Facilities in the Training Centre

The training centre has two separate buildings; one building houses a training hall and an office room for the training coordinator, while the other building accommodates two dormitory rooms, a kitchen and a store room. Except the training hall and the office room, the other rooms are underutilised as no infrastructure facilities such as bed, mattress, etc. are provided in the centre, and no kitchen utensils are available.

The training hall can accommodate a training unit of 60. It has sufficient space for organising group activities. About 120 sq. ft. of room is available for the EBRC coordinator as office which is attached to the training hall.

Bottled mineral water is provided to the teachers during the training. However, no tap facilities or water filter is available in the centre.

The centre has two seated toilets and a bathroom, but no separate toilet is available for women teachers. No reading room or library is also available in the centre.

It is also learnt that the training centre received approximately ₹ 30,000 per year for running the centre in the past years, with an increase to ₹ 90,000 for the year 2010-2011. However, no separate or specific allocation of funds has been made for the maintenance of the building.

There is no trace of yearly renovation or whitewashing of the building. Obviously, much can be done to improve the facilities with the annual fund received by the centre. The training centre should look attractive if teachers who came for training are expected to keep their school space hygienic and pleasant to look at, besides being functional for educational activities. Though lack of funds has been cited as the reason for the dismal look of the training centre, the will of the officials to improve it also seems to be absent.

Furniture: The furniture seems to be adequate in terms of quantity, with sufficient plastic chairs available for the teachers. Even though the facilities of a chair with writing board is absent, the centre prefers conventional plastic chairs which is easier to move around as the training programme often involves activity based training, group discussion and group work. Chair with writing board can also be provided for lecture session.

There is no aid or equipment available in the training hall, except the whiteboard and a table. The centre has one set of computer but is engaged in the DMA office for punching of data related to household survey for SSA, DISE, etc. There is an urgent need of a photostat machine for duplicating teaching materials for the teachers, especially during the training session. Overhead projector could also be much help during the training.

Staffing: Presently there are 10 EBRC personnel which are divided into three important heads, viz., administration, academic and others.

Administration:

- One Coordinator who is Sub-Inspector of Schools, with the role of training coordinator, administrative and supervisory head of the block.
- One Assistant Coordinator, assisting the coordinator in the functioning of the centre. The Assistant Coordinator is also presently incharge of 8 schools (5 GPS and 3 GMS) monitoring and supervisory work as there is a shortage of TOTs.
- Two IED Volunteers on Contract (6 months) basis whose main function is to collection of data related to disabled school children under the centre, visiting of home based education, surveys, etc.

Academic: Three resource persons or TOTs are presently attached with the centre which is responsible for training of school teachers under the block, monitoring and supervision of schools and others. The criteria adopted for identifying resource persons for the in-service training programme in Nagaland state according to SPD office, the teachers of teachers (TOT) should be graduate and B.Ed degree with 5 years teaching experience. The TOTs were provided training last time during 2008. In EBRC Doyapur 3 resource persons (TOTs) are engaged permanently and 1 resource person from DMA Dimapur visits each EBRC during the training to take some session on IED (inclusive education for disabled). Those TOTs who are working permanently among them, one has D.Ed, one B.Ed and one does not have any professional qualification.

Others: One Office Assistant, a Data Entry Operator and one Office Attendant are engaged with the centre.

Training Programme: Since its inception, the Educational Block Resource Centre Doyapur

has trained a total of 788 Elementary School Teachers under the block. The training includes Mass Teacher Training and training of various programmes. Besides, School based training on Activity Based Learning has also been conducted under the purview of the centre.

Table 4.11
Training programme organised since inception

Year	Target group	Expected	Actually	Gap	% of Gap
2005 – 06	Elementary School Teachers	201	91	110	54.72%
2006 – 07	Elementary School Teachers	110	78	32	29.09%
2007 – 08	Elementary School Teachers	289	134	155	53.63%
2008 – 09	Elementary School Teachers	155	141	14	9.03%
2009 – 10	Elementary School Teachers	165	160	5	3.03%
2010 – 11	Elementary School Teachers	200	184	16	8%

Source: Coordinator, EBRC Doyapur

Content of Training Programme

The following contents were discussed during the 4th Phase of 10 days in-service teachers' training programme held between 16 – 26 March 2011 in the EBRC:

- Review of Language
- Re-orientation on Inclusive Education for the Disable (IED)
- Review on TLM
- Review on EVS
- Review on Mathematics
- Review on Evaluation
- Review on Planning/Administration.

The 10 day teachers training programme was divided into two phases. Classroom training was conducted in the centre for the first five days, after which the teachers were sent back to their respective schools with an assignment of lesson plan for three subjects, i.e. Language, EVS and Mathematics countersigned by the Head Teacher or Teacher Incharge of the respective school and submit the same on the 26 March 2011 in the EBRC Doyapur. Even though the last two days were assigned for presentation of assignment by teachers, this was not implemented in practical.

Some important aspects related to the in-service teachers training programme are given below:

- The said training programme was organised with the fund received from the District Mission Authority, SSA, Dimapur @ ₹ 100 only per teachers per day for 10 days. However, the fund was not received on time for the training. This has caused a lot of problems in organising the training as the Coordinator needs to make all the necessary arrangement before the arrival of the sanctioned fund.
- The training schedule (date) is usually given by the State Mission Authority (SMA). These training programmes usually collide with the academic session.
- The training programme is conducted for both Primary and Upper Primary School Teachers. There was no separate training programme conducted for these teachers.
- No age specific training programme has been arranged for the teachers. The training programme seems useless for those old teachers who are nearing their retirement as they find difficult to adopt the new method of activity based learning.
- The resource person / TOTs are efficient and smart, however, they were handicapped with the non-availability of training modules till the end of the session. It is also learnt that no sufficient training programme has been arranged for them, even though re-orientation programmes were conducted from time to time.
- The TOTs used a very old training module of “Thematic Paper and Session Plan” prepared by SCERT, Nagaland (2003), which is 8 years old!
- Even though a total of 50 teachers were invited for the training, only 27 teachers came for registration on the first day. The number of teachers present during the training programme fluctuates between 17 to 32 teachers.
- The low turn up of teachers can be because of transportation and communication problems. The EBRC is located deep inside a village with no proper transportation facilities available for the teachers.
- No lodging and accommodation facilities were provided to the teachers.
- Since the training was based on the old module prepared by SCERT, it means a repetition for a number of teachers who have attended the previous trainings, though it may prove helpful for fresh teachers.
- Refreshment, a heavy lunch (meal) was provided to the teachers during the 5 days classroom training programmes from the fund meant for training cost. Responsibility was given to the local church organisation for preparing the lunch.
- School visit and classroom observation of the trained teachers was done along with the TOTs for three days (i.e. from the Sixth to Eighth days of training).

Summary of Achievement and Efforts

The training centre proved helpful as it regularly trained the school teachers where they are more updated in their field. The teachers became more familiar with TLM and its uses, had more self confidence for their classroom activities by participating in group discussion and presentation during the training.

The centre also conducts meeting and orientation for the VEC/SMC members, parents, school heads from time to time. It also acts as a centre for collection of data related to teachers’ bio-data, students’ enrolment, survey of ‘out of school’ children, drop out and disable children, quarterly monitoring format (achievement survey) and submitted it to the DMA office.

Hard work, creativity, innovative ideas, activity based learning, collection of materials related to the training by the TOTs, co-operation among the EBRC personnel are some important efforts to increase impact of training.

Table 4.12
Activity Report in respect of EBRC Doyapur 2010 – 2011

Month	Activity Conducted
April 2010	Collection of teachers Bio – Data and students enrolment
May 2010	Engaged in Monitoring and Supervision of Schools
June 2010	Engaged in Monitoring and Supervision of Schools
July 2010	Distribution of monitoring and Supervision format to schools for 1 st quarter
August 2010	Collection of Monitoring and Supervision format
September 2010	Block level training on DISE and distribution of DISE format
October 2010	Collection of DISE format— Monitoring and Supervision on Work Education
November 2010	Participated in the District level Cultural extravaganza cum Exhibition on Work Education
December 2010	Celebrated World Disable Day at EBRC on 3 rd December— Distribution of Monitoring and Supervision format for 2 nd quarter— Conducted Parental Counseling on IED at EBRC
January 2011	Collection of Monitoring and Supervision format for 2 nd quarter Starts the 1 st phase of 10 days teacher training
February 2011	Conducted 2 nd phase of 10 days teachers training Conducted Assessment camp on IED at EBRC
March 2011	Conducted 3 rd phase and 4 th phase of 10 days teacher training programmed

Source: *Coordinator, EBRC Doyapur*

Implications for Action

- On time arrival of grants for training is necessary for proper planning and management of the training programme.
- Care should be taken while planning the training programme so as not to disrupt the ongoing academic session. Since there are shortage of teachers in most of the schools, training can be conducted during vacations.
- Separate training can be arranged for Primary and Upper Primary School Teachers for effective training, as most of the teaching method adopted for primary section may not be wholly applicable for the upper primary teachers.
- The training programme can be age-specific, where old and well experienced teachers nearing retirement may be excluded as they find it hard to adopt the new method of teaching.
- Proper and adequate training should be given to the TOTs/ resource person from time to time. The TOTs should be provided with training module, materials handouts and notes for a specific training programme, which was not the case in the training programme under discussion.
- There is an urgent need for updating, edition and revision of the training module used. The training centre is still stuck with the old module of “Thematic Paper and Session Plans” prepared by SCERT, Nagaland (2003).
- The training cost of ₹ 100 only per person per day can be increased. The teachers were complaining about the non-availability of

TA/DA during the training programme. The said amount was diverted for the arrangement of lunch for the teachers as the training involves a whole daylong session.

- The provisions for lodging and accommodation can be provided to the teachers. With the problem of transportation, the teachers faced difficulties in coming for training every day. The needed infrastructure for lodging such as bed, mattress, table, chair, etc. may be provided at the earliest as the centre is well equipped with two underutilised dormitory halls.
- There is an urgent need of basic infrastructure for training programme, such as LCD projector, computer and TV set, DVD/VCD player, etc. Library-cum-study room is also needed at the training centre.
- Emphasis can be given on School Based Training Programme where it proved to be more convenient for the school teachers.

ODISHA

BRC Chatrapur

In Odisha, training centres are generally located at BRC or at some other place under the guidance of the BRCC. These centres are used for both in-service training of primary and upper primary teachers. Case study of a training centre is conducted by the state coordinator of Odisha while the training programme is going on. The primary level training in Ganjam district at Chatrapur is observed as per the guidelines given in ISTT-9. The detailed report is prepared on the basis of the observations made by the state investigator, information provided by the stakeholders and records of the centre.

The Context: The Block Resource Centre at Chatrapur in Ganjam District of Odisha State was inaugurated on 14.03.2005. The BRC building serves as a venue for different functionaries like:

DPC	–	District Project Coordinator of SSA
IEC	–	Inclusive Education Coordinator
BRC	–	Block Resource Centre Coordinator
PC	–	Pedagogy Coordinator

GE	–	Girls Education Coordinator
MIS	–	Computer Centre Coordinator with 5 – 7 computers
		Planning and Financial Coordinator
		SC, ST- Tribal Coordinator etc.

All the above functionaries function under District Project Coordinator, an OAS (Odisha Administrative Service) Officer. He functions as the Head of SSA programmes of the district Ganjam. Chatrapur is the District Headquarters of Ganjam and it is designated as NAC (Notified Area Council). Ganjam District had no DPEP interventions. The Block Resource Centre is linked with Odisha Primary Education Programme Authority (OPEPA) directly. In total, Ganjam district has 22 BRCs and 389 CRCs.

The training programmes of SSA are conducted in a building which is attached to a primary school with Classes I to V, a total strength of about 50, at a distance of 500 meters from the B.R.C. building. Here both primary and upper primary training programmes take place. This is an L shaped building with two wings and constructed in the year 2005-06. The second wing is constructed as an attachment to the existing school complex with a purpose to use as an additional classroom and also to use it as a training centre under SSA. At present this extended wing of the building doesn't hold any classes of the school due to reduction of strength in classes. This building is a venue for both primary and upper primary teachers training under SSA. Monthly Sharing Meetings (MSMs) under SSA are also held in this training centre. In Odisha Cluster Resource Centre (CRC) meetings are named as Monthly Sharing Meetings (MSMs). The school wing has two rooms with a deep verandah. District Project Coordinator (DPC) of SSA is the authority for the payment of salary for Siksha Sahayaks (₹ 4,000/- p.m.) and Gana Sikshaks (₹ 2,250/- p.m.), and the District Inspector of Schools pays to regular teachers. Since there were no DPEP interventions in Ganjam district, therefore, Sarva Siksha Abhiyan Programmes has no relation with DPEP Programmes. SSA is not an extended programme of DPEP here.

The BRC coordinator is a senior teacher in the Chatrapur Block and was working as Headmaster before getting selected and posted as BRC coordinator here. He is aged about 55 years and was recognised as competent, enthusiastic and efficient headmaster. The State Programme Coordinator visited this BRC twice and observed the training programme for primary teachers under SSA. The visits are mainly focused on interaction with different functionaries and collection of relevant data from both training centre and BRC office. The P.C. has interacted with teachers, male and female, both senior and young, resource persons, pedagogy coordinator, BRC coordinator, and school headmistress:

BRC coordinator feels had he been provided with relevant training, he would be able to function more effectively and enthusiastically as his previous experience was only as a teacher and then as headmaster of an elementary school. One of his functions is to identify and depute teachers for training from different schools in required numbers as per the orders of authorities. But when some deputed teachers fail to report, both the teacher and the BRC coordinator is taken to task equally by the authority to the extent of withholding salary for both. The BRC coordinator feels such type of actions by authority is very severe and feels harassed and helpless. At that moment, he felt like going back to his original headmaster's post of his previous school. Pedagogy coordinator provided all necessary information from time to time. The interaction with DPC was very fruitful and helped him realise his idea to put his programmes very effectively throughout the district.

Training Centre Infrastructure

The training centre under BRC, Chatrapur basically has a big hall with dimensions of 45 feet \times 15 feet. The height of the roof is 10 feet. It has a deep verandah 35 feet \times 8 feet. The hall has entrance from one side with two doors and the other side has no doors. In all, it has six windows and eleven small size ventilators. At one side of the hall a small office room is provided. It generally

gets used during training periods to keep some records, materials, etc. The hall does not have ceiling fans. For ventilation and air two doors and six windows are provided to the hall with ventilators. The verandah has a small store room to preserve durries, chairs, TLMs, etc. Not many chairs are available. Two wall black boards are there in the hall for the purpose of training. A few charts are available but no teaching models are available. The teachers are provided cotton durries to sit on the floor inside the hall. On the wall, inside the hall a few science related diagrams are painted. Probably they are meant for use as teaching aids. During observation of the training sessions, it was not found that the resource persons were using them anytime. In the hall in one corner a few photographs of gods and goddesses were arranged on a raised platform. Everyday in the beginning of the programme prayer is conducted and puja is performed.

The hall can accommodate 50 teachers at a time for training. Hardly it is sufficient for conducting group activities in a comfortable manner. In front of the building a big open space is available to be utilised as playground. The building and the open space has a compound wall. The entire open space was very dirty and unclean, littered with all kinds of garbage. In the open space a tube-well is present and it is functioning. Students use the water for different purposes. The tube-well doesn't have cemented platform. School improvement grants ₹ 50,000 only is available for maintenance and repair from Repair and Maintenance (R&M) school grants. The Headmistress of the school looks after the maintenance of building also.

The DPC provides unit cost of ₹ 50 only per day per teacher. This is spent towards providing lunch, twice refreshment for teachers. From Contingency Teaching Learning Material (TLM) expenditure is met.

Toilets: One for ladies, 3 for gents is available. They are not connected with water supply. Teachers take water from the well and use. They are not maintained in desirable manner and they are very unhygienic.

Furniture: It has only 2 tables and 5 chairs. As and when required, they hire chairs. Teachers sit on floor by spreading durries.

Computer Assistance: BRC's office is provided with one computer along with printer. But, it is not at the training venue. The computer in BRC is of little use for training as the computer expert is not appointed. As the BRC coordinator is not familiar with computer skills, it is of little use.

Staffing:	BRC coordinator	1
	CRCs	12
	Accountant	0
	Clerks	0
	Safaiwala	0

Cleaning is done by students, teachers and BRC coordinator themselves.

About BRC Coordinator: The BRC coordinator of Chatrapur Block is Mr. G. Papa Rao, M.A., and B.Ed. He joined as coordinator on 15 September 2010. Prior to this he was Headmaster of an Upper Primary School, Nolianuagam, Chatrapur Block. He is 56 years old and has 29 years of experience of teaching. BRCC is selected on the basis of screening and vision test based on written test and viva-voce. He is not provided any training to be a coordinator. The coordinator learnt the functions of BRC by enquiring with other BRCs and experienced CRCs.

The Pedagogy Coordinator imparts training at BRC training centre as an expert as he is provided with special training. BRCC's other responsibilities are distribution of books, progress cards, teachers' guide books, monitoring schools, etc. The coordinator finds all these responsibilities are very difficult to perform without staff.

Resource Person: The Resource Persons are trained at Bhubaneswar by DIET. RP is mainly drawn from upper primary and primary schools. The training provided was 'Samarthya'. RP is selected through a written test and then imparted training. The RP is provided with Training packages/modules. Participant teachers in training are not provided with training packages.

Administrative Support: District Project Coordinator (DPC) SSA, Ganjam district provides administrative and financial support. Timing of the training programme is 10.00 am to 5.00 pm for 5 days at a stretch. Teachers are provided with lunch and refreshments. RPs is provided with TA and DA and refreshment. Funds are also provided for minor repairs.

Training: When state coordinator visited, the training was going on for primary teachers in Science (27.01.2011 to 31.01.2011). Total 50 teachers participated (47 teachers + 3 RPs)

In a training programme generally 50 teachers are invited. The training programmes are being held since 2005 in this centre. All the primary and upper primary teachers of the block undergo training without fail. The exception is single teacher schools. In this block, 34 schools are single teacher schools. They cannot attend content training of 5 days mathematics 5 days science, because schools have to be closed. Single teacher schools only attend 10 Monthly Sharing Meetings (MSMs). Every month will have one MSM for all teachers in their respective CRCs.

Authorities are taking measures to provide second teacher in single teacher schools.

The Chatrapur BRC training centre doesn't have any training programme during summer vacation for 2 months. No summer training is provided. In remaining 10 months on average, about 15 days per month do not have any training programmes. Thus, the utilisation of training centre is not for its full capacity.

Quality of Training: The quality of training imparted by RPs is satisfactory. BRCC feels if RP comes from DIET then quality of training would be far better, especially more useful for content enrichment. Each RP takes classes per day. In general 3-4 RPs engage sessions in a day. RP is provided training after their selection through written test and viva-voce. The assessment of training packages is done by State Project Director (SPD) office. Teachers give their evaluation report on training packages and Resource Persons. Generally they are satisfied with training and Resource Person.

Monitoring: The effect of training inputs are observed in classrooms through the visits of BRCC and CRCC for taking feedback of training programmes. Each CRCC monitors 10 schools and goes 2-3 times for evaluation.

M.S.M.: Each MSM meeting is held from 10.00 am to 5.00 pm. There 2 RPs give model teaching in two school subjects. Apart from that, they discuss teacher's problems, discussion on government orders, rules pedagogy improvement and share their ideas about TLMs.

Cluster Resource Centre

Main duty of the CRC coordinator is to organise the MSM meeting and monitoring 10 schools through visits. The CRCs were appointed through written test and viva-voce (vision test). The vibrant of the teachers are selected as CRCCs and there exists no anomalies in their selection and placements. The DPC provides monitoring tools for CRCCs and all CRCCs are provided training for 7 days. The training programme was 'Sanjog'.

Sanjog training is provided both for BRCC and CRCC.

Vision of the Training Centre

Vision of the training centre is to provide electricity connection to the training hall, water facility, and good seating arrangement, Resource Persons from DIETs, SCERT and NCERT.

BRC Satyabadi

In Odisha, training centres are generally located at BRC or at some other place under the guidance of the BRCC. These centres are used for both in-service training of primary and upper primary teachers. Case study of the upper primary training centre is conducted by the state coordinator of Odisha while the training programme was going on. For the upper primary in Puri district at Satyabadi was observed as per the guidelines given in ISTT-9. The detailed report is prepared on the basis of the observations made by the state investigator, information provided by the stakeholders and records of the centre.

The Context

This case study is conducted at Satyabadi in Puri district. The training centre was constructed during 2006-2007 as BRC and CRC building in the campus of Nodal U.P. School, Biragobindpur, under the Block Satyabadi, District Puri. It has been functioning since then. The building was looking like newly constructed, due to its regular and proper maintenance. The Nodal U.P. School is also functioning in the same campus. The BRC building has its independent nature, without having any hindrance from the regular activities of the school. The BRC centre has its separate entry into its building. This is constructed as an upstairs block of the part of the school building. The estimated cost for the construction of this BRC and CRC building was ₹ 8.00 lakhs as mentioned on the face of the building. The expenditure was met from Sarva Shiksha Abhiyan (SSA). This BRC is 18 km away from Puri town, the district headquarters of Puri district. As the centre is located adjacent to the main road to Puri from Bhubaneswar, it is very accessible for teachers to reach to this place. This BRC and CRC centre is meant exclusively with the primary objective of imparting in-service training to school teachers of both Primary and Upper Primary levels of Satyabadi Block under Sarva Shiksha Abhiyan.

The BRC is venue for conducting training, orientation programme related to school education like: Mother-Teacher Association (MTAs), Village Education Committees (VECs), PRI members etc. This BRC centre is also a venue for CRC meetings which are conducted as Monthly Sharing Meetings (MSMs). The MSMs were conducted once in every month and in a total 10 times in a year. Under Satyabadi BRC there are 17 CRCs. The BRC and CRC function from this building only. The BRC and CRC centres function directly under District Project Coordinator – SSA whose office is at Puri, the district headquarters. There were no DPEP and EFA training interventions. Only Sarva Shiksha Abhiyan (SSA) is the intervention for the quality education taken up under this Block.

One main effort of the BRC is for quality education of the elementary education in his Block. The Odisha state has 30 districts. Each district has one District Project Coordinator. All the 30 DPCs function under the State Project Director (SPD). The SPD functions under the OPEPA (Odisha Primary Education Programme Authority). The BRC serves as linking agency to the ground level under OPEPA in taking care of quality education.

Training Centre Infrastructure

The training centre is on the upstairs of one of the blocks in the Nodal U.P. School campus. It has an impressive look with bright colours on the walls. It has primarily a big hall of 40'×20' to train at least 50 teachers at a time. The hall is fitted with 6 ceiling fans, 6 tube lights, electronic speakers, one wall clock, 4 windows, two in-built tracks, one table. In a corner of the hall Puja mandap is arranged with deities and everyday programme begins with Puja to Lord Ganesh by all participants. In the hall there is one blackboard and another four blackboards presenting different statistics and information related to BRC activities, like

- Advancement of performance through teachers' support.
- Information of cluster-wise enrolment figures for the year 2010-11.
- Information Board showing the list of BRCs.

On 31.03.2011, the BRC retired from his parent school and also as BRC. The new BRC has yet to join. In the absence of regular BRC, the Ex-BRC and the CRC were looking after the activities of the centre. On the day of the visit by State Coordinator of this project the Ex-BRC came and interacted about the programme held at the centre. Attached to the hall two toilets are there (one for gents and one for ladies) in functional condition. Though they are there, due to absence of sweeper, cleanliness was not adequate. The phenol, acid bottle and water were arranged in toilets. One washbasin was also provided. Similarly, one office room is also attached to the hall. This is the BRCC's

and CRCC's office room. It has 3 tables, 23 chairs to sit for BRC and CRCs. One computer with printer, one steel rack, one almirah, in-built terrace to the wall was available for keeping the records etc. Certain information like schedule of training programmes, details of CRC coordinators with phone numbers were provided on the wall by posting papers.

The computer operator and other office staff including sweeper were not provided. BRC and CRC had to manage all these works with their resources as and when required. Generally it was observed the CRCC and the neighbouring CRCC were managing the office documents etc.

When the training programme was held for primary teachers, 40 teachers (30 women + 10 men) were invited. The resource persons were there (one male and two women). The teachers were seated on the floor covered with polythene sheets. Sitting on the hard floor was felt as difficult for many especially aged teachers who have problems of arthritis, and it was inconvenient to write on papers and in the notebook during the whole day and continuously all five days of the programme. During the training programme period BRC has taken the help of one supporting staff to arrange water, working lunch, and other miscellaneous jobs.

In addition to the office room, one small store room is also there. This is mainly to store books etc. When asked how he manages the centre and office in the absence of staff, – his answer was 'with the CRC assistance'. One white display board is also provided in the office room. The computer repairs etc. are met from the SSA contingency. The BRC and CRC were also provided with 21 chairs (plastic), 2 VIP chairs, one mike set and one water filter. Teaching aids supplied under SSA like, teachers' handbook, TLM materials like charts, flash cards, geometry box, mathematics kit, science kit, globe etc. were available at the centre. The BRC opines that the teaching-learning materials were sufficient to conduct programmes. The training modules are prepared by OPEPA and are supplied to BRC for only resource person.

The BRC does not provide the copy of the module to participant teachers of the programme. It is only provided to resource persons. The need of a copy of the training package is felt by participating teachers not only during the training but also for future reference.

Resource Persons: To impart training the resource persons were selected by DPC through a test. The test is not conducted every year. The selected teachers of the schools through a common test are trained for a period of five days in content and pedagogy. Pedagogy is the main focus of this training. Thus trained teachers are deputed as RPs by DPC to the training centres. Many a time both DPC and BRC selects RPs from their own blocks. The RPs are provided with local conveyance, dearness allowance and working lunch (@ ₹ 30) is being provided as per norms. The RPs are regular teachers of elementary school level. This training programme had three RPs (2 female and 1 male). The male teacher was more effective as RP than the female RPs. The training was attended by 41 teachers (29 female and 12 male). RPs is from State Resource Group (SRG) and District Resource Group (DRG).

Administrative Support: District Programme Coordinator is the main coordinator of administration. He is from Odisha Administrative Service (OAS).

District Inspector of Schools (DI) extends administrative support by deputing teachers and RPs for training purposes. Each District has a pedagogy coordinator too, to guide and supervise training programmes.

Thus, the DPC, DI and Pedagogy Coordinator support the Block Resource Coordinator to conduct training programmes at Block Resource Centre. The DPC is responsible to SPD and the Pedagogy coordinators function in close collaboration with state level pedagogy coordinator. All the training programmes of the state are coordinated by Deputy Director (Training) who is responsible to the Additional Director of the Project (ADP) who all comes under the authority of SPD an IAS officer. The

state level office is situated at Bhubaneswar as Odisha Primary Education Programme Authority (OPEPA).

Financial Support

The financial support directly comes from the District Project Coordinator (DPC) for imparting training to teachers and other related training programmes as well as to strengthen the BRC and CRCs.

BRC is provided with ₹ 50,000 only as contingency which includes contingency towards Sub-Inspectors of Schools. This Satyabadi Block has three sub-inspectors of schools. Similarly towards Teaching Learning Materials (TLM) ₹ 3,000 only is provided per annum.

As Fixed Transport Allowance (FTA) for BRC a sum of ₹ 18,000 only per annum is provided. Similarly, for CRC ₹ 12,000 only per annum is provided. This FTA is provided to BRC and CRC for monitoring of schools and to visit headquarters.

However, the BRCC and CRCC expressed that the funds provided for their tours for inspection, supervision and monitoring of schools is insufficient. They say 'Mobility support is limited'.

Training

For each training programme mostly 40 teachers either primary or upper primary (sometimes it runs into 50) are invited under one BRC. BRC conducts primary and upper primary training programmes separately on different dates. This year training was conducted for only science for five days.

In 2010-11 a total of 480 teachers were trained in 12 training programmes. The CRC has organised 10 Monthly Sharing Meetings (MSMs). The training duration satisfies SSA directive of 20 days (5 days science + 5 days mathematics + 10 MSMs) in different phases. The schools are not able to depute teachers for both science and mathematics at the same time due to acute shortage of teachers in schools. One is astonished to note that there are a number of

single teacher schools in this block. There are 24 such single teacher schools under this Satyabadi Block. None of the 24 single teacher school teachers were deputed to undergo in-service training for 5 days science/ 5 days mathematics, because the schools have to be closed. However, they attend 10 MSM meetings in a year. The trainings are held between July to March (academic year) and the each day's duration is 6 hours (10.00 a.m. to 4.00 p.m.). Evaluation of teachers is done on the last day of training by SSA and teachers also fill up assessment format for RPs.

Selection of BRC Coordinators

The BRCs are selected through written examination and viva voce at District level. BRCs draw the same scale of HMs of level-3 school (Nodal U.P. School, UGM School). BRCC draws salary from the parent school and retires from the same school. The BRC of Satyabadi block retired on 31.03.2011 and served as BRC of this block for one year.

Vision

BRC coordinator feels more to be done for improvement of the quality of education in schools. He feels whatever inputs are provided in training should be effectively transferred by teachers into their classrooms. Monitoring should be more effective.

He also feels one office staff with computer knowledge is very essential as there is a computer and printer and lot of administrative paper work is involved. Concerns are:

- There are a large number of single teacher schools.
- There are schools with low enrolment as low as 8-12 students.
- There are schools with two regular teachers but strength of students is low (around 10).
- There are some project primary schools (3 schools).
- With political compulsions, the government seem to have opened schools but suffering from shortage of facilities and students including school building.

RAJASTHAN

BRC Burja (Umrein) and Kuchaman Training Centres

In the last phase of District Primary Education Programme (DPEP), Block Resource Centres (BRC), were established and BRC buildings were constructed from DPEP funds. One of the objectives of BRC was to provide in-service training to all primary and upper primary school teachers. In the present section an in-depth analysis has been made through two case studies of BRC Kuchaman in Nagaur District and Burja (Umrein) in Alwar District. These two training centres have provided training to primary and upper primary school teachers. The in-depth analysis cover physical infrastructure, strength of staff, resource persons, administrative and financial support and training component including its quality. In Rajasthan Block Resource Centre head is designated as BRCF (Block Resource Centre Facilitator) who is working in dual capacity as BEEO/BRCF. BEEO Block Elementary Education office was a parallel institution for the administrative work like posting and transfer of teachers, payment of salaries and accounting, procurement and supply of materials and equipment from non-project government funds, monitoring teachers attendance, enrolment of children under 'Education for All', and inspection of schools.

Sarva Shiksha Abhiyan (SSA) was conceptualised as an extension of the DPEP from Classes VI and VIII to cover the entire elementary stage of school education. The duality of the DPEP and the regular education administrative structure was reviewed during the formulation of SSA. Integration leading to convergence of administrative and academic institutions under DPEP and the regular institutions under the education department at various levels became the guiding force of SSA vision. The BRC functions were subsumed by the block elementary education office. The CRCs were located in Upper Primary School of elementary education with

primary and middle stages of elementary education. The BEEO acted as coordinator for some training programme of the state for concerned block since last three-year period.

BRC Burja

To conduct the case study of Umrein block training centre, documents were collected from block office and interaction took place with the BRCF/BEEO Shri S.L. Bhatadia, the state coordinator of RIE, Ajmer visited the centre to discuss with BRCF and Assistant Block Resource Coordinator (ABRC/ADBEEO) at the headquarters, the-training centre for primary on 22 March and 7 April 2011

Training Centre Infrastructure

The Training centre was located in Burja in an impressive building about 08 kilometres from the Alwar City although the centre was designated after Alwar city. Its total constructed area is about 3200 sq. ft. It has one small and two big halls with attached toilet facilities. The hall can accommodate 100 participants.

Altogether the centre has 02 toilets, one for men and the other for women and other staff members. The condition of the toilets is not good and water facility in the toilets is not there, the toilets need renovation. The hall has sufficient space for organising group activities as well as lodging/ boarding facilities for about 100 participants including for both men and women. A small room is available for the BEEO/BRCF and a big room about 120 sq. ft. area serves as store room. An open space around 500 sq. ft. has been provided in the main building for cross ventilation. A room of about 10' × 8' size is also available for computer operator as well as for accounts department. The BRC was occupied by the BEEO after DPEP. The same office acts as BEEO/BRCF and the supporting staff under DPEP scheme period there used to get maintenance grant but SSA does not provide every year specific allocation to maintain this building. First time in 2010 an amount of ₹ 10,000 was provided to BEEO/BRCF by DPC/SPD for

whitewash of the building. The drinking water facilities are functional but no aqua guard/ water cooler is available and the water sample was not checked for TDS etc. Obviously much cannot be done to improve facilities with this paltry allocation. The result is that BRC requires innovation. This aspect requires urgent attention of the DPC and the SPD.

Furniture: Furniture seems to be inadequate in terms of quantity as there is no furniture for participants, which can be used in the training. The participants sit on Durries/Mattress, which is to be procured on rent as and when required in training programmes. The teachers urgently need chairs with writing top facility but they are not available in the centre. To add to the quality and efficiency of training the seating arrangement should be flexible to allow smooth shift to group work.

Teaching Aids and Equipment: There was no teaching aid except the blackboard. All the equipment (Video player, TV, OHP) including that supplied under DPEP was not found except a non-functioning xerox machine. Three computers are in working condition, one is used for DISE data entry, the other one for use of office work. Computer was never used for training as it is not available for training, and these were used neither for developing skills nor for imparting training. While interacting with BRCF it was assumed that on demand by Resource person LCD may be hired on rent of ₹ 750 only per day. While discussing with BRCF any other issue, it was noticed that resource person also do not use computer to impart training to teachers although, the state has a 12 day training programme exclusively for computer training in DIETs. Only data entry person appointed by agency on contract basis knows to operate computer. None in the office including BEEO/BRCF has computer skills and it was surprising to find that no official approached the data entry person for help in learning to operate computer. ADBEEO knows a bit about computer knowledge.

Staff : The training centre has the following staff:

- Block Resource Coordinator Facilitator working in dual capacity as Block

Elementary Education Officer heading the block as administrative and training organiser

- **ABRC** located at the BEEO/BRCF headquarters for assisting the BEEO for managing information flow from ABRCs to BEEO and back. It is an informal arrangement since there is no sanctioned ABRC post for this work in the BEEO
- **Accounts assistant** against the vacancy of accounts officer
- **Data entry** person for inputting DISE data and assisting the BEEO computer work
- 03 resource persons including IED recently posted at the centre in the month of February 2011.
- **IED teachers** with HI + HB + MR specialisation, posted recently at BRCF office.
- All posts except ABRC are filled at the office.
- Regular BEO staff is given below; Clerks 2; accountant 1; Teachers 3 (by adjustment to act as RP for one-year period appointed on 6 January 2011); Attendants 2; Safai Karamchari 1.

The training coordinator is burdened with lot of regular BEEO work, on both visits, he was available. Previously he was acting as BEEO in Makrana block of Nagaur District he joined Kuchaman city last year. Before that, he worked as ADBEEO since 1995. The BRCF also highlighted that although he has assigned the duty to visit the schools regularly but due to burden of work in dual capacity most of the time he was involved in other administrative work of the block. In the training programme, attendance is not up to the mark due to single teacher schools at primary level.

Resource Persons: DPC provided two resource persons to impart training at the centre. The DPC office of the district decides about the resource persons to be sent to the centre. From interaction with the resource persons, it seemed that they are confident about the training. They received training in Jaipur for 03 days and six days. In Rajasthan, trainers are trained at state level. District level/ block level at cascade model.

Administrative Support: The tentative timetable for the training provided by DPC office and finally the BRC office plan the schedule of the concerned-training programme and letters are dispatched to concerned school. The BEEO nominated the teachers for training and made arrangements providing stationery and refreshments. Modules were provided to the participants at the centre during the training. SPD officials have also visited the training occasionally.

Financial Support: Training is funded by DPC office which is received from SPD office. Tentative requirement is to be sent by the district for the forthcoming training programmes, finally to be approved by the SPD and then funds are released. Ancillary funding for stationery, refreshments, TA and DA to the teachers is provided by the DPC through the BEEO. ₹ 22,000 is provided to the BEEO for meeting contingent expenditure.

Quality of Training: There was no major difference found in the quality of training in this BRC. It was more or less of the same quality as explained for BRC Kuchaman, (Nagaur).

Conclusion

Utilisation of the infrastructure created under DPEP and SSA needs serious review. This may be due to the requirements of training which cover several target groups like training of upper primary teachers, SMC members, training in inclusive education, training for the disabled, etc. It requires proper planning and adequate competent manpower to organise training in these centres. Right to Education Act (2009) is a strong trigger. There is urgent need to strengthen these BRCs in terms of infrastructure, TLM, competent manpower and regular monitoring of training programmes. A regular funding for maintenance of BRC building, beautification of campus and replacement of teaching aids and equipment is urgently required.

BRC Kuchaman

Science and Mathematics kit training were organised at district level in Nagaur during 2010-11.

However, BRC Kuchaman distributed these kits and also served as a support mechanism at cluster level for cluster resource centres (CRCs), especially to organise one day training/meeting at the CRCs. The BRC in addition to in-service training to teachers, also provided support for CALP (Computer aided Training Programme), DISE (District Information System for Education), and the routine work of Block Elementary Education Officer (BEEO). The BRC also became nerve centre for follow up of the training transfer to classroom practice through CRC that were closer to schools. The BRC and CRCs became the organs of information flow from schools to District Project Coordinator (DPC) and finally to SPD and flow from SPD through DPC to schools. The training centre exclusively used only for SSA training. The vision of the BRC with the central focus on in-service training of PS and UPS teachers grew into dynamic institution. The BRC Co-coordinator is academic coordinator / facilitator at block level who is responsible for in-service training of teachers and providing guidance to the CRC co-coordinators. They also organise training programmes for members of Village Education Committees (VEC) and School Development and Management Committees (SDMCs). To conduct the case study of BRC Kuchaman documents were collected from block office and interaction with the BRCF/BEEO, Assistant Block Resource Coordinator (ABRC/ADBEEO) at the headquarters. The ABRC help to conduct various in-service training organised in the block level, which includes assisting BRCF in various programme of the centre. The training centre for primary was visited by the state coordinator of RIE, Ajmer on 8 and 9 March 2011.

Training Centre Infrastructure

Training centre was located in an impressive building just walking distance from the Kuchaman city bus stand and its total constructed area is about 3500 sq. ft. It has three halls (which can accommodate training unit for 100 participants including women) with attached toilet (including

for women) although, the condition of the toilets are not good and water facility in the toilets is not there. Two bathrooms have been provided although the toilet and bathroom fixtures are damaged so the toilets need renovation. The hall has sufficient space for organising group activities as well as lodging/ boarding facilities for about 100 participants including for men and women. A small room is available for the BEEO/BRCF and a big room about 120-sq.ft in area serves for store. An open space around 500 sq.ft has provided in the main building for cross ventilation. A room of about 10'×8' size is also available for computer operator as well as for accounts department. The BRC was occupied by the BEEO after DPEP. The same office acts as BEEO/BRCF and for the supporting staff. In the DPEP Scheme there used to be maintenance grant for BRC but SSA does not provide this grant every year. First time in 2010 an amount of ₹ 10,000 was provided to BEEO/BRCF by DPC/SPD for whitewash of the building. The drinking water facilities are functional but no aqua guard/ water cooler is available and the water sample was not checked for Total Dissolve Solids (TDS) etc. Obviously much can be done to improve facilities with this paltry allocation. The result is that BRC building requires innovation. This aspect requires urgent attention of the DPC and the SPD.

Furniture: Furniture seems to be inadequate in terms of quantity as there is no furniture for participants. The participants sit on *Durries*/ Mattress, which is to be procured on rent as and when required for training programmes. To add to the quality and efficiency of training, the seating arrangement should be flexible to allow smooth shift to group work.

Aids and Equipment: There was no teaching aid except the blackboard. All the equipment (Video player, TV, OHP) including equipment supplied under DPEP was not found except a non-functioning Xerox machine. Three computers are in working condition, one is used for DISE data entry the other one for use of Office work. Computer was never used for training as it is not

available for training purpose. While interacting with BRCF it was noticed that resource persons also do not use computer for training although state have a 12 days training programme exclusively for computer training. Only data entry person appointed by agency on contract basis knows to operate computer. None in the office including BEEO/BRCF has computer skills and it was surprising to find that no official approached the data entry person for help in learning to operate computer. ADBEEO knows little bit about computer knowledge.

Staff: The training in position centre has the following staff:

- Block Resource Coordinator Facilitator working in dual capacity as Block Elementary Education Officer heading the block for administration and training.
- **ABRC** located at the BEEO/BRCF headquarters for assisting the BEEO for managing information flow from ABRCs to BEEO and back. It is an informal arrangement since there is no sanctioned ABRC post for this work in the BEEO
- **Accounts assistant** against the vacancy of accounts officer
- **Data entry** person for inputting DISE data entry and assisting the BEEO computer work
- **IED teachers** with MR specialisation, posted recently at BRCF office.
- All posts except ABRC is filled at the office.
- Regular BEO staff Clerks 2; Accountant 1; Teacher 3 (by adjustment to act as RP for one-year period appointed on 6th January, 2011; Attendants 2; Safai Karamchari 1.

The training coordinator is burdened with lot of regular BEEO work. On both visits, he was available. Previously, he was acting as BEEO in Makrana Block of Nagaur District. He joined Kuchaman city last year. Before that, he worked as ADBEEO since 95. The team was informed about the absence of record of DPEP implementation of the training component. From discussion, it appeared that government has not approached for augmenting the staff in BEEO. The BRCF also highlighted that although he has

been assigned the duty to visit the schools regularly but due to burden of work in dual capacity most of time he is involved in many other administrative work of the block. In the training programme, attendance is not up to the mark due to single teacher schools at primary level. According to media reports and direct discussion with BEEO, 267 posts of teachers are lying vacant in this block; there are vacancies in many elementary schools and students are suffering. The arrangements conflict with the quality dimension.

Resource Persons: DPC provided two resource persons to provide the training at the BRC centre. The DPC office of the district decides about the resource persons to be sent to the centre. From interaction with the resource persons, it seemed that they are confident about the training. They received training in Jaipur for three days and six days. In Rajasthan, trainers are trained at the state level/district level/ block level through cascade model.

Administrative Support: The tentative timetable for the training is provided by DPC office and finally the BRC office plan the actual scheduled of the concern-training programme and letters are dispatched to concerned school. The BEEO nominated the teachers for training and made arrangements for supply of stationery and refreshments. Modules were provided to the teachers at the centre during the training. SPD officials have also visited the training occasionally.

Financial Support: For development and training funds are provided by DPC office. Tentative requirement is to be sent by the district in financial year for forthcoming training programmes, finally it is approved by the SPD and then funds released. Ancillary funding for stationery, refreshments, TA and DA to the teachers is provided by the DPC through the BEEO. An amount of ₹ 22,000 are provided to the BEEO for meeting contingent expenditure. Funds for minor repairs and maintenance of the training centre are needed immediately.

Training

The training centre has capacity to host training of 50-60 persons at a time. If two courses of

7-10 days are to be organised every month and these need to be organised for all the 12 months, it has a capacity to host training of 1200 to 1500 persons. During this centre organised training of one batch of 60 teachers in. SSA training was also organised during summer vacation of 2007, 2008 and 2009. The training has been resumed in the current year under outsourcing arrangement for the use of LEHAR for Classes I and II. This training centre is expected to train the selected teachers from LEHAR schools.

Quality of training of the resource person seems to be checked time to time although it was not done. Modules in the hand of teachers have to be given before the training. It was noticed on the days of visit that allocation of three hours to a session was a bit more for the resource persons and some time both the resource persons take simultaneously to the same group. Training of resource persons also seems to be under cloud as observed in the classroom. Content validity was doubtful after a review of the training modules. The teachers were found to be out of control due to less practical exercises in the training. There seems to be lack of content validity in some modules. Analysis of the training package has thrown more light on this aspect. SPD would like to examine the assessment of the training package.

Interaction with the BEEO or the ABRCs revealed that there had no specific follow up to transfer training gains to classroom practice. Teachers are trained in training programme but their classroom practices are to be checked seriously. SPD may like to develop a strategy for follow up facilitating transfer of new learning by the teachers during training to classroom practice.

Cluster Resource Centre

Cluster Resource Center located at Government Upper Primary School was visited. In Rajasthan state, the previous practice of CRCs has been discontinued from last. One and half year and now, all nodal schools Headmasters/Headmistresses has been given the charge of CRCs/ Nodal centre. However, unfortunately the

state has not monitored properly whether the charge has been transferred to the person or not CRCs meeting in the state are monitored.

TAMIL NADU

BRC Reddychatiram

In Tamil Nadu in-service training of Primary and Upper primary teachers is conducted in the same training centre. The in-service training for upper Primary Teachers during the year 2010-11 included two training programmes of five days each on English language organised by SSA in consultation with the British Council.

Since the training programme was completed before initiating the project, in the State, only one case study was done where training programme was organised for lower primary teachers. For the purpose of case study one block resource centre, named as Reddy Chatiram located in Vandipalyam block of Cuddalore district was selected.

The total number of schools including Primary and Upper primary in Cuddalore district is 1639. The target number of teachers to be trained under SSA , include 4070 Primary teachers and 3474 Upper Primary teachers. In 2008, when SSA was launched in Cuddalore district there were 14 Block Resource Centres and 172 Cluster Resource Centres in the entire district. All the Block Resource Centres have separate buildings. Since the Block level training programmes are conducted simultaneously throughout the State, sometimes in addition to the block Resource Centres, neighbouring schools are also utilised as training centres. The number of schools chosen for this purpose varies depending upon the number of teachers invited for training. These training centres are used for training of not only Primary and Upper primary teachers but also for Orienting Village Education Committee members, Parents, School heads, local village Panchayat Union members and such other functionaries.

Block Resource Centre, Reddychatiram

For purpose of the case study, Reddychatiram, which is the name of the Block Resource Centre

in Vandipalyam block at Cuddalore district, was selected. This training centre was visited from 7th to 10th February, 2011. The data was collected from the Block Resource Centre Coordinator, Resource persons, Teachers and the Course Coordinator through interactions and document verification on the day of training centre visit, District Programme Officer (DPO) and Assistant Programme Officer (APO) were interviewed. At the Headquarters in Cuddalore district, interaction was held with district coordinators. Interaction was also held with Block supervisor, Block coordinator and four Resource Persons of Reddychatiram block.

Block education office has a role to play in teachers posting, their transfers, salaries, and supply of equipments from non-government project funds, monitoring teachers' attendance, school inspections, children enrolment under SSA along with planning and organising BRC and CRC trainings. Totally 214 BRTes are there at Cuddalore district to give trainings for teachers at BRC and CRC levels. In addition the training programme that was being organised at the time of the visit was also observed.

Infrastructure at the Training Centre

This training centre is located in the campus of the Upper Primary School, Reddichatiram. It has a separate building with two rooms which can accommodate 50-60 teachers easily but not adequate for group work when a batch of 50 teachers occupies the room. It is a pucca building with good lighting and ventilation. There is a separate room for dining and a separate room for video conferencing. There are separate toilets for male and female teachers. The building has basic amenities like drinking water facility and electricity.

Furniture Available at the Centre: All the teachers were provided with chairs for sitting but no tables were provided and thus the teachers had to take notes putting their books on their laps if necessary. However, there were sufficient chairs for teachers to sit during the training. Separate tables were available for placing equipments.

Audio visual aids and Equipment: The training centre possessed electronic gadgets like Television, DVD player, Computer and Projector. The centre possessed equipment like Photocopying machine and fax machine as well. Other things which were available at the training centres include Dictionary for reference, Science kit, Mathematics kit, globe and Maps/Charts.

As regards usage of these equipments and teaching aids, none of them was used in the training except blackboard. Television, computer, photocopying machine, video player and other equipment were stored in rooms only. The video player was not in working condition. Although teachers were permitted to work on computers, only the data entry operator was using the computers. This could lead to preventing teachers from strengthening their computer skills.

Staffing: The Block Head Office had one statistical officer, four data entry operator, one superintendent, one upgraded superintendent, one accounts manager, three block accountants each to maintain accounts of four blocks and one office assistant.

But at the block training centre there was only one block resource centre coordinator and one assistant block resource centre coordinator. The course coordinator coming from the block office who is also called Block Resource Teacher Educator (BRTe) did all arrangement for training including choosing the venue for the training and supply of teaching – learning materials. At the time of training two resource persons were allotted to each of the two rooms for training in the centre.

Training

On the day of the visit, training was organised for primary teachers on science experiment (spider card). About 200 teachers were invited out of which only about 100 attended. This was due to the teachers being deployed to census work. The teachers were allotted to two rooms as two batches. Two resource persons were given responsibilities for training. They demonstrated the science experiments effectively to the teachers.

All teachers observed the demonstration with enthusiasm and some of them tried experiments themselves. Every two hours light refreshments was served to the teachers. In the next session, teachers were engaged in field work.

Resource Persons

The resource persons for the training were selected by the block resource coordinator. All the resource persons possessed post graduate qualification and had teaching experience in high and higher secondary level. They perceived, in general the training programmes were useful for teachers to some extent. They expressed that the training materials should be given well in advance. However, they felt that the two days special training given prior to the in-service teacher training was useful to a large extent in performing the functions as a resource person. They were satisfied with the availability of physical facilities at the centre. Regarding the training packages they felt that the modules could contain more practical exercises for classroom practice as well as evaluation exercises. Their opinion on the training package on science experiment transacted when the visit was made included more positive than negative points on the usefulness of the module.

Financial Support: The training coordinators at the block level stated that the funds for the training programme were made available on time and they were adequate. Since the programme was non-residential each teacher was given ₹ 50 per day as honorarium to meet the daily expenses. Although teachers made their own arrangements for food, they were served light refreshments during the training. The expenses for this were met out from additional contingency funds.

Teachers: The training for the teachers was organised by the concerned Block Resource Centre/Cluster Resource Centre Teacher Educators. All teachers informed that they were satisfied with the place of training, timings and duration of the training programmes. However, in respect of the content of the training is limited and may be improved. Teachers informed that they have gained clarity and confidence in planning

and preparing for their classroom interaction. They have become more empowered to handle the classes effectively. Teachers opined that the in-service training under SSA has motivated them to do their levels best in teaching. It was informed that in the initial stages, the teachers were ignorant and not interested in attending the training programmes. At present, they realised the importance of the training and they have gained confidence that they can give their children something new. The teachers informed that they are very much interested in evaluating the performance of the students and they are periodically assessing the progress of students in acquiring various skills apart from learning the lessons.

Findings and Suggestions for Action

- There is an overall satisfaction expressed by the teachers about the training programme.
- The building for BRC does not have adequate space for group activity. Hence a multi-purpose hall which can accommodate 150-200 members may be constructed within the same building.
- When the teachers who attend block level training are large in numbers, it calls for making use of facilities of neighbouring schools. Further the training programmes at block level are conducted simultaneously. This leads to shortage of resources both physical and human. Involving more resource persons simultaneously is likely to reduce the quality of training input as well as uniformity in the training for all teachers.
- Most of the equipments do not have adequate space for use as well as storage. Hence most of there are not being used except the blackboard. Hence administrative and academic action has to be initiated for their proper utilisation.
- Evaluation of training programme including the assessment of resource persons during training is not adequately practiced in the training centres. Hence evaluation performs for both training input as well as transactional

methodologies have to be incorporated in the training centres.

- The training packages require refinement in their structure, content load and transaction methodologies employed. It is observed that they do not have much practical exercises. Trainers manual to transact training packages have to be evolved and training packages should be developed in modular form involving continued participation of teachers even after training programme and linking the same with monthly meetings.
- The training packages are given only for resource persons and one copy for each school. They are supplied to resource persons just before the training programme and to teachers at the training centre. Each teacher should be supplied with a copy and they should be supplied to all well in advance.

UTTAR PRADESH

Training Centre: Birno

The training centre (BRC) was established in the year 2000 during third phase of DPEP. Initially it was located in the primary school Jungipur and got shifted into present building in 2001. Prior to the creation of BRCs and NPRCs, SDI / ABSAs were supposed to look after all the educational administration as well as academic work in the block. Administrative works increased due to universalisation of elementary education drive and it was realised that academic support to teachers at primary level is neglected. One of the objectives of establishing Block Resource Centre was to provide in-service training to all primary and upper primary school teachers, and orienting village education committee (VEC) members of the block. BRCs were also visualised as a support mechanism for Cluster Resource Centres (CRC) known as Nyaya Panchayat Resource Centres (NPRC) in Uttar Pradesh, especially to organise one- day training and meeting at NPRC. The vision of establishment of NPRC was to provide an academic platform and support to teachers. BRCs were also entrusted the responsibility to

follow-up the training programme in terms of its translation to actual classroom practice. The BRCs and NPRCs became the organs of information flow from SPO through DPO to schools and from schools to DPO and finally to SPO.

Sarva Shiksha Abhiyan (SSA) was conceptualised as an extension of the DPEP from Classes VI-VIII to cover the entire elementary stage of school education. The duality of the DPEP and the regular education administrative structure was reviewed during the formulation of SSA. Integration leading to convergence of administrative and academic institution under DPEP and institutions under the education department at various levels became the guiding force for formulation of SSA vision.

Now the Basic Shiksha Adhikari (BSA) is the chief administrative officer of the district. There is one Assistant Basic Shiksha Adhikari (ABSA) for each block, and 6 District Coordinators to assist BSA. BSA is responsible for all administrative works like recruitment, posting and transfer of teachers, payment of salaries, procurement and utilisation of funds etc. On academic front BRCs are responsible for organisation of in-service training of teachers and were linked to DIET, SCERT, SIEMAT and other similar research and training organisations.

Block Resource Centre, Birno

The case study of the training centre at Birno, district Ghazipur should be viewed against this background. The sources of information for the study include observation, collection of documents, interactions with District Coordinator Training, BRC Coordinator, Ex-BRC Coordinator, Assistant BRC Coordinator (ABRC), NPRC Coordinator, Resource Persons at BRC and DIET and the teachers and collection of data. The training centre was visited on 30th and 31st March, 2011.

Although female literacy is lower than the male literacy in India as well as in Uttar Pradesh but the above tables show that enrolment of girls is much higher than the boys at both primary and

upper primary levels. This phenomenon can be explained with the help of social correlates of girls' education in Indian society. Parents don't want to spend much on girls' education and government schools provide free education.

It is also evident from the table Uttar Pradesh 1 that in the Birno block 37 primary and 14 upper primary schools are single teacher schools and 8 primary schools are running without any full time regular teacher.

Infrastructure at the Training Centre

Training centre is located in the campus of upper primary school, Birno. It is a single storey two room accommodation, one hall 32 × 20 sq. feet appropriate for sitting of 50-60 teachers in a batch but inappropriate for organising group activities. The hall is used for training purpose and other room is used by BRC Coordinator as office. The office has a table, 4-5 chairs and a cupboard to keep files and records. There was one locked store room which is not in use as the coordinator told that it had been used to keep some kitchen utensils. The centre has two separate seated toilet for women and men. The toilets were in pathetic condition and almost non-functional. In the name of drinking water facility there was hand pump. BRC has electricity but during power cuts it does not have any back-up arrangement. The coordinator told that earlier they had a generator but now it has mechanical problem and under repair. There is only one blackboard and few charts and map was available in the hall. Refreshment and food for the teacher is being supplied by caterer.

Furniture: Almost all BRCs of the district have mats for teachers to sit but in Birno, BRC there were plastic chairs. It is worth mentioning that teachers contributed money for the purchase of chairs as they felt insulting and inconvenient to sit on floor. Furniture seems to be inadequate as which course were not available tables. In the absence of any table, teachers keep their notebook on their lap and write with much inconvenience. To improve the quality and efficiency of training adequate furniture are

urgently need. Most teachers' have observed that they felt humiliated while sitting on mats.

Audio-Visual Aids and Equipment: No aid or equipments were available except blackboard, few charts, and maps. Even office does not have any computer.

Staffing: The training centre functions with the following two staff:

Block Resource Centre Coordinator is the administrative head and incharge of training with an Assistant Block Resource Centre Coordinator. It has no secretarial and supporting staff. BRC Coordinator is over burdened with administrative works and training needs. When asked about sanitary conditions of toilets, coordinator observed due to lack of funds, no attendant can be appointed. He observed that hiring persons for sweeping is the only solution which is infrequent and sweeping is not done on regular basis.

In the state of Uttar Pradesh restructuring of block resource centres and NPRC is in process (Letter no.3903/79-5-2010-424/02 TC dated 02.02.11). In the new structure Assistant Basic Shiksha Adhikari (ABSA) will be the ex-officio coordinator of BRC and seven assistant coordinators (subject experts) will be appointed. BRCC will be administrative head and academic and training needs will be taken care of by the subject experts. Under the restructuring process, Assistant Basic Shiksha Adhikaris (ABSAs) has joined their duties as BRC coordinator in most of the blocks in the state. In the Birno block the ABSA has taken the charge of BRC coordinator recently. He is a new person and had limited knowledge of the training programmes that have been organised during 2010-11.

Resource Persons: Generally teachers teaching in upper primary schools in the block are selected by BRC coordinator as resource persons at BRC. Three teachers having good content knowledge as well as communication skills were selected from each BRC to be trained as master trainers in DIET. For subject specific training, teacher teaching the concerned subject at upper primary level were selected. Mostly resource persons were male. There is no

mechanism to evaluate the performance of resource persons except occasional observations by coordinators of BRCC. Interactions with teachers revealed that no feedback is obtained from them regarding the effectiveness of resource persons. Evaluation of the performance of resource persons is urgently needed. Some of the resource persons said that there should be provision of remuneration. At present there is not any remuneration for resource persons. However, BRCC manage to offer some token remuneration to them. Non-availability of training packages is a serious issue affecting the quality of training. One of the resource persons for English at upper primary level had observed that module for English training was not available at the time of training.

Financial Support: BRC gets financial support from State Project Office (SPO) in two modes; funds for training through DIET and contingency grant for maintenance through BSA. Cost for training was given to BRC from SPO through DIET. Total training grant for each BRC was calculated by multiplying ₹ 85 into the number of teachers to be trained in that block. This grant covers the TA for teachers, stationery to be distributed among teachers and food or refreshment. Besides this an annual contingency grant of ₹ 1,00,000 covers TA for BRCCs and ABRCs, generator, teaching learning materials (TLM), and contingency.

Training

This BRC is the training centre of primary and upper primary teachers both. It has the responsibility of providing in -service training to 135 primary and 85 upper primary school teachers. Training was organised in the batch of 50 to 60 teachers. All the training is non-residential. Training calendar was prepared by State Project Office, Lucknow, which is to be followed by BRCs. Large number of single teacher schools in the block is a serious problem. If the teachers of these schools are invited for the training then school will remain closed. BRCC told that sometimes they organised special batch for these

teachers in holidays. At primary level in Class I and II mostly Shiksha Mitra (contractual teachers) are teaching and in the present year (2010-11) they received training on development of reading and numeric ability under the Learning Enhancement Programme (LEP).

Quality of training was affected due to several reasons such as unavailability of training modules on time, lack of facilities at training centres and absenteeism of teachers. For example, during the last training in English for upper primary teachers a total 51 teachers were invited but only 18 attended training regularly.

Nyaya Panchayat Resource Centre (NPRC)

Nyaya Panchayat Resource Centre is located in the campus of Primary School, Birno-2. It is one room of 10 × 12 feet accommodation. It was locked and the NPRC coordinator was not available. It seems that it is not used for monthly meetings. Teachers had observed that they meet in the schools' office. The team visited another NPRC of different block but it was also found to be locked. Though NPRC coordinator was present but he had observed that the key was not available with him. It seems that meetings are organised in that primary school in which NPRC is located. Information regarding the date of meeting is given through mobile phone. Meetings are convened by BRC and mostly principals of the schools attend the meetings. Generally agenda for the meeting is to inform the decisions taken at BRC.

Interaction with NPRC coordinator and teachers revealed that NPRC meetings are organised for giving and taking information. And the number of meetings in a month depends on the need of information. NPRC coordinator is not aware about the academic purpose of these meetings and no pedagogical issues have been discussed in the last meetings. NPRCs work as a mechanism for information flow from schools to BRC; to district headquarters and vice-versa. Sometimes BSA also convened meeting as per the order of DM to disseminate information and assigned duties for 'Pulse Polio' programme. A lot of non -academic agenda ranging from cricket

to local politics were also discussed during meeting. A couple of teachers perceive anomaly as NPRC coordinator has been from primary school headmasters and the upper primary teachers find it humiliating to work under him.

Vision

The vision of the training centre could not be visualised by the BRCC (training coordinator) and ABRCC. In response to the question how he thinks about the utility of the training programme, the training coordinator had observed that his work is to implement the decisions taken at upper level and not to think. It seems that instead of providing academic leadership BRCs are functioning as an administrative institution. Among the teachers, training is not perceived as an opportunity for academic growth but as compulsion. Serious critical analysis about reflection the design and implementation of training programme under SSA needs to be done.

BRC, Mainpuri

At the cost of ₹ 8.0 lakhs, the Training Centre (BRC) was established in the year 2000 under DPEP Plan. The area covered by the BRC is about 800 sq. ft. The 8 NPRC – (Nyaya Panchayat Resource Centres) are worked under the BRC. The meeting and training of all the teachers belonging to Primary and Upper Primary schools are held under BRC. The training of all the teachers is conducted under the charge of BRC Coordinator supported by two Co-coordinators at BRC.

In January, 2011, the BRC Coordinator was relieved from their duties. At present, the charge has been given to ABSA and SDIE (Sub Deputy Inspector of School) who are taking the responsibility of training work also. State Project Director (SPD) issued a notification to the effect that post of BRC Coordinator and two Co-coordinators should be filled by 29.4.2011 by selection process. In Mainpuri district, the appointments have not so far been made. At the BRC, in addition to teachers training, the training of Shiksha Mitra is also organised. The training of Village Education Committees and the

Guardians' Association are also conducted at the BRC.

The meeting of the members of the Village Education Committee is organised on 15th of every month at BRC, Mainpuri and the meeting of Guardians' Association is organised once a year. In addition to this, the service records of all the teachers and employees of Primary and Upper Primary schools, seniority list, promotion, adjustment, salary bills and medical leave, etc, are also decided.

ABSA and SDIE happen to be the chief administrative officers of the BRC. This responsibility is being looked after by SDIE at Mainpuri BRC. All the materials related to teachers training, refreshment, food to the teachers etc. are arranged by the BRC Coordinator. Compliance of Government orders and instructions, inspection of schools and their evaluation, training information and organisation are also looked after by the BRC Coordinator. The responsibility of complete implementation lies with the ABSA, SDIE, BRC Coordinator, Co-coordinator and NPRC (Complex Incharge). Basic Education is under the control of BSA of the District, who is the chief controlling Officer. He/she also happens to be the chief of the District Institute of Education and Training (DIET). At state level, SPD, SIEMAT, State Training Institutes, is authorised for teachers' training. In Mainpuri district, there is a District Training Coordinator (DTC) under whose supervision the training is organised at BRC/DIET.

Infrastructure available at the Training Centre

In-service training centre, BRC Mainpuri was established in the year 2000. Till now two BRC coordinators have served at this Centre.

The total covered area of the BRC is 800 sq. ft. The building is having a hall measuring 30×20 with two curtained doors and four windows and a room for BRC coordinator. Size of the hall is enough to accommodate 50 teachers at a time. Electrical wiring has been completed in the hall

and electrical fittings for 3 fans, 6 tube-lights have been provided but the power supply is yet to be provided. Sitting arrangement for the teachers has been made in the ground on *Durrie*. Slogans related to SSA are written on the wall. One store room measuring 6x8 ft., two toilets and urinal are available to the hall. There are separate toilets for male and female. In the separate office for the ABSA, 2 almirah, computer and boxes were available. Library facility was not available at the centre. The rooms are properly maintained but the boundary wall of the BRC campus is in shabby condition. The drinking water facility is available through hand pump operating in the campus. There is no residential accommodation for the employees. No alternative arrangement like generator, inverters was made as substitute for the electricity. Refreshment and food for the teachers and employees were arranged from the outside market. Fire extinguisher was also not seen at the Centre. BRC is linked with the main road and road transport is available.

Furniture: There are 4 wooden chairs and 4 tables in the office but no furniture is available for the teachers and they were forced to sit on *Durrie* during training. Six plastic chairs for visitors and eight cupboards are available for keeping training materials, books and records. A high-tension wire was found running through the mid campus which can cause danger in future.

Audio-visual Aids and Equipments: BRC Mainpuri lacks computer, TV, internet, audio-video, VCD-DVD player, telephone, tape recorder, radio and library etc. However, Mathematics and Science kit, globe, maps, charts; posters were available at the Centre.

Staffing at the BRC: Presently, three staff members are working at the BRC. The work of BRC Coordinator is being looked after by SDIE. An employee of Junior High School (U.P.S.) Balika Vidyalyaya is serving as attendant and financial aspects are looked into by the former NPRC Coordinator.

Vide Government of Uttar Pradesh Order no. 3903/79-5-2010-424/02 TC dated 02.2.2011 BRCs and NPRCs are to be reorganised. Vide

State Project Director letter no. SSA/Samanvayak 2509-10/2010-11 dated 23.2.2011 the responsibilities of BRC Coordinator, Co-coordinators have been assigned to ABSA and SDIE and orders for constitution of BRC and NPRC by 19 March 2011 have been issued.

Resource Persons: Generally, teachers are trained by the master trainer to be selected by the BRC Coordinator. The teachers working in primary and upper primary schools are trained as subject experts at DIET. Afterwards such master trainers impart training to the teachers at BRC. A district training coordinator observes and evaluates the training programme being organised at BRC and NPRC. Mainpuri BRC is meant for the training of primary and upper primary teachers both. No feedback is obtained from the teachers regarding the effectiveness of resource persons during the conduct of training programme. Modules are given during the training. BRC coordinator had observed that more supportive staff and resources are needed and raised concerns due to lack of self motivation and discipline on the part of teachers.

Financial Aid: Teachers training related financial grant is released by the State Project Officer (SPO) which is allocated to each BRC by the BSA through DIET depending upon the number of teachers @ ₹ 85/- per training. Participants are also paid TA/DA during the training. ₹ 500/- is also paid separately to each class teacher in each session for purchase of teaching-learning materials (TLM).

In Mainpuri district an amount of ₹ 56,200 was spent on training of upper primary teachers and coordinators in LEP, English, Mathematics/ Science out of which 241 participants could obtain the training. Whereas ₹ 12,369 was spent for training of primary level of teachers and coordinators and 962 participants could get training. Thus, an amount of ₹ 1,79,895 was spent on training. Total ₹ 1,44,37,865 (One crore forty four lakhs thirty seven thousand eight hundred sixty five only) was spent on salary of all the employees and teachers working under the BRC during February, 2011. More than one crore per

month is being spent on 21,922 students. This excludes expenditure on training, equipments, scholarship, free books, educational excursion and mid-day meal.

Nyaya Panchayat Resource Centre (NPRC)

Eight NPRCs are working under Mainpuri BRC. BRC Mainpuri, NPRC Mainpuri, and Upper Primary Girls' School, Naglajula is located in the same campus. NPRC is a single room structure of 15 × 12 size. There are three almirahs, four plastic chairs, and two wooden tables. Electricity is not available. There is no toilet facility in the NPRC. Condition of NPRC room is shabby. This NPRC cater to the needs 32 primary and 14 upper primary government schools. During the session 2010-2011 total 16 meetings were convened at NPRC. The meetings are generally attended by the headmasters of the primary and upper primary schools.

Opinion about Training Centres

Former BRC coordinator and SDIE here observed that single teacher school is about to close during in service training. Single teacher upper primary schools are closed during the teachers training. Since at upper primary level trainings are subject-specific so single teacher working in upper primary school is bound to receive training in many subjects areas. It poses a question mark on the efficacy of the training.

WEST BENGAL

Training Centre: Jagachha Board Primary School

This section is devoted to case study of training centre for primary stage. The case study is based on data collected from multiple sources, e.g. teachers, resource persons, course documentary analysis, interviews, observations. The dimensions of training centres under study e.g. staff, furniture, infrastructure, were examined in depth so as to explore the quality of training programmes being organised in these centres.

Backdrop

The training centre, situated at Jagachha Board Primary School in the district of Howrah, was established in the year 1946 to provide in-service training to all primary school teachers in Jagachha circle and other circle cluster and school level functionaries such as CLRC/CRC members and school heads. The centre is linked with DIET, SCERT and SMC to organise various training and development activities with focus on in-service training of primary school teachers of triangulation of data sources and methods of data collection. In other words, the data for the case study was collected from multiple sources, e.g. teachers, resource persons, course coordinator/SI using multiple methods such as documentary analysis, observation and interactions.

Infrastructure

The primary centre has two storey building. The building is not maintained properly and therefore, looks unimpressive. The ground floor with a big hall and veranda remains unused. Bamboos and ropes are dumped in the corridor. There are separate toilets/urinals for men and women but without water supply. The entire floor looks dirty. In the first floor of the building there is a training hall with space of 120 sq.ft. to accommodate a batch of 60 teachers. The space, however, seems inadequate for organising group activities. The hall is well ventilated. The training centre is without water supply for drinking and/or other purposes. The participants have reported facing water related problems. The food for the teachers was supplied by a caterer on request.

Furniture: The seating arrangement in the training hall is neither comfortable nor adequate. There are 13 benches and two staranchi (coir mat) in the hall. Adequate number of bench-cum-desks is required to provide comfortable sitting and writing facilities to the participants.

Aids and Equipment: The centre does not possess appropriate aids or equipments such as computer, TV, projector, photo copier, etc. for effective programme delivery. The teachers,

however, were supplied with materials like chart paper, sketch pen, colour pencils, marble paper, etc. to prepare TLMs during the session.

Staffing: The training centre has the following staff:

1. School Inspector (SI)—The school Inspector with B.Sc., B.Ed. qualification is in his forties. He acts as training coordinator in addition to his administrative and supervisory role in CLRC. He hardly takes part in training sessions.
2. Resource Persons (RPs)—There are four resource persons for the programme under study. Two of them, with long experience both in teaching and as Resource Persons belong to the District Quality Management Team (DQMT). These two resource persons are delivering the goods and in fact are managing the programme. They used to meet various queries of the teachers. The other two RPs being new are not so effective.
3. Shiksha Bandhu—There are four Shiksha Bandhu out of whom two belong to CLRC and the other two belong to CRC. They are providing support including seating and food arrangement for the teachers, for the effective organisation for the training programme. All of them are performing to the best of their ability.

Quality of Training

The quality of training in terms of delivery of RPs and support services available, including sitting and food arrangement seemed to be average. However, the quality of participation of teachers in the process through discussion, arguments, question-answer and suggestions was better. Provision of technology resources, e.g. TV, Projector, computer, etc. would add to the quality of training in the centre could be visualised from the following activities/performance of the teachers:

- Most of the teachers were active asking questions, giving suggestions and arguing to retain their stance.
- Most of the teachers were punctual and regular in attending the programme.

- Some of the teachers were skilled in preparing TLMs.
- The group activities seemed to be effective so as to facilitate collaborative learning.

Conclusion

Analysis of data on the major aspects of the programme under study gathered through discussion, observation and schedules/questionnaires revealed the following facts that have implications for actions.

- The training centre has potentials for excellence in terms of available infrastructure, human resources, including resource persons and other personnel to facilitate organisation of training programme.
- The arrangement for sitting and writing in the training hall seemed inadequate.
- The centre is not equipped with adequate technology resources (aids and equipments), e.g. computer, internet connectivity, TV, Projectors, Inverters other than the sound system.
- Majority of teachers are active, punctual and regular in attending programmes. Putting questions during the process of delivery, participation, group activities and skills in the preparation of TLMs revealed through observation indicate motivation and interest of the participants in learning.

Suggestions

Based on the findings of the case study the following suggestions can be made to improve the quality of training programmes in the centre under study.

- The infrastructure, including the classrooms and toilets for males and females to be maintained and be kept clean for their optimum utilisation.
- Proper arrangement for sitting as well as writing in the training hall to be made so as to enhance the quality of learning and activities organised in the hall during various sessions, e.g. group work, preparation of TLMs.

- The centre should be equipped with emerging technology resources such as computers with internet connectivity, overhead projector, multimedia projector, TV, DVD player, etc. so as to improve the quality of deliberation, and participation; sustain interest of the participants in training programme.

The outcomes and suggestions made through this study can be examined against the context of other such training centres of the study area, i.e. the state of West Bengal.

Training Centre: at Junior High Madrasa, Labpur

This section is devoted to case study of training centre of Upper Primary Stage. The case study is based on data collected from multiple sources, e.g. teachers, resource persons, course documentary analysis, interviews, observations. The dimensions of training centres under study e.g. staff, furniture, infrastructure, were examined in depth so as to explore the quality of training programmes being organised in these centres.

Backdrop

The training centre for Upper Primary level teachers situated at Junior High Madrasa, Labpur in the district of Birbhum is a temporary training centre and therefore, does not have the infrastructures and/or other resources including furniture and equipments that are essentially required for a training centre at that level. Thus, the resources created for Junior High Madrasa are used for the organisation of in-service training programmes.

Infrastructure

The training programme was held in a hall in the first floor of the school. The hall was too small to accommodate 112 teachers present. The participants were reported to do group work and other such activities in the classrooms on ground floor but after the regular classes of the school. The centre did not have its boundary wall. The toilets, separately for the boys and girls of the school, are used by the teachers. The condition of toilets, in any case, was not good. There was

no water supply to the toilets. The provision for drinking water and or water for other purposes is inadequate.

Furniture and Equipments: There were bench-cum-desks for the participants in the training hall. But these were not adequate for 112 participants to sit and write with ease. The hall was clumsy. Even through more furniture are made available, the size of the training hall is not adequate to accommodate them. Further, the furniture, particularly the bench-cum-desks prepared for the school/children seems unsuitable for the teachers to sit and work with comfort.

There were no other equipments/aids than a sound system and a wall blackboard. In the absence of equipments like projectors, computers and TV, etc. the sessions seemed lecture based. Overcrowded training hall perpetuated this approach further.

Staffing: The training centre has the following staff:

The *Sub-Inspector of Schools (SI)* was discharging the responsibilities of training coordinator in addition to his normal duties of school supervision and administration/management in training activities.

There were eight resource persons to impart training on various topics in the schedule, e.g. disaster management, NCF-2005. Although all of them reported to have been trained to act as RP, about half of them seemed lacking confidence to impart training. Many of them appeared to be young, less experience and/or lacking in adequate training/orientation to work as RPs.

There were two clerks to assist the training coordinator in the management of training programme including financial management, and maintenance of records, etc. They were doing everything in the absence of a computer for the purpose.

There were four supporting staff members, including attendants to provide drinking water/tea, etc. to the teachers and to keep the training centre clean.

The human resources engaged in the training centre, including RPs and clerks seemed to be

inadequate and/or less experienced. The training coordinator, who seems to be overburdened with other administrative work than training, was found present in the centre on the inaugural day but absent for the rest of the days.

Administrative Financial Support: District Project Officer, SSA is supposed to provide necessary administrative and financial support to the training coordinator for successful organisation of training programme. There is an allotment of ₹ 90.00 per day per participant (towards tea and tiffin @ ₹ 25.00, training material @ ₹ 25.00, study material @ ₹ 5.00, traveling allowance @ ₹ 30.00 and contingent @ ₹ 5.00). But some irregularities were noticed in the supply of training modules to the participants. The participants received the modules towards the end of the programme.

Training Strategies

There were 112 teachers in the batch. All the teachers used to sit in a hall which is not adequate to accommodate such a big number of participants. The mode of transaction was mostly lecture. No participatory approach such as group work, discussion or brain-storming was followed by the RPs during various sessions. Nor was it possible/to follow these approaches due to shortage of space and/or overcrowded hall. The reason for the programme being overcrowded as reported by the coordinator, is that batch under training was the last batch to receive training. All the untrained teachers under the CLRC were, therefore, accommodated in the batch.

Conclusions

The study of various aspects of the programme revealed the facts listed below:

- The training programme was held in a school on adjustment basis. The infrastructure available at the centre, including training hall, furniture and toilets were not adequate.
- The programme was overcrowded with 112 participants in the batch. Constructivist

approaches, therefore, could not be followed in the transaction of various modules. The method of transaction was mostly lecture.

- The arrangement for sitting and writing in the hall was neither appropriate nor adequate. The furniture created for the school children were not suitable for the participants. The hall was not large enough to accommodate furniture for a number of 112 participants.
- There was mixture of experienced and in experienced RPs in the centre. About half of the RPs appeared to be effective in handling the programme.
- There were some irregularities in the management of the programme. The participants were supplied with the training modules towards the end of the programme. They should have been supplied with the modules at the beginning of the programme.
- The training coordinator, who happens to be the sub-inspector of schools, is overburdened with lot of administrative works. He does not find time to monitor the quality of training programme.

Suggestions

- Training centre should be equipped with adequate and appropriate infrastructural facilities, including spacious training hall and rooms for group work, etc.
- The number of participants in a batch should not exceed 50 in any circumstances so as to facilitate participatory approach.
- Training materials, particularly modules be provided to the teachers on day one to enable participants to come prepared in the subsequent days. This would promote effective interaction among the participants during the sessions.
- The training coordinator should be available in the centre to monitor the quality of the programme and to see that the programme runs as per the schedule etc.

5

Way Forward

Case study is a powerful tool for in reaching the un-reached dimension of the study, especially in the context of socio-educational transaction. It helps in explaining the unexplained statistical find. The case studies of the Training Centres conducted under the study on the impact of INSET on training and classroom transactions did supplement information on the facilitating and the hindering influences. The quality of case studies however was uneven. It was reasonably good in the case of some states and not so good in others despite guidelines and training of the field investigators (FI). The efforts of the FIs are

encouraging. The need for preparing researchers is strongly felt. The training programmes for educational researchers at the grassroots level need to be undertaken by the research institutions. The present thematic micro and expanded view of the case studies included in this compendium can serve for analysis during the training programme in this area. These can also be used for comparing the quality of case studies conducted as practice exercises during the training. This can be a learning exercise to what a case study should be and what it should not be. A way for ward for young researchers.

Guidelines for Case Study of a Training Centre (ISTT-9)

Instructions

- Separate case studies should be conducted by using guidelines for primary and upper primary sampled teacher training centres.
- In a state where there is a common training programme for primary and upper primary, only one case study should be conducted.
- The State Coordinator/Experts may conduct the case study of a training centre.
- Do not leave any blank. Write nil if information is not available.

1. State Code

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2. District Code

--

3. Full address of the training centre: _____

Pin code: _____

Phone Number _____ Mobile _____ e mail _____

4. Steps for conducting Case Study:

(i) Planning for conducting Case Study:

(a) Identify training centre where the Case Study is to be conducted (*Probably other than the district headquarter*).

(b) Select the target group:

- Training programme for primary school teachers
- Training programme for upper primary school teachers
- Common for both primary and upper primary teachers

(c) Stakeholders to be interviewed:

- Teachers
- Resource Persons
- Course Directors
- Community Members
- Non-Academic Staff

(ii) Development of Tools:

(a) Develop the interview schedule for the stakeholders.

(b) Develop a schedule for collecting information about physical facilities, equipments and their use.

(c) Prepare a format for collection of relevant material.

(iii) Data Collection through interview/observation and study of relevant material.

(iv) Analysis of data

(v) Results/Findings

(vi) Implications for action

GUIDELINES

Case study of the Centre should provide detailed account of growth of the Centre since its inception. It should highlight change in its personality has undergone in terms of its size, scope, faculty, infrastructure, activities and functional efficiency. The case study may provide such information as: The year when it was established, the year when it started functioning as a training centre, target groups for training, core faculty and secretarial support including accounting, infrastructural facilities (rooms, office, training materials, non-print media equipment and software, computer and internet facilities, duplicating/photocopying facilities, library facility, etc. How objectives of the Centre have undergone change? How many training programmes for different target groups (primary teachers, upper primary teachers, school management committee members, trainers, etc. were to be organised and how many have been actually organised? What links with parallel institutions and vertical institutions established? What is the status of cooperation to achieve training objectives? Is the Centre continuing to function since its establishment? If not when and why it was discontinued to function as training Centre? The case study should provide a complete perspective and its growth over time or since inspection.

Information Base

- Year of establishment.
- Target group of training— primary, upper primary teachers, CRC coordinator, school management committee members, parents group, etc.
- Training programmes organised since inception (year-wise list specifying the target groups and the no of beneficiaries mentioning the gap between targets and actually trained.
- How many programmes were planned in a year and how many organised explaining reasons for shortfall if any. Provide year wise coverage details in the below table.

Year	Target group	Expected to trained	Actually trained	Gap
19____	Primary			
200____	Upper Primary			
200____	CRC Coordinator			

2011				
Total				

How the facilities have grown over time? (To be based on data)

- Physical
- Aids resource materials
- Staff
- Resource persons
- Financial support
- Administrative support (SPD/DPO, BRC, CRC, DIET, SCERT, etc).
- Support from other sources, specify

From which institutional network support has been the forthcoming as required and qualitatively better. From which institutions that were expected to support, it is patchy or even not coming? How this has affected efficiency of functioning of the centre. Why sufficient support is not been forthcoming if it was expected in the networking?

Provide networking diagram relating to SPDs institutions and persons 360°.

- How the Center been financed? Indicate the sources from which it has been financed? Is the fund flow smooth and timely? What are the hurdles if any?
- What are the problem areas in efficient running of the Centre earlier? What steps have been taken to tackle these problems? What is the success? What are the areas in which efforts were successful? What problems have not been tackled despite efforts? Why? What should be done now?
- What is the image of the Centre of Today and of the future, say the decade ahead?
- Summary of Achievements/Accomplishments.
- Summary of efforts to increase impact of the training
- Summary of impediments.
- Where to go from here and how?

REPORT STRUCTURE

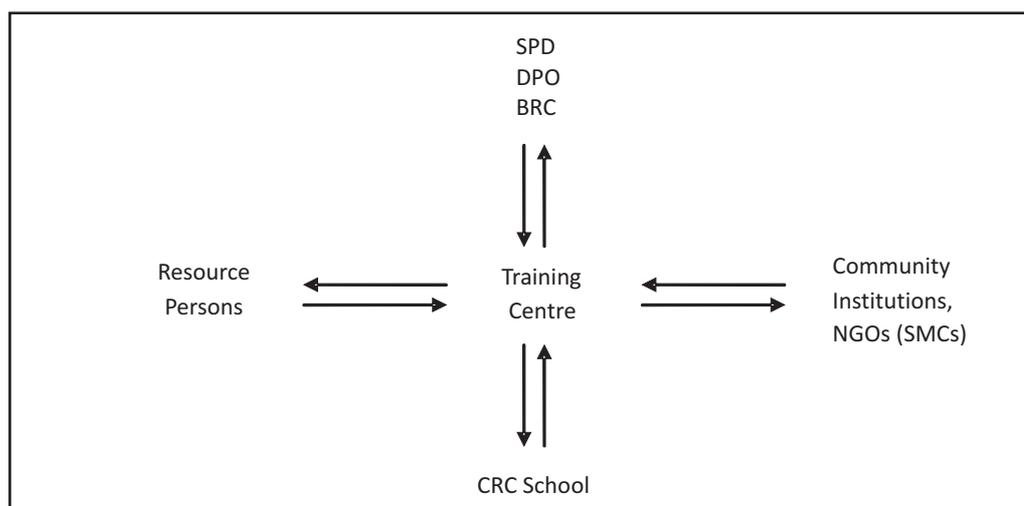
I. Introduction

Case Study Objectives:

- Growth of Centre(age) since inception
- Training (target group)
- Capacity building
- Follow-up support etc.,
- How was the Case Study done?

II. Networking

Place of the Training Centre in the networking of the Institution.



Description and working of the networked, institutions, Efficiency of the relationship and functioning of the training may be covered.

III. Facilities in the Training Centre

Physical Resource	Growth source inception
Material and Aids	How these have developed?
Human (Resource)	Are these sufficient?
	Are these functioning?
	Is the staff trained to use them efficiently and
	Keep them running.
	What are the gaps?
	What is still needed?

IV. Training Programme (year-wise since inception). (Tabular for as given before)

V. Content of training programmes

VI. Achievements

- What has been achieved/accomplished in relation to the expected target and growth?
- What could not be achieved and why?
- What can be done to improve achievement of the expected objectives?

VII. Follow on and Impact

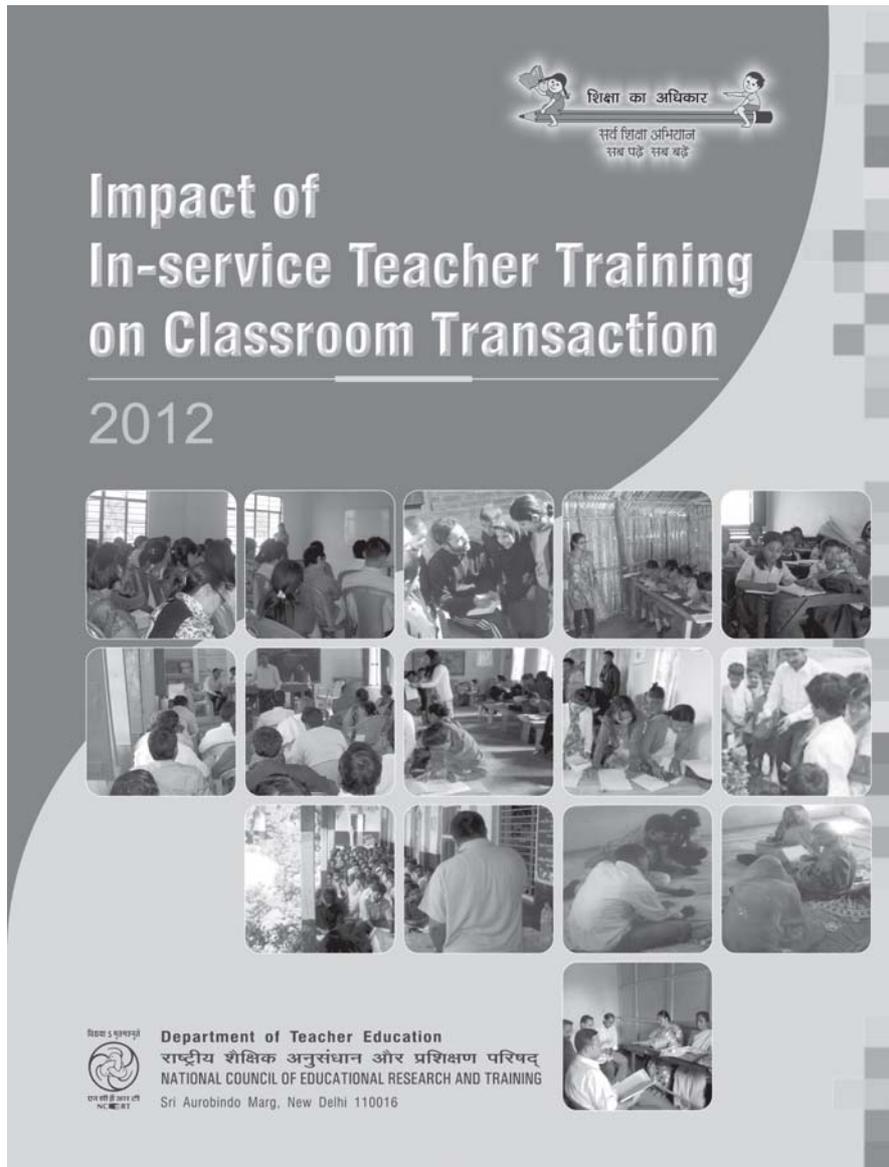
- Follow-up to improve training impact.
- Mobilised networked institutions to improve impact in changing classroom practices and student achievement..

VIII. Summary and Conclusion

Image of the perspective of the training centre for the decade?

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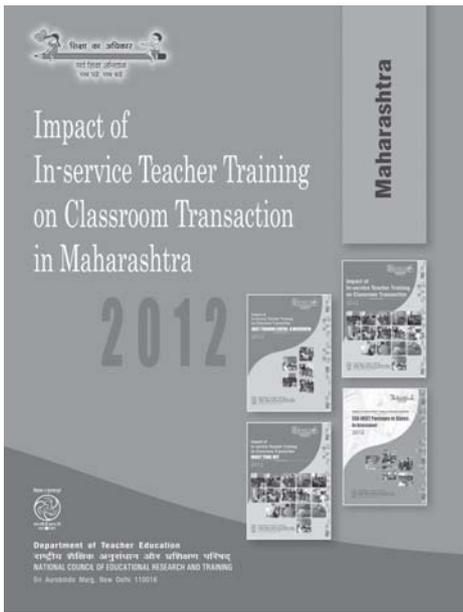
Impact of In-service Teacher Training on Classroom Transaction 2012 – Part I

SSA INSET Packages in States : An Assessment 2012 – Part II

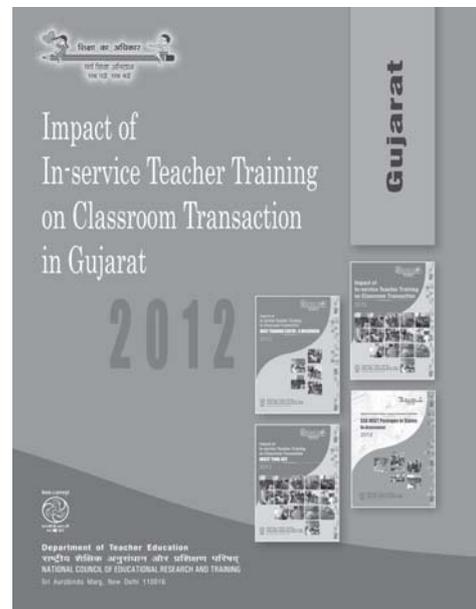
INSET Training Centre : A Microview 2012 – Part III

INSET Tool Kit 2012 – Part IV

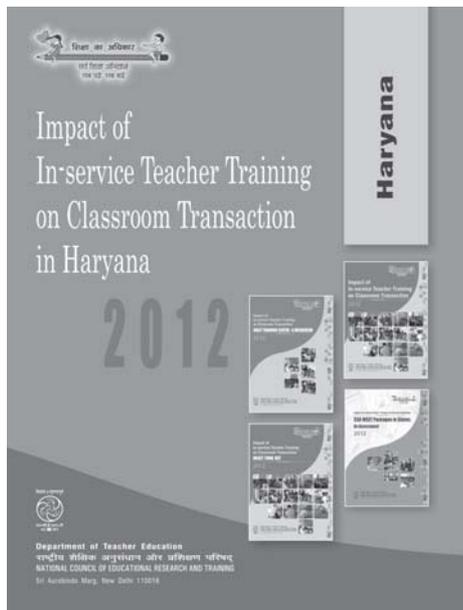
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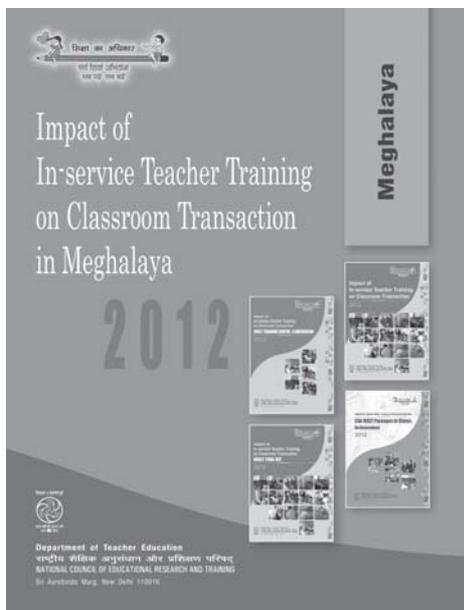
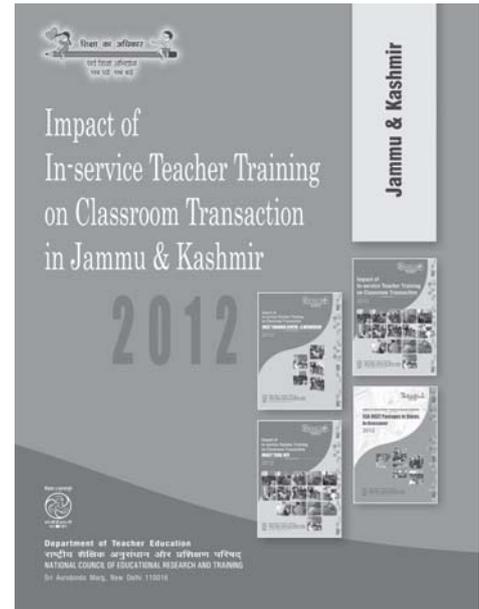


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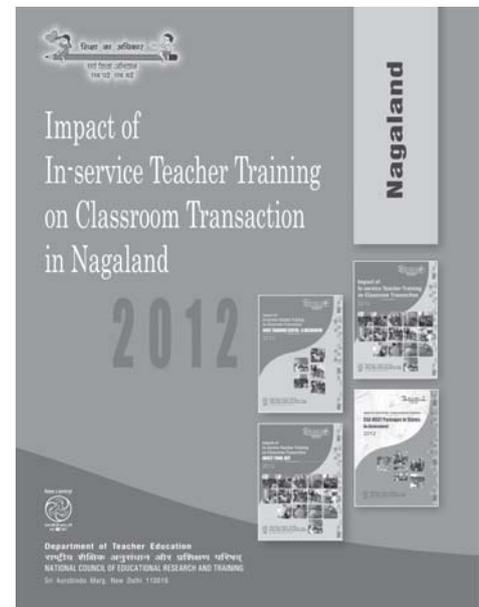


Impact of In-service Teacher Training on Classroom Transaction in Haryana 2012

Impact of In-service
Teacher Training on
Classroom Transaction in
Jammu & Kashmir 2012



Impact of In-service
Teacher Training on
Classroom Transaction in
Meghalaya 2012



Impact of In-service
Teacher Training on
Classroom Transaction in
Nagaland 2012

*Also available for Andhra Pradesh, Bihar, Chhattisgarh, Madhya Pradesh, Odisha, Rajasthan,
Tamil Nadu, Uttar Pradesh and West Bengal*